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**Theme:**

**“AUTHENTIC ACTIVITIES AND SPEAKING SKILLS”**

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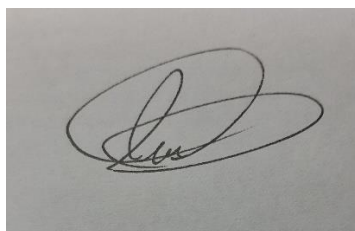
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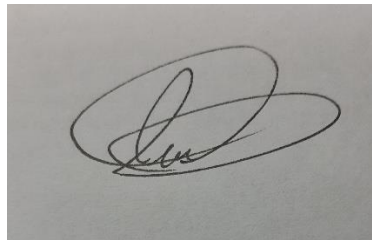
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## **DEDICATION**

### **TO:**

I devote this investigation to my family and friends for giving me all the love that they could give me furthermore, I want to dedicate this investigation to all my teachers for being the light of my darkness and supporting me in my undergraduate career. Without their knowledge and dedication this project could not exist.

## AKNOWLEDGEMENTS

I want to thank my parents for supporting me in all the ways that they could. I want to thank my mother for hugging me when I felt fragile and my father for listening to me when I felt strong.

I want to thank my teachers for showing me the truth that they know. With their help I molded my perspective of the world, discovered my love for books and my appreciation for academia. Without teacher's intervention I would be lost.

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## RESUMEN

La presente investigación analizó la influencia del uso de actividades auténticas en la habilidad hablada. La población de estudio fueron un grupo de 29 estudiantes de décimo grado de la Unidad Educativa “Sagrada Familia”. En este proyecto aplicó una metodología cuantitativa y cuasi-experimental. El instrumento utilizado en esta investigación fue un pre-test y un post-test tomados de Cambridge Key English para el nivel A2, para esta parte solo se utilizó la parte oral, ambos exámenes constaron de dos partes la primera contenía diferentes preguntas personales a sobre su ciudad y amigos, la segunda parte contenía una conversación utilizando una imagen añadida en el examen. Además, los tratamientos se basaron en la aplicación de actividades auténticas en el aula, estas tareas se aplicaron en la asignatura de inglés y contenían recursos auténticos como objetos culturales, postales, clips de películas, videos auténticos, videos de Tik Tok, entrevistas, canciones, letras. y posters. Estos materiales se utilizaron para crear actividades auténticas en clase, como presentaciones y conversaciones sobre su último viaje, presentar una historia usando una postal, crear y presentar una historia con un clip de una película, conversación en grupos sobre su película favorita, simulaciones , role plays, entrevistar a un personaje famoso, conversaciones sobre nuestros sentimientos con música, tomar notas sobre nuestros pensamientos, crear y presentar un cartel ecológico en clase, planificar una fiesta y preparar su itinerario, y debates en clase. Los resultados del Pre-test y Post-test fueron analizados a través del programa Statistical Package for Social Sciences (SPSS), mostrando un promedio de 5,27 en el pre-test y un promedio de 7,62 en el post-test describiendo una mejora de 2 ,35. En síntesis, la aplicación de actividades auténticas es eficaz para el desarrollo de la habilidad hablada.

**Palabras Clave:** Actividades Autenticas, habilidad hablada, materiales auténticos

## ABSTRACT

The present investigation analyzed the influence of using authentic activities in speaking skills. The population of study was a group of 29 students from 10<sup>th</sup> grade at Unidad Educativa “Sagrada Familia”. A quantitative and quasi-experimental methodology was applied in this project. The instrument used in this investigation was a pre-test and a post-test taken from Cambridge Key English for A2 level, and only the speaking part was used, both exams consisted of two parts the first contained different personal questions to answer about their city and friends. The second part contained a conversation using a picture added in the exam. Furthermore, treatments were based on the application of authentic activities in the classroom, these tasks were applied in the subject of English and contained authentic resources such as cultural objects, postal, movie clips, authentic videos, Tik Tok videos, interviews, songs, lyrics, and posters. These materials were employed to create authentic activities in class such as presentations about your last trip, conversations and oral presentations about an exciting trip , creating and presenting a story with a movie clip, conversation in groups about your favorite movie, simulations, role-plays ,interviewing a famous person, conversations about our feelings with music, making notes about our thoughts ,creating and presenting a ecologic poster in class, planning a party and preparing its itinerary ,and debates in class. Pre-test and Post-test results were analyzed through the Statistical Package for Social Sciences (SPSS) program, showing an average of 5,27 in the pre-test and average of 7,62 in the post-test describing an improvement of 2,35. In summary, the application of authentic activities is effective for the development of speaking skills.

**Keywords:** Authentic Activities, Authentic materials, speaking skills

# CHAPTER I

## THEORETICAL FRAMEWORK

### 1.1 Research Background

Various studies were taken as the basis which support this research. These documents content information that is meaningful and related to the variables of this study.

Ciornei and Dina (2013), in their academic paper “Authentic texts in teaching English” aimed to determine the relationship between using real text and improving communicative competence and identify types of authentic texts that help students’ academic performance. The problem described the use of traditional textbooks as materials in class in this way students will be provided with outdated information. A quantitative approach was used in this investigation using evaluations questionnaires and examinations for the level of the classroom then, a data analysis was carried out. Based on the results, the authentic texts that facilitate academic performances were shows, documentaries, songs, interviews, and articles. The advantages of using authentic materials regarded the ease of finding them, students can get familiar with the language and actual and become more confident about their language and develop a sense of cultural belonging.

On the other hand, Guevara and Ordoñez (2012), conducted a qualitative research called “Teaching English to very young learners through authentic communicative performances” in which the impact of curriculum-related learning activities in Spanish and English in authentic performances was presented to improve teaching English. The performance of kindergarten teachers was described according to the curriculum development as how students achieve authenticity and the impact of classes on their attitudes. The main objective of the project was to implement an evaluation of a new bilingual curriculum in this case Spanish –English curriculum and its impact on the language learning environment and teacher-student learning. A qualitative approach was used in this case to collect information and then the investigator made an analysis of four teachers a year of interviews and four classroom observations, as well as two additional classroom recordings indecently prepared by teachers. The results shown in the analysis demonstrated that teachers use various games, especially role plays, read stories and songs based on children’s ideas also that students become enthusiastic and active and their oral English skills improved significantly.

The effectiveness of using authentic videos in teaching English was presented in the project developed by Saienko and Shevchenko (2020), in this investigation called “Authentic videos in teaching English to engineering students at universities” in which resources that were created without an educative objective (Tv shows or movies) were used with students as an opportunity to expose students to real language. The objective of this project was to investigate and experimentally test the effectiveness of real videos in teaching English to engineering students in colleges and universities. This work was based on an experimental research approach selecting a group of 50 students from 3<sup>rd</sup> engineering. The method of data collection was based on the application of surveys, questionnaires and tests during 6 weeks. The information was obtained and his respective analysis was done. The obtained results of the post-experimental test showed that the regular introduction of idiomatic videos in English classes helped technical students to improve their listening and speaking skills additionally, authentic videos improved their understanding of the topics under study, including key vocabulary and questions related to it.

“Investigating the effects of authentic activities on foreign language learning” is an investigation carried out by Ozverir et al. (2017) with the objective of explore the use of authentic activities in EFL classes by creating an initial design of principles for authentic activities. A design –based research approach was employed in the application of authentic activities for EFL classes this was implemented in three pre-university EFL levels in two cycles. For the methodology a design-based research was carried out using four phases consulting practitioners’ problems, developing the learning environment, making changes to the learning environment and finally reflecting on the analysis of data. Data was collected through documentation from six students and two teachers in different classes. The results showed that the learning activities were related to the characteristics of authentic activities, moreover students were able to express their thoughts and opinions on various topics and the learning environment based on authentic activities encouraged the use of the target language as a means to convey the message correctly.

Metruk (2018), in his study “Extensive listening practice of EFL learners with authentic English videos” the researched examined self-reported frequency of viewing English videos made by EFL university students to practice listening comprehension ability. 57 Slovak university students were exposed to English videos every day to examine the incidence of EFL students in Slovak universities watching authentic English language videos to improve their listening skills and how often those students watched videos on online sites and social networks. This group was divided into two groups: 17 first-year and 20 first-year students. A qualitative

research was used for their methodology using questionnaires regarding reports of watching authentic English videos. The results of the study showed that the two groups of the study reported a daily activity of watching authentic English videos, which could be considered as an extensive listening practice moreover the participants felt that listening outside of the classroom by watching videos in English was beneficial for the development of their listening skills. These results suggested that viewing authentic English videos should have a place in English learning.

Dian et al. (2023) in their research entitled “The authentic materials for teaching English to young learners: Teacher’s perception”. Discovering teachers’ perceptions about using authentic materials to teach English to children in elementary schools in Indonesia, South Sumatra, and Palembang was the objective of this investigation. Four English teachers from schools from Indonesia, South Sumatra, and Palembang were the subjects of the research. Moreover, a qualitative approach was used by this study to obtain data through face-to-face interviews about teachers’ perceptions of using authentic materials for children. During the interviews, the researcher used a semi-structured organization with open-ended questions those interviews consisted in ask every participant, record their voices, transcribe their answers and then analyze the obtained data. Finally, the results showed that teachers have a positive attitude towards the use of authentic materials for teaching English because those resources help improve students’ language skills and their enthusiasm for learning English. However, teachers still face some difficulties in selecting authentic materials for students. This means that teachers need to make adaptations to authentic materials to suit the specific needs of the class.

Similarly, Otero (2016) in her study “Innovative resources based on ICTs and authentic materials to improve EFL students’ communicative needs” reported the failure of textbooks to adapt their content to student’s needs. The objective of this present action research was to recognize the communicative needs of EFL students and employ authentic materials to develop their oral skills. The methodology shared a qualitative study, measuring the potential of a group of activities and observing EFL teaching practices in Spain to identify the communicative needs of students. The study was divided into three steps: firstly, by completing a questionnaire with strategies to motivate students, secondly, by developing a group of activities based on authentic materials such as video formats, blogs, and podcasts (the treatment), and then, by analyzing post-study to measure the level of proficiency and motivation of the class. Finally, it was concluded that innovative resources based on authentic materials and ICTs provide significant results and promote students’ oral skills.

Huang et al. (2011) developed a research called “Authentic Activities and Materials for Adult ESL Learners” in which the author investigated the types of authentic materials that adult

ESL teachers used to succeed in their classrooms. The objective of the study was to check out the question” What authentic materials and activities have been successfully used in adult ESL in class?” Both variables were studied by a qualitative approach the information was obtained by a questionnaire and a survey developed by researchers covering nine items. 30 teachers of adult ESL from the United States were the participants of this study, all members were participants of regional and professional associations in the field of education. According to the questionnaire, the experience of the group was very high and participants were well educated additionally, it was concluded that using only authentic text appeals do not always create appropriate meaningful, and successful ESL training for adults. The authentic materials and activities described in this study serve as a resource for teachers to generate new ideas.

A study developed by Ramírez (2018), entitled “Authentic Tasks to foster oral production among English as a foreign language learner” aimed to find out the effect of a real task on EFL learners’ group oral expression by identifying tasks that help facilitate oral productions and tasks related to sharing personal experience based on talking about students’ wishes and interest. Qualitative action research was used with a group of tenth students at a public high school in the south of Colombia this group has been studying in the school for three years and shared socio-economic conditions such as age, music, technology, and sports. In the methodology, a “Planning, action, observation, and reflection” model was followed in the study. The themes of every intervention were decided based on the application of a survey for common topics of interest then four authentic tasks were designed for the interventions. Finally, the instrument to collect information was designed and the oral performance of 35 students was recorded. to conclude, the results showed that students learned to analyze their work when they were asked to reflect on their performance additionally, authentic tasks let them express their ideas, feel more confident, and foster competencies in their oral production.

Chamba and Gavilanes (2017) in their investigation entitled “Authentic audio-visual material in the development of oral fluency in university intermediate English students” determined the benefits of authentic aids on students’ oral fluency. The research project shared a qualitative and communicative approach in which an extensive literature review related to authentic materials was developed by the author also 96 surveys were applied to know the use of authentic materials for teachers and 31 voice recordings were collected. Twenty-two students of the third level were the subjects of the investigation which was divided into experimental (15 students) and control group (7 students). The first group received a treatment with authentic materials while the second group received abridge material and input from the textbook. The number of words, pauses and vocal fillers were considered to measure the oral skill



improvement. Finally, the results in the pre-posttest section showed in the post test reported oral fluency improvement. It was confirmed that authentic materials had a great influence on EFL learners.

As it can be analyzed, the use of authentic materials can be a meaningful strategy at the moment to face English for communicative purposes. All the investigations show benefits when teachers implement authentic resources in activities developed in class. Improvement in pronunciation, better communication, progress in speaking skills, and improvement of notes were some of the benefices that these investigations discovered therefore, the employment of authentic resources in communicative activities is beneficial for the students. In the same way, authentic activities are a positive influence on speaking activities because they present contextualized tasks that catch students' attention and push them to produce language using the authentic resource as an example that they can follow. Moreover, these tasks provide learners with opportunities and keys to produce language preparing them to face real conversations.

## **1.2 Independent Variable and Development**

### **Teaching techniques**

An organized procedure used to develop an activity or the specific style that the teacher uses to achieve an aim. According to Dhand (2008) teaching techniques are the day to day activities which the teacher may design for a particular lesson as discussions, projects or the use of a textbook. This activity influences the learner's encoding process or the way in which the learner understands the information which can focus on the student or on the teacher depending on the case. If a student has to create student reports or present information to the class as a presentation this is a student-centered activity because most of the work will be developed by the learners but if the tutor works in activities such as lectures this is a teacher-centered task.

The success of a technique can depend on various factors. First able, the tutor must think if the applied technique is appropriate for the topic and the time that will be used. Everything that will be developed in the classroom should be related to the objectives of the class but also must be flexible. Nowadays with the facility that the internet brings to us there is an unlimited supply of techniques that instructors can use for students reason why, teachers must establish specific criteria for what techniques can achieve the purpose of the class and specific technique for specific purposes as debates for developing oral skills and speech management also the teacher must be familiarized with the rules of every technique developed in class if a debate will be developed in groups the tutor must to implement a panel for discussions and give time for every group.

### **Teaching strategies**

The coordinated way of techniques that teachers use in class and the positive behaviors that influence learning positively are defined as a teaching strategy. According to Dhand (2008), Organizing and coordinating four or five techniques to achieve certain objectives is a "strategy". The selection of strategies takes into account factors such as learning styles of students, the nature of the content, the class environment, and the availability of material. Ayua (2017) established that teachers have a wide variety of teaching strategies that teachers can bring to different stages of our class such as set induction, appropriate reference or use of examples, planned repetition, stimulus variation, using questions effectively, and closure.

Set induction is a strategy that opens the hall of knowledge and catches learner's attention at the beginning of the class energizing the lesson, and creating an atmosphere of

motivation. Establishing appropriate frames refers to setting up appropriate and relevant examples for the experience, age, and culture of the students. Planned repetition is a strategy that involves sounds and the repetition of words, concepts, or sentences. Stimulus variation involves different teaching strategies in class increasing student's interest and developing the five senses and stimulating the lesson with movements, gestures, modulation of our voice, and professional charisma. The effective use of questions is an ability that implies presenting appropriate questions which is vital for teaching.

### **Teaching activities**

Activities can be used inside and outside the class, these tasks have ways of teaching depending on the subject matter but the concept of active learning must be applied in every discipline. Sometimes the type of activity that the tutor uses could be appropriate for some courses therefore the teacher must add variety. The tutor can use activities based on service learning, teams in class problem-based learning, and simulations to include more interesting forms of tasks that promote active learning

According to Flinders University (n.d.) learning and teaching activity enables students to engage with a facilitator to learn the knowledge or skills required to achieve the desired educational outcome. Learning depends on tasks that support an effective and effective learning environment this concept derives from two ideas learning as an active determination and the different learning styles that influence learning process. Student interest is also an important factor for that reason teachers should vary teaching and learning activities.

Activities must follow real world language in order to mirror the real context of the used language. Real world language refers to the meaningful and genuine use of the language which mirrors real context. According to Chomsky (2002) a language is a “habit structure” or a network of associative connections, or that knowledge of language is merely a matter of “knowing how,” a skill expressible as a system of dispositions to respond. In this way, Real World Language” can be defined as the meaningful and communicative use of the language shared by a group of people to share and receive ideas.

Activities must follow theories that sustain the construction of their own knowledge. Constructivism supports the idea of construction of knowledge based in a community which support this conception as an example of this concept could be the language, the culture or the music of a community. Vygotsky believed that culture is the product of social life and human social activity. Therefore, when learners actively construct knowledge in a social context mediate through language, situated in a framework of problem posing it provides not only an

optimal learning environment, but the potential of transforming the learner's cultural reality. (Pierre,1996).

The modality that our activities can follow is problem based activities this is a problem based educational approach which is based on the instruction of issues in order to find a solution based on previous and future learner's experience. Silver and Ertmer (2015) mentioned that this approach integrates theory and practice, and applies knowledge and skills to develop a viable solution to a defined problem. Critical to the success of the approach is the selection of ill-structures problems and a tutor who guide the learning process and conducts a thorough debriefing at the conclusion of the learning experience.

### **Authentic Activities**

Tasks that mirror the real context of the world activities such as posters, books, recordings videos, and lyrics songs that support speaking skills. These activities are important for an English class because represent part of the language culture and immerse the class in the correct ambient of achievement and emulate part of the real context. In summary, Authentic Activities are the perfect portrayal of the English language culture.

According to Lebow and Wager (1994), authentic activity represents a holistic and generative process of learning and motivation. Authentic learning activities place emphases on self-directed learning and on development of metacognitive abilities necessary to support it. Authentic activities should benefit learners to develop ways to characterize the language culture developing different manners of thinking. The same authors argued that the design for authentic learning activity is merely a matter of maximizing the similarity of the learning situation to the transfer environment.

Based on the constructivism theory complementary values that educators may follow to create an authentic learning environment as mutual collaboration, reliability, personal autonomy, communication and replicability. Lebow and Wager (1994) established that "When the design of instruction is guided by such values, means and ends become integrated and the desired results and preferred instructional techniques and strategies appear as reflections of the same whole" (p. 14.). These guidelines are organized into four categories that represents the mnemonic of COMP collaboration, ownership, meaning and practice, an example of an objective from each of the categories is presented below:

1. Collaboration: presenting opportunities to participate in activities that are usually reserved for teachers, different students can learn different things, creating

group problem solving situations (students can contribute to each group) and helping students to realize the value of what they are learning.

2. Ownership: supporting the development of reflective self-awareness as personal base for learning, offering relevant feedback and more time to support student's reflection about learning and self-control, providing guided practice for metacognitive and critical thinking skills to evaluate intellectual products and promoting meta-affective skills.

3. Meaning: supporting the sense of learning for the knowledge instead of have a grade, helping students to achieve learning goals by incorporating reasons to learn and experiment their meaning and function, stablishing opportunities to understand the relation between cognitive engagement and relevant goals.

4. Practice: practicing cognitive flexibility by the application of solving problems experiences in different contexts and perspectives and repeating the practice in similar environments by using problem solving skills.

#### Activities using cultural objects

Culture composition is an activity which involves the use of cultural products such as images, song lyrics, post cards, etc. The purpose of this activity is to practice speaking and writing skills using pieces of realia such as bus tickets, receipts, money, or photographs. Students work in groups of three and identify each element and then create a history about their group of elements. At the end of the activity the groups present their histories to the whole class, every member must to tell one part of the history using one object.

#### Listening/ Viewing activities

Teachers divide the class into two groups and then present a video half of the class can see it and half of the class with their back to the screen but both can listen to it, then pairs share information and create a history about what happened.

#### Interactive simulations

This activity is called "Meet the Press" students develop a role in an imaginary scenario and try to communicate with the class realistically. Students are asked to read news about real-life event then they will participate in a press conference in roles such as reporter or a spokesperson for the hospital. Then the class is divided into groups of four one person acts as spokesperson and three students act as reporters who must ask questions about the event finally

they must write a report for the press and try to prepare answers to possible questions. Teachers give guidelines about how to act in a press conference, how to answer difficult questions, and what to do if they don't know the answer reporters also, prepare questions to collect information. This activity brings opportunities to develop the real-world ability to answer questions in the act and ask in-depth questions. Educative simulations are an example of authentic activities in which a situation is developed but duplicating aspects of the reality with an educational experimental or evaluative objective in mind. A simulation allows learners to make decisions solve problems or play a role acting as this controlled practice were a real situation. Learning outcomes can be supported by these activities because students deal with the results and feedback. When all groups have finished students individually create their own version of the history.

These classroom activities use authentic materials and provide students with specific tasks to finish with a project. Authentic activities are a meaningful influence because learners can increment their confidence using the language and bring real-world experiences focusing on practical skills of language.

#### TBL

The interventions of this study shared a task-based approach, this methodology introduces students to real-world situations in which oral communication is essential for sharing a message and gets the learner to use speaking skills at a current level. TBL also help to understand the language through its use exposing learners to it and then they can observe the dialect make a hypothesis and finally experiment with it. Increasing learner activity is the purpose of TBL which relies on the tutor. This aim relies on the teacher, reason why He must supply tasks and opportunities for the student to experiment with the foreign language and provide new experiences using it.

This methodology focuses on the student's learning process using an assignment to complete. These activities are carried out with the objective of understand the language as a tool and also apply this knowledge to the real world. Its structural framework is based on three stages pre-task, task cycle, and post-task. In the pre-task, the teacher introduces the topic to the class and uses topic-related words. In the task cycle, students have the opportunity to use whatever language they know and then improve their language. Finally, in the task stage, the teacher assists students to complete the task in oral or written form they can perform it in front of the class and then hear feedback and compare their version.

### **1.3 Dependent Variable and Development**

#### **Communication**

The transference of information among a speaker and a receiver in this process we can find elements as the message which is the information the we want to transfer or symbols selected by the speaker. Diaz. (2017) explained that the receiver is the addressee of the message and transform the received signal and finally the way of transference is called the channel that is the medium by which the signal is transmitted and finally the code which can be verbal and not verbal.

In a general view communication is an interaction that takes place in a context involving a sender, a receiver, and interlocutors who share information or graphic and verbal signals. In addition, communication involves nonverbal signs such as codes using our eyes, sounds made with our voice and body gestures but always in this process, a person starts a meaning intent with a receiver or interlocutor. The communicative process has been completed when feedback (a response of the receiver to the signal starting another circle of meaning exchange) has been sent.

Communication also means the process of exchanging feelings ideas or information with members of a group implying that all members of the group come to a mutual understanding instead of just sending a message, encoding and decoding information. Besides this, Communication means a medium to connect places and people but every person involved in a communicative process must change and create the content of meaning in a conversation.

#### **Language Production**

Language production means the running of the auditory system and their functions as speech /language, producing / understanding music and sound localization a clear example of this is the recognition of some sounds as the horn of a car and the roar of a best. Also, produce language refers to the part of the dialect production that happens in the language circuits in which the information is professed. This one ends up being processed to the point of semantic understanding and information gets processed in little bits of information. Finally, in phonemes and syllables sentences and then in sounds.

Marzona (2017) established that language production is logically divided into three major steps: deciding what to express (conceptualization), determining how to express it (formulation), and expressing it (articulation). Goals such as establishing narratives and their structure and the rhythm of dialogue are important parts to know how people talk. When a person starts to generate words this process starts choosing with semantic and pragmatic properties an intention to share, a result or an observation then identify the context or situation in which the content could be shared. The next stage for producing a language is the formulation which can be divided into the selection stage and processing stage. However, in the same investigation the author argues that Sound processing, in contrast, involves constructing the phonological form of a selected word by retrieving its individual sounds and organizing them into stressed and unstressed syllables and then specifying the motor programs to realize those syllables. The final process is articulation-that is, the execution of motor programs to pronounce the sounds of a word.

In addition, producing a language involves two aspects deploying appropriate linguistic resources to express our ideas and bringing morphemes to our mind and putting them in order to give meaning finally we express our thoughts in sounds.

### **Dialogue**

This is one of the most usual textual typologies which is presented in daily life even in the literary field. Dialogue is the interchange of messages between two or more people, a constant exchange in whatever place the members rode the role of speaker and receiver. There are some questions to make an effective dialogue as the exchange of dialogues if one person does not share information this is not a dialogue because the trade of information is important. The equilibrium of interventions is another factor that defines a dialogue, the thematic unit, the influence of the words gestures and movements, the listening are vital aspects to define a dialogue. There are two types of dialogues a spontaneous dialogue which occurs with no preparation in random situations as a conversation and the planned dialogue which is organized carefully as an interview with processed questions or the dialogues that we can find on books.

Vasuvedi (2010) established that to be considered dialogue, each partner in an interaction must have at least some recognition of the consciousness of the other, openness in dialogue is very important because shows the rhythm of turns for responding to other's acts. When psychology tries to define communication it focuses on language and transference of information and meanings. Generally, simple interchanges as gestures smiles and vocalizations are biologically driven and taken as meaning less.



A way to identify the structural features of dialogue and communication is to observe the characteristics that take place in adult conversations such as; communicative acts (gestures or expressions), self-synchrony (the capacity to produce organized and coherent actions), affective synchrony (the ability to relate our emotions with other's actions and emotions), take turns (know when is appropriate take a turn in an act), attentional coordination ( know when someone is attending to you and put your attention on a third person in the dialogue), reference (to show something verbally), information content (the capability of saying something about things in a dialogue), symbolism ( use arbitrary symbols to referring to things) grammatical competence (the ability to construct and understand sentences to share information) and sociolinguistic competence (discriminate between rules in different situations ).

### **Speaking Skills**

Speaking skills represent speaking and pronunciation but it also involves understanding the meaning and feeling of the words. This is a complex process characterizing of mental aspects with the help of listening skills.

According to Little flower college (2019), speaking skills are oral abilities that allow us to convey information effectively and easily to understand. Speaking skills are learned in primary and secondary school those skills are important because represent an extensive part of our daily life. Listening skills are another valuable part of communication because this is a process of information exchange in which two individuals are involved reason why both speaking and listening skills should be developed.

Four elements of speaking skills support this process playing a role for effective communication, these are vocabulary, grammar, pronunciation, and fluency.

Vocabulary refers to the comprehension of the words that people use in communication. To develop our speaking skills, it is necessary to know what words use in our dialect or situation starting to develop our mental glossary and describing the world around us. Then at the age of 3 or 2, this progress of learning single words changes to sentences. At that age, children have a vocabulary of 150-300 words. Vocabulary is an essential part of speaking skills because if someone knows the meaning of a word his group can understand their words, keep a conversation and say back our thoughts. Grammar not only involves written language it also includes significant areas for speaking skills such as sentence structuration and understanding of tenses. Grammar also help us to organize information to present understandably. Pronunciation refers to utter words correctly this speaking skill can be learned by the listening and repetition of words. A factor that supports pronunciation is the study of small units of language or phonemic awareness. To develop this skill, teachers can use strategies such as

playing language games or using songs that involve the rhythm and repetition of pronunciation. Finally, fluency is the ability to recognize, hear and understand words. If a student sees a word he can read it and pronounce it accurately this skill is developed naturally as children learn in school practicing speaking every day. Some of the strategies that teachers can use in class for fluency are reading widely and out loud introducing new vocabulary and reinforcing spoken language.

The criteria to evaluate speaking skills are grammar and vocabulary pronunciation and interactive communication. Grammar refers to the use of grammatical rules that controls the structure of phrases. These grammatical structures are formed by words that are arranged to give meaning to the sentence. Rules are part of grammatical structures and use grammatical terms to describe their form and use. The ordered collocation of pieces of grammar that build the structure of the sentence is called “form” and the purpose of this structure is called “use”. The formation of words is also a description of grammar a clear example of this is by using prefixes or suffixes that are placed at one position of the base word to change their meaning. If we add more letters to a base word we make up new grammatical units such as tenses, possessives, or plural nouns.

According to Vendatu (2023), vocabulary means the use of appropriate words in a situation, all the terms, or the collection of words we need for effective communication without this we cannot convey information. In English vocabulary can be categorized into active and passive. Active vocabulary refers to the words we use in our daily life while passive vocabulary refers to the terms that we use rarely. The same author expresses that there exist three tiers of vocabulary. Basic vocabulary contains single-meaning words that do not require instruction such as adjectives, nouns, verbs reading words, and sight words. High-frequency vocabulary or multiple-meaning vocabulary tier are words that have multiple meanings and are founded in a variety of domains such as literature, descriptive vocabulary, adult communication, and direct instructions. Finally, Low-frequency Vocabulary is the terms that we use in very specific domains technology, occupations, hobbies school, etc.

Pronunciation this criterion refers to the intelligible oral utterance of items this means the individual pronunciation of syllables knowing where to put the stress and the control of phonological features at a word and utterance level. The last criterion is interactive communication this is the exchange and transmissions of information with very little support of the teacher. This active communication must be consistent and effective with the objectives of the communication. Interactive communication also means listening and give the chance allowing others to express their thoughts, think about the possible responses of your partner in a conversation.

### **1.3 OBJECTIVES**

#### **GENERAL OBJECTIVE**

- To analyze the effectiveness of Authentic Activities in speaking skills for 29 students of tenth level of EGB at Unidad Educativa “Sagrada Familia”

#### **SPECIFIC OBJECTIVES**

- To define the type of authentic activities for speaking skills.
- To identify the levels of speaking skills of 29 tenth-level students of EGB at Unidad Educativa “Sagrada Familia”.
- To establish the benefits of authentic activities in speaking skills.

### **1.4 Fulfillment of objectives**

To complete the first objective, bibliographic research was carried out taking different authors from different reliable resources such as Google Scholar, Scielo, research gate, scientific and educative journals to identify the type of authentic activities. In addition, the collection of information was focused on the approach, objective, methodology of investigation, population, and results of the resource. The collected data from academic papers gave a scientific base for this project and was useful as an example to follow.

An A2 pre-test and post-test were applied to the population to know their level of speaking skills. The criteria that were assessed during this process were grammar and vocabulary, pronunciation, and interactive communication these aspects were taken from a Cambridge rubric for assessing speaking performance in an A2 level. Consequently, the results of 29 10th students were analyzed using SPSS software concluding results of 2,79 over 6 for grammar and vocabulary, 2,58 over 6 for pronunciation, and 2,58 over 10 for interactive communication which gives an average of 5,27 in the pre-test. The results of the post-test were; 3,62 over 6 for grammar and vocabulary, 3,75 over 6 for pronunciation, and 4,03 over 6 for interactive

communication which means an average of 7,62 in the post-test. A difference of 2,35 was identified between the pre-test and post-test.

For the last objective, eight interventions using authentic activities were implemented after the pretest to analyze its effectiveness, establish its benefits and reinforce speaking skills. The tasks that were used were Activities using cultural objects, listening/viewing activities, and interactive simulations these tasks were beneficial for students incrementing their average in the post-test, presenting opportunities for communication, developing their interactive communication, and incorporating examples of language use.

## **CHAPTER II.**

### **METHODOLOGY**

This chapter includes what methodological choices were made, why they were made, and its justification. This section also covers the set of methods that the researcher used to obtain results, aims, and objectives of the study

#### **2.1 Materials**

The materials used in this investigation were are a computer, copies of the exam, internet connection, online resources as papers and articles found on reliable resources as SCIELO and Google Scholar, part of the resources were provided by the institution in which this study was carried out.

##### **Resources**

Resources can be divided into human, physical, and technological resources. Human resources employed in this investigation were the researcher, the teacher and his students. Physical resources were school resources such as sheets, the board, and markets. Finally, technological resources were a computer, a projector, internet connection, and YouTube videos.

#### **2.2 Methods**

##### **Research modality**

##### **Field based research**

Fieldwork involved acquiring information, using any set of appropriate data collection techniques, for qualitative, quantitative, or experimental analysis through embedded research whose location and duration are dependent on the project (Kreft et al.2021). The information for this investigation was collected from the place where the problem happened reason why the modality is considered field research because the researcher applied an exam to gather their results. The researcher addressed the investigation to a tenth grade class at Unidad Educativa “Sagrada Familia” to observe and analyze how the phenomen of study was found, also the researcher worked with the data collected and support students’ speaking skills.

##### **Bibliographic research**

A bibliographic modality was applied in this investigation to include information that support the subjects and the subtopics of the study. This knowledge was taken from reliable academic resources such as papers, similar studies, and previous investigations. Bibliographic

research not only involved assembling lists of books that collect information about a single topic it also involved the systematic description of their authorship, findings, publications, books, etc.

### **Research approach:**

A quantitative research approach was considered in this investigation since the information was collected through the pre-test and a post-test which consisted on numerical data. The grades were gathered by an A2 exam, this evaluation allowed the researcher to analyze and compare using statistics in order to find an improvement in oral skills using authentic activities in class. Kandel (2020) mentioned that quantitative research method deals with numbers and anything that is measurable in a systematic way of investigation of phenomenon and their relationships.

### **Level or type of research**

#### **Explanatory**

In this project the researcher explored patterns in existing data about students' speaking skills, formulating hypotheses and understandings of the cause and effect of variables.

The researcher exposed the phenomenon studied with the collected data to find out a potential answer to the problem. The phenomenon studied was focused on authentic activities and teaching materials and the impact that these resources have on students' speaking skills. This problem was analyzed with an explanatory level which helped to understand the question "Which activities teachers can use to mirror the real world language". Additionally, observations were used to gather information about students' speaking interactions. Finally, the potential answer to this issue was authentic activities

#### **Experimental research**

An experimental research design was used for this investigation this refers to the use of methods and procedures to make observations in a study that is structured similarly to an experiment. SAGE (2019). Also, the objective of this design is to analyze the cause and effect of the independent variable on the dependent variable obtaining quantitative information. This method involved collection of students' grades and statistics were applied to the data obtained with the objective of study the behavior of the variables in this case "Authentic activities" as the independent variable and "Speaking skills" as the dependent variable. A Test was applied to check previous students' knowledge by the application of a pretest (this part was focused on speaking skills) also the level and the treatments which were divided into eight applications which were reviewed. Finally, a post-test was applied to check students' progress.

The pre-test and post-test were used to determine the level of oral proficiency at the tenth level of Unidad Educativa “Sagrada Familia”. This exam was designed by Cambridge Assessment English and taken from the Key English Test in an A2 level taking into consideration an appropriate evaluation for students. According to Cambridge Assessment English (2019), there isn’t a specific age for taking A2 Key for Schools but the content of the exam suits school-age candidates’ interests and experience. Students took the exam in pairs with a time limit of 6 minutes per pair their voices were recorded with their father’s permission and the results were graded, taking criteria such as grammar and vocabulary, pronunciation, and interactive communication. For this investigation, only the speaking section was used, which was divided into two phases. The first phase was aimed to answer personal questions. The second phase assessed students’ ability to examine pictures of common places to eat and then share information with a partner having a conversation. Post-test was applied after 8 interventions using authentic activities, to decide if students improved their speaking skills after the application of the tasks.

Authentic resources were presented in each of the interventions these materials were used to support students’ oral skills and reinforce the topics of the class. 8 interventions were carried out with 29 students from tenth level at the Unidad Educativa” Sagrada Familia”. Two interventions were used for the pre-posttest section and six interventions were used for the application of authentic activities in class.

## **Instruments**

The instruments used in this investigation were a pre-test and a post-test designed by Cambridge Assessment English for an A2 level. An audio recorder which was used to capture the pair sessions of students taking the exam. IBM SPSS was another instrument that helped to bring an analysis of the information gathered and make conclusions.

## **Procedures**

### **Task Based Learning**

All the interventions were developed using TBL focusing on the three stages of the approach pre-task, task cycle, and post-task. In the pre-task, the teacher introduced the topic to the class with a warm up related to the topic. In the task cycle, students had the opportunity to use

whatever language they know. At the end, in the task stage, the teacher assisted students to complete the task and they can perform it in front of the class.

In the first session, the researcher introduced himself and the project to the students and exposed general information about the test that was applied the same day. This evaluation was carried out in pairs consisting of two phases. The exam was recorded, 6 minutes per pair.

In the second session, the researcher started to work with students on the application of authentic activities. The researcher carried out activities using cultural objects with the students it consisted of present cultural products such as images, song lyrics, postcards, etc. the purpose of this activity was to develop speaking and writing skills using pieces of realia. Students worked in groups of five and identified each element and then create a history about an imaginary trip to a country as Korea or Europe. In the end, the groups presented their stories to the class.

In the third session, the teacher made groups and presented the new topic to the class “Postals” in which they talked about their last vacation or an imaginary situation at the end of the class every group created one postal about their last trip and presented it to the class. They can use the last story to present and remember the cultural objects.

In the fourth session, the researcher divided the class into two groups and then presented a YouTube video half of the class could see it and half of the class was with their back to the screen but both could listen to it, then pairs of students shared information and created a history about what happened.

In the fifth session, the researcher presented an activity called “interviewing a famous person” based on the activity “Meet the Press” in which students acted in interviews as musicians, actors or athletes answering questions to the interviewers. In groups they prepared their questions and possible responses to interpret the roles the teacher also helped the groups with possible questions and answers for every pattern.

In the sixth intervention the teacher asked students for their feeling with different songs. The teacher presented a poster in blank divided for every song and gave one paper for every students and then played a song in class and students wrote their feelings on the papers. Then they pasted their thoughts on the poster additionally students were asking questions while they pasting their ideas.

In the seventh intervention the teacher presented a class about environmental care then students in groups created an ecological poster in class using vocabulary about environmental



care and they presented their work orally and shared an alternative to support the environmental care.

In the eighth intervention the teacher presented a class about preparing a holiday sharing vocabulary and information. Then in groups the students prepared an invitation and an itinerary for their event following teacher's example. Finally, the class presented their invitations and itineraries.

In the ninth intervention the whole class developed 3 debates in class. The teacher divided the class in groups and then shared information about vocabulary grammar and the phases of a debate. Finally, with help and intervention of the teacher the groups developed a debate with familiar topics for them.

In the last intervention, the researcher thanked students and tutor for their help with the project. Subsequently, the post-test stage was presented to the students and applied. This evaluation was carried out in pairs consisting of two phases, the first phase established questions about student's daily life and the second used images focused on holidays to develop a conversation, six minutes per pair.

### **Population and sample**

The employment of human resources was necessary for the development of this investigation. Young students of the tenth grade of Unidad Educativa "Sagrada Familia" were the human resource. This group was formed by 29 students, 14 men and 15 women from the academic September 2022-june 2023. Students' age was between 13 and 14 years old. Moreover, the respective analysis was made on the possibility of teachers' time to select the unit in which the investigation was developed. The naivety and the openness of the institution is appreciated at the moment of provide support for the development of this project.

**Table 1**

*Population*

<b>Population</b>	<b>Sample</b>	<b>Percentage</b>
<b>Women</b>	<b>15</b>	51,7%
<b>Men</b>	<b>14</b>	48,2%
<b>Total</b>	<b>29</b>	100%

**Note:** 10TH grade students of the Unidad Educativa "Sagrada familia"

**Hypothesis**

**Null hypothesis**

There is no effect of authentic activities in speaking skills

**Alternative hypothesis**

There is a meaningful effect of authentic activities in speaking skills

**Signaling hypothesis variable**

**Independent variable:** Authentic activities

**Dependent variable:** Speaking skills

## CHAPTER III

### RESULTS AND DISCUSSION

#### 3.1 Analysis and discussion of the results

This chapter describes the results obtained after applying authentic activities to develop students' speaking skills. The information is shown in tables with their respective interpretation and analysis of the data.

The experiment was conducted with 29 students from the tenth level of Unidad Educativa "Sagrada Familia" in the English subject. Students were instructed in a face-to-face modality.

To start with, the students' pre-test and post-test were scored using a specific A2 Key exam based on the speaking section which was designed by Cambridge English Assessment. The tenth level parallel "B" took the exam in pairs. Additionally, a rubric to assess speaking performance consisted of 15 points in total which were divided into six scales from 0 to 5 with 0 as the lowest and 5 the highest. It contained 3 criteria of speaking performance such as:

Grammar and vocabulary referred to the students' control of simple grammatical structures and the use of appropriate vocabulary to create sentences about different situations, for instance exciting trips, conversations, telling a story, interviews with famous people, acting in imaginary situations and sharing your feelings about something that you are interested in. In relation to pronunciation, it included the intelligible articulation and intonation of words and control of phonological features. Finally, interactive communication which assessed students' maintenance of simple exchanges of information in the conversations with very little support.

The results were carefully analyzed to determine whether or not the use of authentic activities in speaking skills were effective. The pre-test and post-test were respectively quantified using the scoring scale out of 10 points. Tables 2 and 6 show the results which were analyzed using IBM SPSS Statistics application.

**Table 2**

*Pre-test results*

	No.	Minimum	Maximum	Mean	Std. Deviation
<b>Pre-test grammar and vocabulary</b>	29	1,0	4,0	2,7	,8185
<b>Pre-test pronunciation</b>	29	1,00	4,00	2,5	,94556
<b>Pre-test interactive communication</b>	29	1,00	4,00	2,5	1,11858
<b>Total</b>	29	2,00	7,30	5,2	1,58518

*Note:* Pre-test analysis 10<sup>th</sup>. grade students of the Unidad Educativa “Sagrada familia”

Table 2 shares the results of every criterion in the pre-test section and the average of the whole process. According to the criteria of Grammar and Vocabulary the mean obtained in the pretest section was 2,79, the minimum value was 1 and the maximum was 4. For pronunciation the mean obtained in the pre-test section was 2,58, the minimum value was 1 and the maximum was 4. In the pronunciation part the mean obtained in the pretest section was 2,58, the minimum value was 1 and the maximum was 4. For interactive Communication the mean obtained in the pretest section was 2,58, the minimum value was 1 and the maximum was 4. Overall, taking all the criteria to conduct a result the mean of the whole exam in the pretest section was 5,27 the minimum result was 2 and the maximum was 7,3.

**Table 3**

*Post-test results*

Criteria	No.	Minimu m	Maximu m	Mean	Std. Deviation
<b>Posttest grammar and vocabulary</b>	29	2,00	4,00	3,6	,67685
<b>Posttest pronunciation</b>	29	2,00	5,00	3,7	,73946
<b>Posttest interactive communication</b>	29	2,00	5,00	4,0	,98135
<b>Posttest</b>	29	4,00	9,30	7,6	1,32824

*Note:* Analysis 10<sup>TH</sup> grade students of the Unidad Educativa “Sagrada familia”

The results of every criterion for the posttest are presented in table 3 and average of the whole posttest. According to the criteria of Grammar and Vocabulary the mean obtained was 3,62, the minimum value was 2 and finally the maximum value was 4. For the pronunciation

part the mean obtained was 3,75, the minimum value was 2 and finally the maximum value was 5. For the last criteria interactive communication, the mean obtained was 4,0345, the minimum value was 2 and finally the maximum value was 5. Finally, the mean obtained in the whole pretest s was 7,62, the minimum value was 4 and the maximum was 9,3.

**Table 4**

*Level of improvement measured*

	No.	Minimum	Maximum	Mean	Std.Deviation
<b>Difference</b>	29	,00	2,00	,8276	,65841
<b>Grammar and Vocabulary</b>					
<b>Difference</b>	29	,00	3,00	1,172	,80485
<b>Pronunciation</b>					
<b>Difference</b>	29	,00	4,00	1,448	1,21262
<b>Interactive Communication</b>					
<b>Difference total</b>	29	,70	4,60	2,355	1,05241

*Note:* Analysis of the improvement of 10TH grade students of the Unidad Educativa “Sagrada familia”

### **Analysis and interpretation**

Table 4 shares the averages obtained by 29 students from the tenth year of EGB at Unidad Educativa “Sagrada Familia” in the application of a pre and post-test. It was compare the minimum and maximum in the grammar and vocabulary part, as a result it was concluded that there were students that did not make progress but there were a number of students that did. Consequently, the level of grammar and vocabulary progressed in a general way with a mean of 0, 82. Moreover, about pronunciation criteria there were students that did not showed progress but there were students that improved it. The mean was 1, 17. Finally in the last criteria interactive communication, some students improved and others did not but this was the criteria in which more students made better after the application of authentic activities. In a general way, this indicates an improvement of 2, 35 decimals in the oral competence of the whole group. It can be concluded that Authentic activities are a meaningful influence and beneficial for students’ oral skills development.

**Table 5**

*Test of Normality*

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
<b>Pretest grammar and vocabulary</b>	,358	29	,000	,790	29	,000
<b>Posttest grammar and vocabulary</b>	,437	29	,000	,602	29	,000
<b>Pretest pronunciation</b>	,221	29	,001	,884	29	,004
<b>Post test pronuunciation</b>	,352	29	,000	,801	29	,000
<b>Pretest interactive communication</b>	,183	29	,015	,862	29	,001
<b>Post test interactive communication</b>	,314	29	,000	,770	29	,000
<b>Pretest</b>	,194	29	,007	,915	29	,023
<b>Posttest</b>	,266	29	,000	,837	29	,000

*Note:* Analysis 10TH grade students of the Unidad Educativa “Sagrada familia”

The meaning of every component in a general way and per periods presents a lower value than 0,05. This represents an unusual distribution of the information and an application of non-parametric tests in this case Wilcoxon statistics to determine the existence or the absence of meaningful differences between the results in a general way and per periods of study per components.

### **Hypothesis test summary**

To understand the criteria for comparing samples the next statistical hypotheses was used in this study:

$$0: \bar{X}_{pre-test} = \bar{X}_{post-test}$$

H1: The pre-test mean is different from the post-test mean.

H1:  $\bar{X}_{pre-test} \neq \bar{X}_{post-test}$  With a significance level of 5%, the following decision rules are stipulated:

$$H0: Pvalue > 0,05$$

$$H1: Pvalue \leq 0,05$$

$$P \leq 0,05$$

**Table 6**

*Wilcoxon's analysis*

<b>Test Statistics</b>					
		<b>Posttest grammar and vocabulary –pretest grammar and vocabulary</b>	<b>Posttest pronuun ciation – pretest pronunci ation</b>	<b>Posttest interactive communicat ion – Pretest interactive communicat ion</b>	<b>Posttest Pretest</b>
<b>Z</b>		-4,179 <sup>b</sup>	-4,320 <sup>b</sup>	-4,175 <sup>b</sup>	-4,719 <sup>b</sup>
<b>Asymp. Sig. (2-tailed)</b>	<b>Sig.</b>	,000	,000	,000	,000
<b>a. Wilcoxon Signed Ranks Test</b>					
<b>b. Based on negative ranks.</b>					

*Note:* Wilcoxon's analysis 10TH grade students of the Unidad Educativa "Sagrada familia"

### **3.2 Verification of the hypothesis**

According to the results obtained with Wilcoxon's analysis, the results are lower than 0,05 as a result, there exists meaningful differences of the results per component and in a general way between the periods of study therefore, allow reject null hypothesis H0: There is no effect of authentic activities in speaking skills and accept alternative hypothesis H1: There is a meaningful effect of authentic activities in speaking skills. Additionally, in the analysis of notes of the 29 students from the tenth year of EGB at Unidad Educativa "Sagrada Familia". In the pre-test section students achieved an average of 5,27 out of 10. Nevertheless, an average of 7,62 out of 10 was obtained.

This indicates an improvement of 2,35 decimals in the oral competence of the whole group despite the results are minimum a progress in the population was noticed since authentic activities such as class presentations, conversations, creating a story, simulations, and interviews, were used. Furthermore, after the interventions the criteria that improved the most was interactive communication showing that classes based on pieces of realia and group activities bring interactive situations for learning.

**Table 7**

*Rating scale*

<b>SCALE</b>	<b>NUMERATION</b>	<b>RESULTS</b>
<b>Excellent</b>	9-10	
<b>Very good</b>	7-8	7,6 post-test
<b>Satisfactory</b>	5-6	5,2 pre-test
<b>Needs improvement</b>	3-4	
<b>Poor</b>	1-2	

*Note:* Rating scale analysis of 10TH grade students of the Unidad Educativa “Sagrada Familia

PRE-TEST. In the first exam the 10<sup>th</sup> grade class obtained a result of 5,2 over 10 this grade is considered satisfactory according to the scale rating.

POST-TEST. On the other hand, in the post-test section the class obtained a result of 7,6 which is considered very good. In these averages we can see that students scaled up from a satisfactory result to a very good result.

### **3.3 DISCUSSION**

Through the realization of this study, significant progress was identified especially in interactive communication, grammar, and vocabulary after the application of interventions developing authentic activities as well as the patterns of interaction such as group and pair work in which students had opportunities for being exposed to the language culture, share their ideas their collaboration in class and acquire meaningful knowledge. Correspondingly, Huang et al. (2011) in their study called “Authentic activities and materials for adult ESL learners” found that teachers must use a variety of activities that could create appropriate meaningful, and authentic training for students giving them opportunities to practice the target language concluding with the importance of developing genuine situations and tasks that mirror situations of real life and their meaningful use.

The activities used in this project were presented as an opportunity to reflect on English language culture by using cultural objects for different tasks and giving chances to express ideas. In a similar manner, Ozverir et al. (2017) in their project “Investigating the effects of authentic activities on foreign language learning” discovered that these kinds of tasks allowed students to present their opinions and thoughts about different topics carried out in class also



the learning environment based on authentic activities encouraged students to use the target language to correctly convey a message.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 Conclusions

After application of this study the following conclusions were established.

- Different authentic activities were implemented. Classroom projects such as class presentations, conversations, stories, simulations, and interviews were used during the treatment. The authentic activities were defined during the research which contribute to the speaking skill development. The activities that students enjoyed the most were telling stories, posters presentations, and debates since they gave the opportunity to use the language, creatively and using imagination.
- At the beginning of the process, an A2 key preparation test from Cambridge was applied to identify their level of speaking skills, in which the average was 5,27 out of 10. However, in the post-test their average improved with a result of 7,62 out of 10 which means there was a meaningful progress in their speaking skills.
- Authentic activities were beneficial for speaking skills developing and reinforcing grammar and vocabulary, pronunciation and interactive communication; these criteria were assessed with a rubric from Cambridge KEY exam for A2 level. Authentic activities are also meaningful for incorporating real language examples and present a portrayal of language use.

#### 4.2 Recommendations

At the end of this research project, in order to contribute to those involved in teaching speaking skills, the following recommendations are suggested:

- It is suggested that teachers use different authentic activities in class such as class presentations, conversations, stories, simulations, and interviews to create an authentic learning environment presenting to the students how people use their language.
- It is proposed that teachers know student's level before starting any type of intervention for determining speaking skills progress and make decisions on the teaching learning process.

- It is suggested that teachers use different cultural objects, realia and authentic resources to create an optimal learning environment so that students feel aware of the language and culture of its origin. Bring the world of language to the class and prepare students for different communication context.

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## ANNEXES

### 5.1 Annex 1 Tutor's Designation



UNIVERSIDAD TÉCNICA DE AMBATO  
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN  
SECRETARÍA DE FACULTAD

Av. Los Chasquis y Río Guaylabamba (Campus Huachi) / Teléfono (03) 2 990-261/Casilla 334

Ambato-Ecuador

Ambato 17 abril 2023

**Res. Nº FCHE-CD- 1108 -2023**

Señores/as

**TORRES MUÑOZ CARLOS ALEJANDRO**

Estudiante de la Carrera de Ped. de los Idiomas Nac. y Extranjeros, Modalidad presencial  
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

Presente

De mi consideración:

Consejo Directivo de la Facultad de Ciencias Humanas y de la Educación, en sesión ordinaria realizada el 17 abril del 2023 en atención a la solicitud presentada por el/la estudiante **TORRES MUÑOZ CARLOS ALEJANDRO** sobre el tema **"AUTHENTIC ACTIVITIES AND SPEAKING SKILLS"**, por usted propuesto resuelve:

DESIGNAR A LA DOCENTE **MG. MARBELLA ESCALANTE** COMO TUTOR DEL TRABAJO DE TITULACION QUIÉN OBLIGATORIAMENTE REALIZARÁ EL REFERIDO PROCESO EN CONFORMIDAD LO ESTABLECE EL **ART.17** "REGLAMENTO PARA LA TITULACIÓN DE GRADO EN LA UNIVERSIDAD TÉCNICA DE AMBATO ESTIPULA: Artículo 17.- Del tiempo para el desarrollo del trabajo de titulación. – El estudiante deberá asistir a las tutorías planificadas conjuntamente con el tutor para el desarrollo del trabajo de titulación, concluir y aprobar la modalidad de titulación escogida en el período académico destinado en la malla curricular. Se entenderá que el estudiante concluye y aprueba su trabajo de titulación únicamente cuando haya realizado la sustentación de este.

SE RECOMIENDA QUE EN LA EJECUCION DEL TRABAJO DE TITULACIÓN SE TOMA EN CUENTA LA REDACCIÓN, ORTOGRAFIA, EL NOMBRE DE LA CARRERA Y EL TITULO A OBTENER CORRECTO.

Atentamente,



Firma electrónica emitida por:  
SEGUNDO VÍCTOR  
HERNÁNDEZ DEL SALTO

Dr. Mg. Víctor Hernández del Salto  
PRESIDENTE

C.C DIRECTOR DE PROYECTO Adj: Proyecto  
SECRETARIA DE CARRERA - CARPETA ESTUDIANTIL  
ARCHIVO NUMERICO CONSEJO DIRECTIVO

VHS/CVD/JAB

## 5.2 Annex 3 Pre-test and post-test

### 6 Test 1

#### Part 1 (3 minutes)

##### *Phase 1* **Interlocutor**

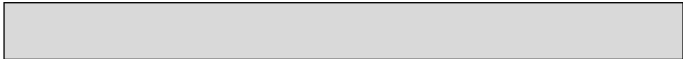
*To both candidates*      Good morning / afternoon /  
evening.

*To Candidate A*      What's your name?

*To Candidate B*      And what's your name?

##### **Back-up prompts**

<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?
<i>For Non-UK, ask</i>	Where do you live? Thank you.	Do you live in ... (name of district / town etc.)?
<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?
<i>For Non-UK, ask</i>	Where do you live? Thank you.	Do you live in ... (name of district / town etc.)?



Phase 2

**Interlocutor**

Now, let's talk about **friends**.

**A**, how often do you see your friends?

What do you like doing with your friends?

**B**, where do your friends live?

When do you see your friends?

**Extended Response**

Now **A B**, please tell me something about one of your friends.

**Back-up prompts**

Do you see your friends every day?

Do you like going to the cinema?

Do your friends live near you?

Do you see your friends at weekends?

**Back-up questions**

Do you like your friend?

Where did you meet your friend?

Did you see your friends last weekend?

**Test 1**

**Part 2 (3 minutes)**

Phase 1

**Interlocutor**

🕒 3-4

minutes

Now, in this part of the test you are going to talk together.

Place **Part 2** booklet, open at **Task 2a**, in front of

*candidates*. Here are some pictures that show **different**

**places to eat**.

**Do you like these different places to eat? Say why or why not. I'll say that again. Do**

**you like these different places to eat? Say why or why not.**

**All right? Now, talk together.**

**Candidates** .....

🕒 *Allow a minimum of 1 minute (maximum of 2 minutes) before moving on to the following questions.*



**Interlocutor /**

**Candidates**

**Do you think...**  
**A eating in restaurants is expensive?**  
**B .eating at home is boring?**

*Use as  
appropriate. Ask  
each candidate at  
least one  
question.*

*Optional prompt*

**Why?/Why not? What do  
you think?**

*Phase 2*

**Interlo  
cutor**

**Now, do you prefer eating with friends or family, A? (Why?)**

*⌚ Allow up  
to 2 minutes*

**Do you prefer eating at home or in a restaurant, B? (Why?)**

Do you like these different places to eat?



Retrieved from: [A2 Key preparation | Cambridge English](#)

## Test 2

### Phase 1 Interlocutor

To both candidates      Good morning / afternoon / evening.

To Candidate A          What's your name?

To Candidate B          And what's your name?

## Back-up prompts

<i>For UK, ask</i>	Do you work or are you a student ?	Are you from (Spain, etc.)?
<i>For Non-UK, ask</i>	Where do you live? Thank you.	Do you live in ... (name of district / town etc.)?
<i>For UK, ask</i>	Do you work or are you a student?	Do you work? Do you study? Are you a student?
<i>For Non-UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?

*Phase 2*

**Interlocutor**

Now, let's talk about **music**.

**A**, how often do you listen to music?

What music do you like best?

**B**, what is your favorite instrument?

Where do you like listening to music?

**Extended Response**

Now **A**, please tell me something about your favourite singer or group?

**Back-up prompts**

Do you listen to music every day?

Do you like rock music?

Do you like the piano?

Do you like going to concerts?

**Back-up questions**

Where is your favourite singer from?

Why do you like them?

Do your friends like them too?

Phase 1

**Interlocutor**

⌚ 3-4 minutes

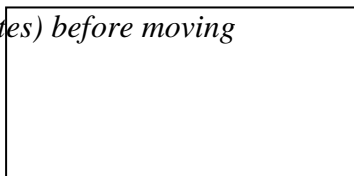
Now, in this part of the test you are going to talk together. Place **Part 2** booklet, open at **Task 2b**, in front of candidates. Here are some pictures that show **different holidays**.

Do you like these different holidays? Say why or why not. I'll say that again. Do you like these different holidays? Say why or why not.

All right? Now, talk together.

Candidates .....

⌚ Allow a minimum of 1 minute (maximum 2 minutes) before moving on to the following questions.



**Interlocutor /**

**Candidates**

Use as

appropriate. Ask each candidate at least one question.

Do you think....

- A. beach holidays are fun?
- city holidays are interesting?
- B. camping holidays are exciting?
- walking holidays are expensive?

Optional prompt

Why?/Why not?

What do you think?

**Interlocutor**

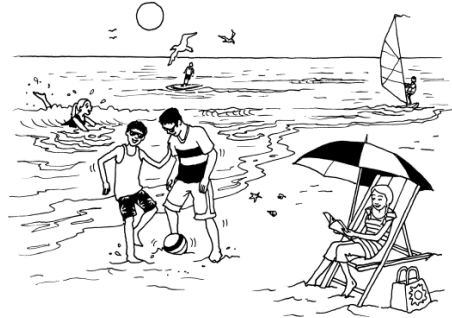
So, **A**, which of these holidays do you like best?

And you, **B**, which of these holidays do you like best?

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.



Do you like these different holidays?



Retrieved from: [A2 Key preparation | Cambridge English](#)

### 5.3 Annex 4 Key exam rubric

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		

Retrieved from: <https://www.cambridgeenglish.org/Images/563269-a2-key-for-schools-speaking-assessing-speaking-performance.pdf>

## 5.4 Annex 5 Activity Lesson plans



### Unidad Educativa “Sagrada familia”

#### Lesson Plan 1



**Teacher’s name: Carlos Alejandro Torres Muñoz**

**Group: Tenth “B” (30 students)**

**Date:22-05-2023**

**Time: 45 minutes**

**Topic: Exciting trips**

#### Lesson objectives

By the end of the lesson, students will be able to:

- Recognize cultural objects
- Present a story using cultural objects.

Time	Activity	Student’s role	Tools and materials
<b>5 minutes</b>	<ul style="list-style-type: none"> <li>• The teacher starts the class with a warm up.</li> <li>• The teacher chooses randomly students and then gives one by one a cultural object</li> <li>• The teacher asks students what is</li> </ul>	<ul style="list-style-type: none"> <li>• The students pay attention to the teacher.</li> <li>• The students answer teachers’ questions.</li> <li>• The students participate in class</li> </ul>	White board  Sheets of papers  with cultural objects ( <b>see appendix one</b> )

	<p>the name of this object and</p> <ul style="list-style-type: none"> <li>• The objects are a bus ticket, a receipt, a bill of money, and a photograph (<b>see appendix 1</b>)</li> </ul>		
<p><b>10 minutes</b></p> <p><b>PRE TASK</b></p>	<ul style="list-style-type: none"> <li>• The teacher divides the class in 6 groups of five students.</li> <li>• The teacher presents the five cultural objects to the class and sets a context with a history of his travel to New York (<b>see appendix 2</b>).</li> <li>• The teacher distributes sheet of papers with cultural objects 5 objects per group.</li> <li>• Teacher explains that every student has to say something about the cultural object as in his example. One paragraph of three sentences per student.</li> </ul>	<p>Students pay attention to the teacher</p>	<p>Cultural objects</p> <p>(<b>see appendix one and two</b>)</p>
<p><b>15minutes</b></p> <p><b>Task</b></p>	<ul style="list-style-type: none"> <li>• The teacher acts as a monitor.</li> <li>• Teacher provides encouragement and positive reinforcement.</li> <li>• The teacher provides support</li> </ul>	<p>The students do the task in groups</p>	<p>White board</p> <p>Markers</p> <p>Eraser</p>

	only when students are stuck.	Students write one sentence according to the cultural object has	
<b>15 minutes</b> <b>Presentation</b>	The teacher listens to every presentation and make questions  The teacher asks students to make questions	Students presents their work and answer questions	White Board  Cultural objects
<b>Assessment</b>	The teacher evaluates students task using a rubric used for speaking skills	Students are graded	Rubric (see <b>appendix 3</b> )

**Note: Lesson plan about an exciting trip for speaking skill. Torres,C. (2023)**

**APPENDIX 1**



**BUS TICKET**

Merchant copy

**Marianna**  
London Street  
EC1A 1BB London  
United Kingdom

Merchant ID: MEZ73GSP  
Transaction ID: TM2ZXU27PN  
Receipt-No.: S20210000002

**Sale**  
12-07-2021 11:38

Brunch

**Amount £25.00**

Total amount paid in cash.  
PLEASE RETAIN FOR YOUR RECORDS

 sumup®

This payment was made with SumUp.  
Accept card payments using SumUp's  
user-friendly and affordable card  
reader. Visit [sumup.co.uk](http://sumup.co.uk) for more  
information.

**A RECEIPT**



**A BILL OF FIFTY DOLLARS**



## A POSTER OF A CONCERT

### Appendix 3





**A PHOTOGRAPH**



**PARYS**



**CHINA**



**JAPAN**





## LONDRES



## ITALY

## APPENDIX 2

Canva presentation link: <https://www.canva.com/design/DAFjMRNiA->

[U/HEj3Pkz4lpIDNQuMzNWqgw/edit](https://www.canva.com/design/DAFjMRNiA-U/HEj3Pkz4lpIDNQuMzNWqgw/edit)

# BUS TICKET

A bus ticket is a small, official piece of paper or card which shows that you have paid for a journey on a bus



JY

# A PHOTOGRAPH

A picture made using a camera, in which an image is focused onto film or other light-sensitive material and then made visible and permanent by chemical treatment,





The last year I went to America It was very exciting. First, I took a bus to new york I have this ticket from the central tarnsport as a memory. In the city , I bought a t-shirt as a gift. Finally I went to a rock concert at central park. I have a photo from new york

### APPENDIX 3

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		



## Unidad Educativa “Sagrada familia”

### Lesson Plan 2



**Teacher’s name: Carlos Alejandro Torres Muñoz**

**Group: Tenth “B” (30 students)**

**Date:22-05-2023**

**Time: 45 minutes**

**Topic: My postal**

#### Lesson objectives

By the end of the lesson, students will be able to:

- Create a postal
- Present a story about your trip using a postal

Time	Activity	Student’s role	Tools and materials
<b>5 minutes</b>  <b>Warm up</b>	<ul style="list-style-type: none"> <li>• The teacher starts the class with a warm up.</li> <li>• The teacher writes two questions in the board</li> <li>• The teacher chooses randomly students and then makes a sentence (<b>see appendix 1</b>)</li> <li>• The teacher gives clues to answer</li> </ul>	<ul style="list-style-type: none"> <li>• The students pay attention to the teacher.</li> <li>• The students answer teachers’ questions.</li> <li>• The students participate in class</li> </ul>	<ul style="list-style-type: none"> <li>• White board</li> <li>• Markers objects (<b>see appendix one</b>)</li> </ul>

	<p>communicate questions</p> <ul style="list-style-type: none"> <li>• The teacher starts again a round with the same questions to answer <b>(additional questions should be used If students have problems ,see appendix 1)</b></li> </ul>		
<p><b>10 minutes</b></p> <p><b>PRE TASK</b></p>	<ul style="list-style-type: none"> <li>• Teacher introduces the topic of the new class a Postal.</li> <li>• The teacher presents his own postal about his last trip to New York.</li> <li>• The teacher asks students to make questions about his trip.</li> <li>• Teacher explains that students individually must to create a postal about an imaginary or real trip and then explain it. ( <b>see example appendix 3)</b></li> </ul>	<p>Students pay attention to the teacher</p> <p>Students ask questions to the teacher .</p>	<p>Canva slides (<b>see appendix 2)</b></p>
<p><b>15minutes</b></p> <p><b>Task</b></p>	<ul style="list-style-type: none"> <li>• The teacher acts as a monitor.</li> <li>• Teacher provides encouragement and positive reinforcement.</li> <li>• The teacher provides support only when students are stuck.</li> </ul>	<p>The students do the task in groups</p> <p>Students write one sentence according to the cultural object has</p>	<p>White board</p> <p>Markers</p> <p>Eraser</p>

<b>15 minutes</b> <b>Presentation</b>	The teacher listens to every presentation and make questions	Students presents their work and answer questions	White Board
<b>Assessment</b>	The teacher evaluates students task using a rubric used for speaking skills	Students are graded	Rubric (see <b>appendix 3</b> )

**Note: Lesson plan about making a postal for speaking skill. Torres,C. (2023)**

**YOUR LAST VACATION**

**Where did you go on your last vacation? →**

**Structure is important**

went to France

On my last vacation I

went to Italy

On my last vacation I



I did not travel this year

Where do you want to travel? →

I want to travel to Spain

I want to travel to Italy

I really want to travel to China

## Appendix 2

Canva link : <https://www.canva.com/design/DAFjMRNiA-U/HFj3Pkz4lpIDNQuMzNWqgw/edit>



## APPENDIX 3

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		



## Unidad Educativa “Sagrada familia”

### Lesson Plan 3



**Teacher’s name: Carlos Alejandro Torres Muñoz**

**Group: Tenth “B” (30 students)**

**Date:22-05-2023**

**Time: 45 minutes**

**Topic: A movie clip**

#### Lesson objectives

By the end of the lesson, students will be able to:

- Share information about a movie clip “A DISASTER ARTIST”
- Present a story based on the movie clip “A DISASTER ARTIST”

Time	Activity	Student’s role	Tools and materials
5 minutes	<ul style="list-style-type: none"> <li>• The teacher starts the class with a warm up.</li> <li>• The teacher writes two questions in the board</li> <li>• The teacher chooses randomly students and then makes a sentence (<b>see appendix 1</b>)</li> <li>• The teacher gives clues to answer communicate questions</li> <li>• The teacher starts again a round with the same questions to answer (<b>additional questions should be used If students have problems ,see appendix 1</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• The students pay attention to the teacher.</li> <li>• The students answer teachers’ questions.</li> <li>• The students participate in class</li> </ul>	White board  Markers

<p><b>10 minutes</b></p> <p><b>PRE TASK</b></p>	<ul style="list-style-type: none"> <li>The teacher divides the class in 2 groups of fifteen students, and then presents a video. Half of the class can see it and half of the class with their back to the screen but both can listen to it.</li> <li>The teacher presents a video to the class and then he repeats the video.  <a href="https://www.youtube.com/watch?v=ufEZzQzxoR0">https://www.youtube.com/watch?v=ufEZzQzxoR0</a>  (see appendix 2 ,5 minutes for watching)</li> </ul> <ul style="list-style-type: none"> <li>The teacher repeats the video three times</li> <li>The teacher divides the class in 6 groups of 5</li> <li>The teacher asks students to share information about what happened in the video and what was the message of the clip</li> <li>The teacher explains that the students must to create a story about the video and shares an example (see appendix 2)</li> </ul>	<ul style="list-style-type: none"> <li>Students pay attention to the teacher</li> <li>Students form groups</li> </ul>	<p>Cultural objects (see appendix one and two )</p>
<p><b>15minutes</b></p> <p><b>Task</b></p>	<ul style="list-style-type: none"> <li>The teacher acts as a monitor.</li> <li>Teacher provides encouragement and positive reinforcement.</li> <li>The teacher provides support only when students are stuck.</li> </ul>	<p>The students do the task in groups</p> <p>Students write one sentence per student</p>	<p>White board</p> <p>Markers</p> <p>Eraser</p>
<p><b>15 minutes</b></p> <p><b>Presentation</b></p>	<ul style="list-style-type: none"> <li>The teacher listens to every presentation and make questions</li> <li>The teacher provides feedback after each presentation</li> </ul>	<p>Students presents their work and</p>	<p>White Board</p> <p>Cultural objects</p>

		answer questions	
<b>Assessment</b>	The teacher evaluates students task using a rubric used for speaking skills ( <b>see appendix 4</b> )	Students are graded	Rubric ( <b>see appendix 3</b> )

**Note: Lesson plan about using a movie clip “A DISASTER ARTIST” for speaking skill.**

**Torres,C. (2023)**

**APPENDIX 1**

**How often do you watch movies? → structure is important**

**I see movies twice a week**

**I see movies once a week**

**I see movies every time I can**

**What kind of movies do you like?**

**I like horror movies**

**I like to watch comedy movies**

**I really like animated movies**

**RULES → PAY ATTENTION TO THE STRUCTURE**

**USE THE STRUCTURE**

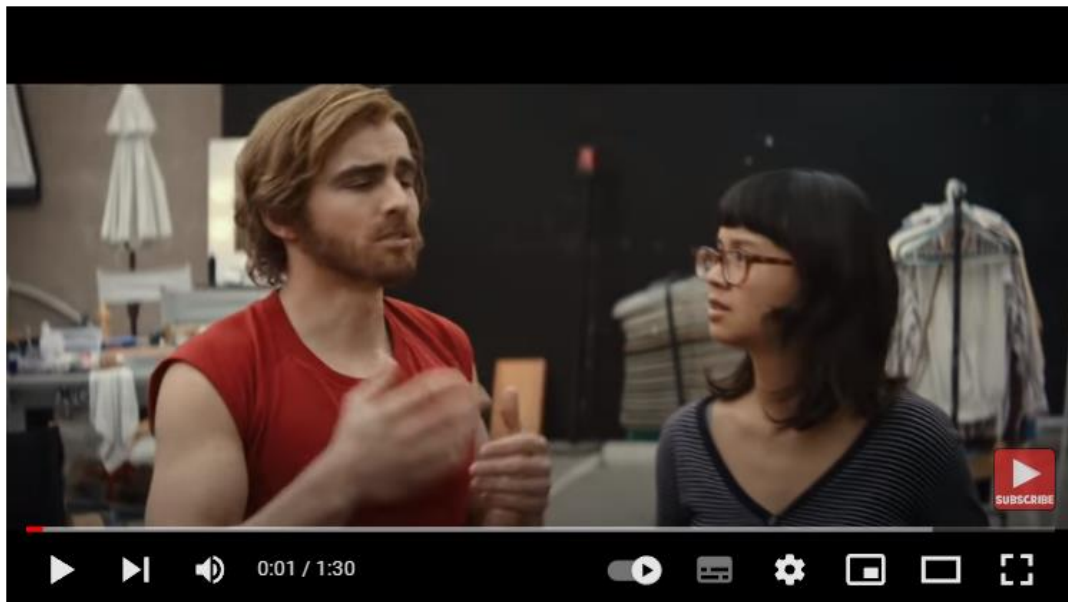
## ADDITIONAL QUESTIONS

**What was the last movie that you saw?**

**What is your favorite action movie?**

## APPENDIX 2

<https://www.youtube.com/watch?v=ufEZzQzxoR0>



THE DISASTER ARTIST "I Did Not Hit Her" Clip



Flicks And The City ...  
1.91 M de suscriptores

Suscribirse

👍 33 k

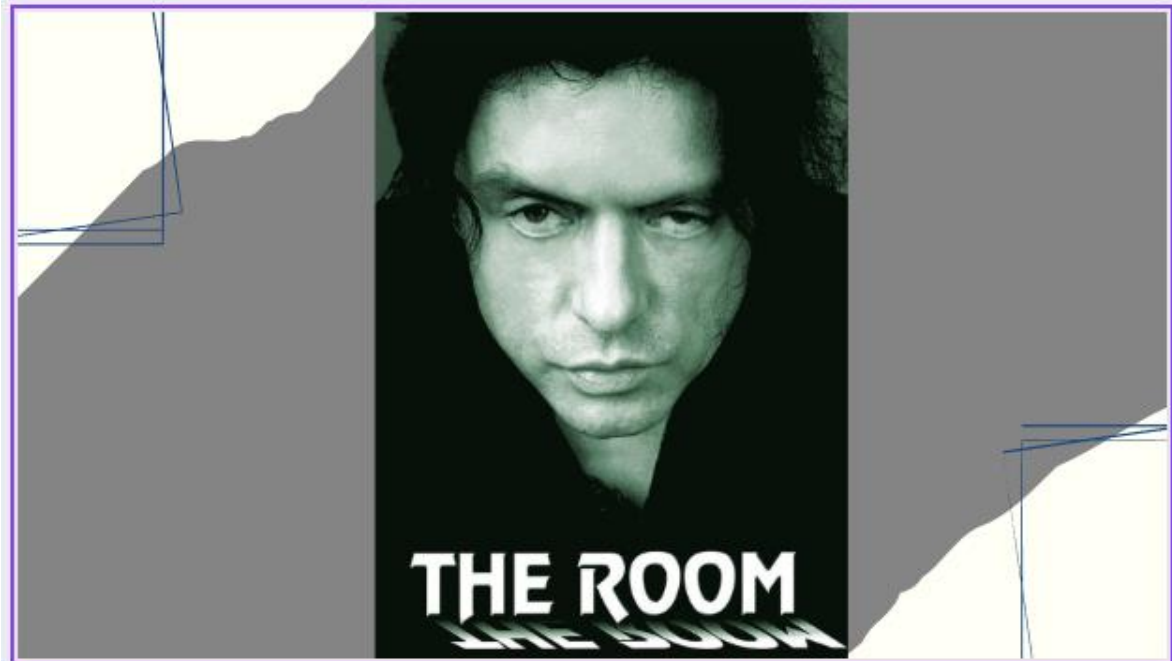


🔗 Compartir



2.6 M de vistas hace 5 años

**Canva link:**



### APPENDIX 3

## A "BAD MOVIE"

1. The director of this movie is crazy but He gets so many money that he can film a movie without know how to create a movie. 2. His name is Tommy and nobody knows where He came from because his accent sometimes could be britishian ,canadian or american. 3. He wrote a storyteller about a romance movie and began to finance his own movie hiring persnal and friends to participate on the film. 4. The fact is that he forget his lines ,change his own script when he wants and delete scene if he wants everybody on the group thinks that He's a maniac but a millionaire maniac. 5. The day of the premiere the cinema was crowd of people me and my friedns were nervous about the movie because we thought that it will be a disaster but everybody was laughing for the bad actings

## APPENDIX 4

### RUBRIC FOR SPEAKING SKILLS

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		





**Teacher’s name:** Carlos Alejandro Torres Muñoz

**Group:** Tenth “B” (30 students)

**Date:**22-05-2023

**Time:** 45 minutes

**Topic:** Interviews

**Lesson objectives**

By the end of the lesson, students will be able to:

- Interview famous people about their career
- Ask questions to famous people about their career
- Answer questions to an interviewer about their career

Time	Activity	Student’s role	Tools and materials
<p><b>10 minutes</b></p>	<ul style="list-style-type: none"> <li>• The teacher organizes the desks for the activity</li> <li>• The teacher starts the class with a warm up. (brainstorming about famous people)</li> <li>• The teacher presents a video about a press conference and explains the different roles of every situation.</li> </ul> <p><a href="https://www.tiktok.com/@upso.iconos/video/7236119900115258630">https://www.tiktok.com/@upso.iconos/video/7236119900115258630</a></p> <p><a href="https://www.youtube.com/watch?v=E7QHg4et7mc">https://www.youtube.com/watch?v=E7QHg4et7mc</a></p> <p><a href="https://www.youtube.com/watch?v=29IskNnOv10&amp;t=28s">https://www.youtube.com/watch?v=29IskNnOv10&amp;t=28s</a></p> <ul style="list-style-type: none"> <li>• The teacher divides the class in 6 groups of five students and assign patterns</li> <li>• <b>(PATTERN 1 see appendix 2)</b></li> </ul>	<ul style="list-style-type: none"> <li>• The students pay attention to the teacher.</li> <li>• The students answer teachers’ questions.</li> <li>• The students participate in class</li> </ul>	<p>White board</p> <p>YouTube video</p>

	<ul style="list-style-type: none"> <li>The teacher acts as a spokesperson and start the simulation (example assign a role)</li> <li>The teacher Asks one student what they will do to understand</li> <li>The teacher starts the activity and supports students.</li> </ul>		
<b>10 minutes PRE TASK</b>	<ul style="list-style-type: none"> <li>The teacher helps every group with their Dialogues</li> <li>The teacher presents the patrons of interaction for all the groups (see <b>appendix 2</b>)</li> <li>The teacher explains the activity</li> <li>The teacher explains the roles of every patron</li> </ul>	<ul style="list-style-type: none"> <li>Students form groups</li> <li>Students develop the task</li> <li>Students practice their simulation.</li> </ul>	Desks
<b>15minutes Task</b>	<ul style="list-style-type: none"> <li>The teacher acts as a monitor.</li> <li>Teacher provides encouragement and positive reinforcement.</li> <li>The teacher provides support only when students are stuck.</li> </ul>	The students do the task in groups  Students write one sentence per student	White board  Markers  Eraser
<b>15 minutes Presentation</b>	<ul style="list-style-type: none"> <li>The teacher listens to every presentation and make questions</li> </ul>	Students presents their work and answer questions	White Board
<b>Assessment</b>	The teacher evaluates students task using a rubric used for speaking skills (see <b>appendix 3</b> )	Students are graded	Rubric (see <b>appendix 3</b> )

**Note: Lesson plan about interviews and an imaginary situation for speaking skill.**

**Torres.C (2023)**

**Appendix 1:**

<https://www.tiktok.com/@upso.iconos/video/7236119900115258630>



## APPENDIX 2

## **Press conference**

### **PATTERN 1 a press conference with one artist/ musician/ actor /athletes soccer player**

One artist

Three reporters

A conductor

### **PATTERN 2**

#### **An interview with two musicians/ a band /artists**

Two artists

Three reporters

### **PATTERN 3 a press conference talking about a movie**

4 actors

One interviewer

## **Roles and possible questions**

**Musicians:** You have released your last album and you are in a Tv show/ press conference to answer questions about the creation of the project and your personal experience.

## **Questions for the interviewers**

**Do you have a message for your fans?**

**What was your favorite part of your album?**

**Which were your musical references for this album?**

**What was the most difficult part of the project?**

**What do you think about the collaborations in your album? Which was your favorite?**

**What are you planning for the future?**

**Are you planning to visit Asia/ Europe /America?**

**Do you have any good memory of recording your album, could you tell us?**

**Actor/ actors:** You are in a Tv show/ press conference and you have to answer questions about the last movie you were in your paper on it and how it was.

### **Questions for the interviewers**

**Do you have a message for your fans?**

**What was your favorite part of the movie?**

**How was the relation with you and other actors?**

**What was the most difficult part of the movie?**

**Did you do a sacrifice in this movie? for example lose weight or a strict diet**

**How was working with the director?**

**What do you think about the story of the movie?**

**Do you have any good memory of filming the movie, could you tell us?**

**Do you have any funny memory of filming the movie, could you tell us?**

**Soccer player/basketball player/Athlete:** You are in a Tv show/ press conference talking about your last event how it was and your preparation and participation in it.

### **Questions for the interviewers**

**Do you have a message for your fans?**

**How was the preparation for the sport event?**

**Do you have a personal trainer?**

**How was the relation with your trainer?**

**What was the most difficult part of your preparation?**

**How do you control the pressure of a being a professional athlete?**

**What is your routine?**

**What do you think about the new generation of athletes?**

**Do you have any good memory about your preparation and participation in this sport event, could you tell us?**

**Artist/ Painters /writers:** You are in a Tv show/ press conference talking about your last work you have to answer questions about how was the creation of the project and your personal experience.

### **Questions for the interviewers**

**Do you have a message for your fans?**

**What was your favorite part of your work?**

**How was the relation with social media?**

**What was the most difficult part of your project?**

**How did you learn to write/ paint?**

**What is your biggest inspiration?**

**Do you have any good memory of creating your project, could you tell us?**

**Do you have any funny memory of creating your project, could you tell us?**

### **APPENDIX 3**

### **RUBRIC FOR SPEAKING SKILLS**

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		





## Unidad Educativa “Sagrada familia”

### Lesson Plan 5



**Teacher’s name: Carlos Alejandro Torres Muñoz**

**Group: Tenth “B” (30 students)**

**Date:22-05-2023**

**Time: 45 minutes**

**Topic: Our feelings with music**

#### Lesson objectives

By the end of the lesson, students will be able to:

- Talk about their favorite song
- Identify between different music genres
- Sing a pop song in class

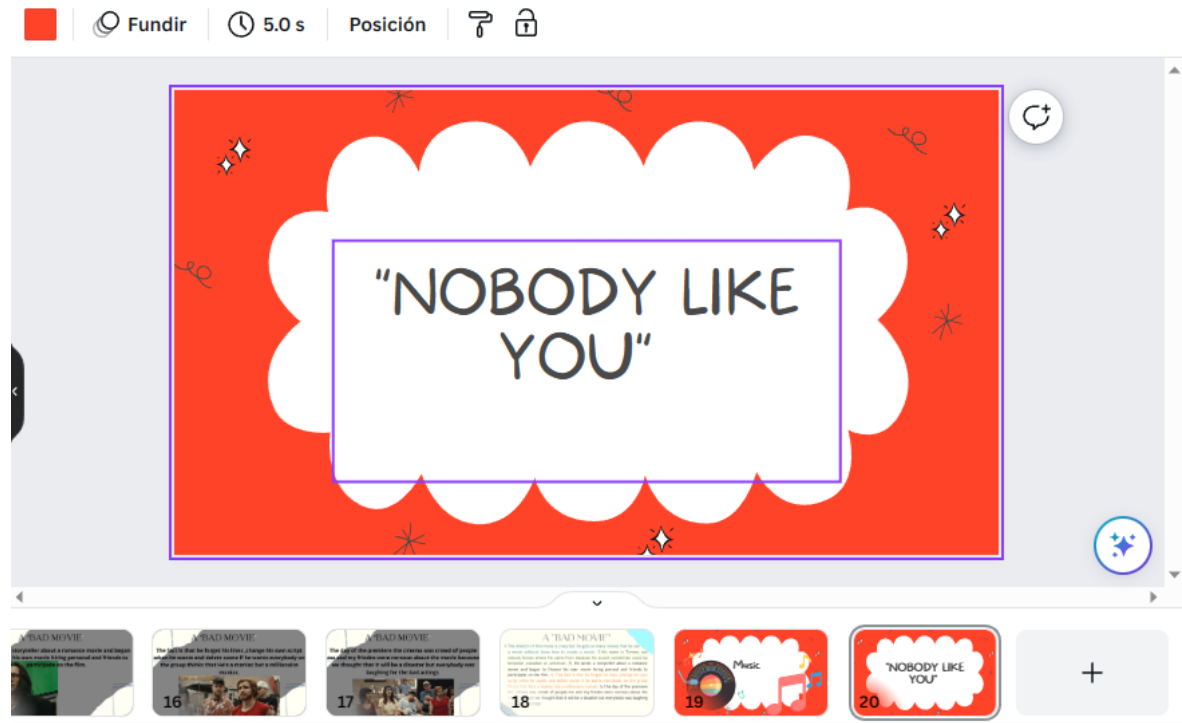
Time	Activity	Student’s role	Tools and materials
<b>10 minutes</b>	<ul style="list-style-type: none"> <li>• The teacher introduces a poster in blank to the class</li> <li>• The teacher divides the class in pairs, 15 pairs in total</li> <li>• The teacher gives one stick paper for every pair</li> <li>• The teacher presents the title of a song (<b>see appendix 1</b>)</li> <li>• The teacher asks students to guess what is this song about and write it on the papers</li> <li>• The teacher listens to students sentences and then they paste on the poster</li> </ul>	<ul style="list-style-type: none"> <li>• The students pay attention to the teacher.</li> <li>• The students write their answers</li> </ul>	White board  YouTube video

		and stick the papers on the poster	Poster Stick papers
<b>10 minutes</b> <b>PRE TASK</b>	<ul style="list-style-type: none"> <li>The teacher presents the song to the class and sing along with students <a href="https://www.youtube.com/watch?v=IArFl2BO_6w">https://www.youtube.com/watch?v=IArFl2BO_6w</a></li> <li>The teacher present 5 more songs and students have to express how does this song make them feel (<b>see appendix 2</b>)</li> <li>The teacher presents again the principal song and sing with the class</li> <li>The teachers asks students to create a dialogue in pairs about his favorite song</li> </ul>	<ul style="list-style-type: none"> <li>Students write and tell their answers on the papers and then in order paste on the poster</li> </ul>	Songs
<b>15minutes</b> <b>Task</b>	<ul style="list-style-type: none"> <li>The teacher presents again the song to the class and sing along with students <a href="https://www.youtube.com/watch?v=IArFl2BO_6w">https://www.youtube.com/watch?v=IArFl2BO_6w</a></li> <li>The teacher acts as a monitor.</li> <li>Teacher provides encouragement and positive reinforcement.</li> <li>The teacher provides support only when students are stuck.</li> </ul>	<ul style="list-style-type: none"> <li>The students sing along the song</li> <li>The students do the task in pairs</li> </ul>	Song
<b>15 minutes</b> <b>Presentation</b>	<ul style="list-style-type: none"> <li>The teacher listens to every presentation and make questions</li> </ul>	Students presents their work	
<b>Assessment</b>	The teacher evaluates students task using a rubric used for speaking skills ( <b>see appendix 3</b> )	Students are graded	Rubric ( <b>see appendix 3</b> )

**Note: Lesson plan about music for speaking skill. Torres,C. (2023)**

## Appendix 1

Canva presentation link: [cultural objects - Presentación \(canva.com\)](https://www.canva.com/presentation/cultural-objects-Presentación)



## Appendix 2

### Song 1

<https://www.youtube.com/watch?v=Z0DQxI3KM7o>

### Song 2

<https://www.youtube.com/watch?v=M8YIFXEkOGO>

### Song 3

<https://www.youtube.com/watch?v=pT68FS3YbQ4>

**Song 4**

<https://www.youtube.com/watch?v=Gz069dndIYk>

**Song 5**

<https://www.youtube.com/watch?v=njWsIZK7PGA>

**APPENDIX 3**

**RUBRIC FOR SPEAKING SKILL**

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		



## Unidad Educativa “Sagrada familia”



### Lesson Plan 6

**Teacher’s name:** Carlos Alejandro Torres Muñoz

**Group:** Tenth “B” (30 students)

**Date:**22-05-2023

**Time:** 45 minutes

**Topic:** an ecologic poster

#### Lesson objectives

By the end of the lesson, students will be able to:

- Create a poster about the environment
- Use vocabulary about environmental care
- Present an alternative for support the environmental care

Time	Activity	Student’s role	Tools and materials
10 minutes	<ul style="list-style-type: none"><li>• The teacher divides the class in 6 groups of 5 students per group</li><li>• The teacher presents an animated video about pollution <a href="https://www.youtube.com/watch?v=WfGMYdaICIU">https://www.youtube.com/watch?v=WfGMYdaICIU</a></li><li>• The teacher asks students things that they can do to take care of the environment (<b>6 thoughts per group</b>)</li><li>• The teacher shares vocabulary about the environment</li><li>• The teacher opens a document and asks students to fill it with their comments about take care of the</li></ul>	<ul style="list-style-type: none"><li>• The students pay attention to the teacher.</li><li>• The students write their answers</li></ul>	White board  YouTube video  teachers’

	environment (using teachers' Bluetooth keyboard) (see appendix 1)		Bluetooth keyboard
<b>10 minutes</b> <b>PRE TASK</b>	<ul style="list-style-type: none"> <li>The teacher presents a poster with an ecological perspective including six alternatives to take care of the environment (see appendix 2)</li> <li>The teacher gives a blank poster for every group</li> <li>The teacher explains that every group must create their own poster with an ecological perspective including six alternatives to take care of the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Students listen to the teacher</li> </ul>	Cultural objects (see appendix one and two )
<b>15minutes</b> <b>Task</b>	<ul style="list-style-type: none"> <li>The teacher acts as a monitor.</li> <li>Teacher provides encouragement and positive reinforcement.</li> <li>The teacher provides support only when students are stuck.</li> </ul>	<ul style="list-style-type: none"> <li>The students do the task in groups</li> <li>Every student must to say their idea to take care of the environment</li> </ul>	White board Markers Eraser
<b>15 minutes</b> <b>Presentation</b>	<ul style="list-style-type: none"> <li>The teacher listens to every presentation and make questions</li> </ul>	Students presents their work	White Board Cultural objects
<b>Assessment</b>	The teacher evaluates students task using a rubric used for speaking skills (see appendix 3)	Students are graded	Rubric (see appendix 3)

**Note: Lesson plan about environmental care. Torres,C. (2023)**

## APPENDIX 1

Youtube video about pollution : <https://www.youtube.com/watch?v=WfGMYdalCIU>

Document to fill

**WHAT CAN I DO TO TAKE CARE OF THE ENVIRONMENT?**

**I CAN RECYCLE OBJECTS SUCH AS PLASTIC**

**I CAN USE LESS PAPER**



**VOCABULARY**

# Environment



The surroundings or conditions in which a person, animal, or plant lives or operates.

The natural world ,as a whole or in a particular geographical area, especially as affected by human activity.

# Pollution



The presence in or introduction into the environment of a substance or thing that has harmful or poisonous effects.



## Light Pollution



Brightening of the night sky caused by street lights and other man-made sources, which has a disruptive effect on natural cycles and inhibits the observation of stars and planets

## Noise Pollution



Harmful or annoying levels of noise, as from airplanes, industry, etc.

### APPENDIX 2



### APPENDIX 3

#### RUBRIC FOR SPEAKING SKILLS

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		



## Unidad Educativa “Sagrada familia”

### Lesson Plan 7



**Teacher’s name: Carlos Alejandro Torres Muñoz**

**Group: Tenth “B” (30 students)**

**Date:22-05-2023**

**Time: 45 minutes**

**Topic: Preparing a holiday**

#### Lesson objectives

By the end of the lesson, students will be able to:

- Create an invitation for a holiday
- Use vocabulary referred to holidays
- Present an itinerary for an event in a holiday

Time	Activity	Student’s role	Tools and materials
<b>10 minutes</b>	<ul style="list-style-type: none"> <li>• The teacher gives to every student a piece of paper with different holidays: <b>Halloween, Christmas, Valentine’s Day, Mother’s Day, their birthday, happy new year, your favorite holiday, Semana Santa, Carnival, the last day at school</b></li> <li>• <b>The teacher asks students to write what they would do for these holidays and shares his own example as a guide (see appendix 1)</b></li> <li>• <b>The teacher asks students to talk about what they would do for these holidays</b></li> </ul>	<ul style="list-style-type: none"> <li>• The students pay attention to the teacher.</li> <li>• The students write their answers</li> </ul>	<p>White board</p> <p>Projector</p>

	<ul style="list-style-type: none"> <li>• <b>The teacher asks volunteers for sharing their thoughts</b></li> <li>• <b>The teacher picks up the piece of papers</b></li> </ul>		Canva slides
<b>10 minutes PRE TASK</b>	<ul style="list-style-type: none"> <li>• The teacher presents the different holidays that take place in the year (<b>see appendix 2</b>)</li> <li>• The teacher shares the information about every holiday</li> <li>• The teacher shares orally his invitation and itinerary for his holiday event. (<b>see appendix 2</b>)</li> <li>• The teacher divides the class in 6 groups of 5 students per group</li> <li>• The teacher explains that every group must to choose a holiday and create one invitation and itinerary for his event.</li> </ul>	<ul style="list-style-type: none"> <li>• Students listen to the teacher</li> </ul>	Canva slides
<b>15minutes Task</b>	<ul style="list-style-type: none"> <li>• The teacher acts as a monitor.</li> <li>• Teacher provides encouragement and positive reinforcement.</li> <li>• The teacher provides support only when students are stuck.</li> </ul>	<ul style="list-style-type: none"> <li>• The students do the task in groups</li> <li>• Every student must to say their idea to take care of the environment</li> </ul>	White board  Markers  Eraser
<b>15 minutes Presentation</b>	<ul style="list-style-type: none"> <li>• The teacher listens to every presentation and make questions</li> </ul>	Students presents their work  Students answer teacher's questions	White Board  Cultural objects
<b>Assessment</b>	The teacher evaluates students task using a rubric used for speaking skills ( <b>see appendix 3</b> )	Students are graded	Rubric (see

			appendix 3)
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**Note: Lesson plan about planning a party. Torres,C. (2023)**

## **APPENDIX 1**

**Canva link:**

<https://www.canva.com/design/DAFjMRNiA-U/HFj3Ppz4lpIDNOuMzNWqgw/edit>

**Teacher's example (warm up stage)**



## **APPENDIX 2**

**Holidays of the year**

# In January

First new year



# In February

Valentine's day / February 14th



## In March

International's women's day / March 8th

Oscar night / March 12th

International Earth day / march 20th



### APPENDIX 3

#### Rubrick for speaking skills



A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		





## Unidad Educativa “Sagrada familia”

### Lesson Plan 8



**Teacher’s name: Carlos Alejandro Torres Muñoz**

**Group: Tenth “B” (30 students)**

**Date:22-05-2023**

**Time: 45 minutes**

**Topic: Debating in class**

#### Lesson objectives

By the end of the lesson, students will be able to:

- Be part of a debate
- Defend their opinion and ideas in a debate
- Express their opinion related to different topics

Time	Activity	Student’s role	Tools and materials
5 minutes	<ul style="list-style-type: none"><li>• The teacher gives to every student a piece of paper with different questions about different topics</li><li>• <b>The teacher asks students to write their opinion</b></li><li>• <b>The teacher shares his own example with a question.</b></li><li>• <b>The teacher asks students to talk about what they wrote in the papers with questions</b></li><li>• <b>The teacher asks volunteers for sharing their thoughts</b></li></ul>	<ul style="list-style-type: none"><li>• The students pay attention to the teacher.</li><li>• The students write their answers</li></ul>	<ul style="list-style-type: none"><li>• White board</li><li>• Pieces of paper with questions</li></ul>

	<ul style="list-style-type: none"> <li>• <b>The teacher picks up the pieces of papers</b></li> </ul>		
<b>5 minutes PRE TASK</b>	<ul style="list-style-type: none"> <li>• The teacher presents vocabulary to express ideas and conclude with a thought (see <b>appendix 1</b>)</li> <li>• The teacher explains the phases of a debate</li> </ul>	<ul style="list-style-type: none"> <li>• Students listen to the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Canva slides</li> </ul>
<b>5minutes Task</b>	<ul style="list-style-type: none"> <li>• The teacher divides the class in 6 groups of 5 students per group</li> <li>• The teacher shares the topics and the positions for the groups (a proposing and an opposing group) for discussion (see <b>appendix 2</b>)</li> <li>• The teacher explains how to take notes to debate</li> </ul>	<ul style="list-style-type: none"> <li>• The students prepare their points of view according to their position and topic</li> </ul>	<p>White board</p> <p>Markers</p> <p>Eraser</p>
<b>15 minutes Presentation</b>  <b>5 minutes for every debate</b>	<ul style="list-style-type: none"> <li>• The teacher listens to every presentation and make questions</li> <li>• The teacher acts as a monitor and conductor</li> <li>• The teacher gives feedback after every debate</li> </ul>	<ul style="list-style-type: none"> <li>• Students discuss in class</li> <li>• Students answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• White Board</li> <li>• CANVA SLIDES</li> </ul>
<b>Assessment</b>	The teacher evaluates students task using a rubric used for speaking skills (see <b>appendix 3</b> )	Students are graded	Rubric (see <b>appendix 3</b> )

**Note: Lesson plan about debating in class. Torres,C. (2023)**

## APPENDIX 1

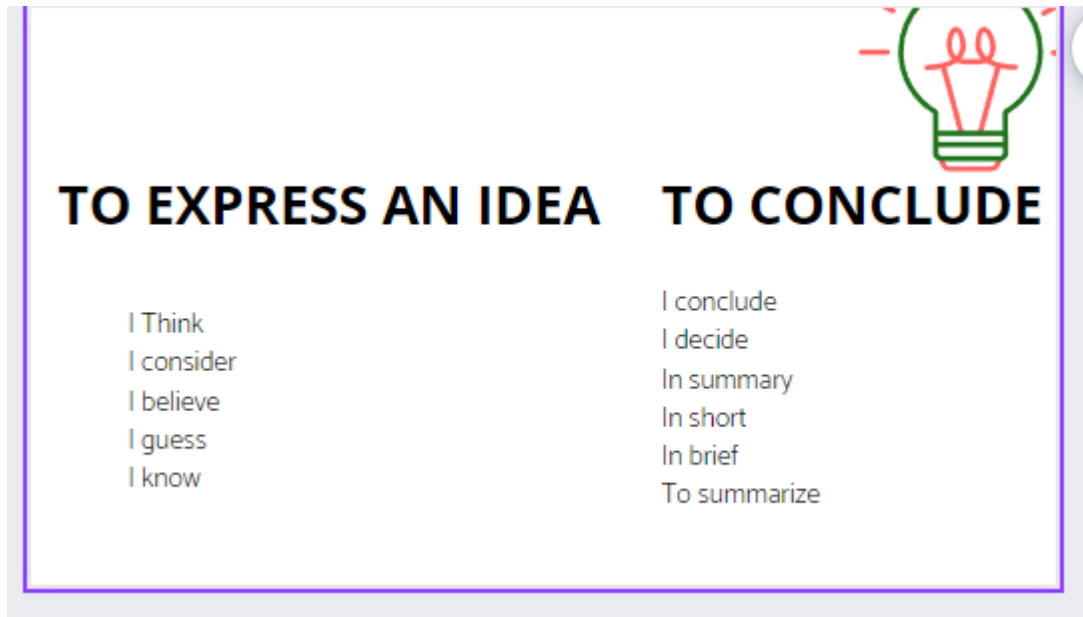
Canva slides:

<https://www.canva.com/design/DAFjMRNiA-U/HFj3Pgz4lpIDNQuMzNWqgw/edit>

## **WHAT DO YOU THINK ABOUT THE USE OF ARTIFICIAL INTELLIGENCES IN EDUCATION?**



**I think that these applications are an obstacle for teachers in this time . Anyway, Students must to know how to control those apps but this represents an opportunity for working in class and forget homeworks . Students can use that time for their passions**



1. **Which pet do you prefer a dog or a cat? Why?**
2. **Do you think that having interesting experiences is important for your life? Why?**
3. **Which means of transport do you prefer an automobile or a motorcycle? Why?**
4. **Do you think that learning to drive is important for your life? why?**
5. **What is your favorite place in the world? Write why you love it**
6. **Which school subject do you prefer Mathematics or History? Write why is your favorite**
7. **What is your favorite school subject? Write why is your favorite**
8. **What is your favorite movie? Write why you like it**
9. **Which season do you prefer winter or summer? Why?**
10. **Which weather do you prefer hot or cold? Why?**
11. **What is your favorite social network? Why?**
12. **Which social network do you prefer TikTok or Instagram?**
13. **Do you think that having a talent is important for your life? Why?**
14. **What is your favorite day of the week? Write why you like this day**
15. **Which superhero do you prefer Batman or Spiderman?**

## **APPENDIX 2 TOPICS AND QUESTIONS TO DISCUSS**

### **STUDY A CAREER OR NOT**

Do you think that is important to study for a university career?

Do you think that having a college degree is important for your adult life?

Do you consider that people that have studied at a university could easily find work?

What is the critical decision that a student after finishing school?

Study a career very expensive?

### Use cell phones in class

Do you think that students could use cell phones in class?

Do you think that a cell phone is a distractor for the class?

Do you think that a cell phone is a tool that students can use in class?

Do you think that using cellphones in class could make education more interesting?

Do you consider that if students have permission to use their cellphones they could use them to chat in class or play games instead of learning?

### Use force to end bullying

Do you think that the way to end bullying is the force?

How we can deal with a person that has been bullied?

Do you consider that the way to end bullying is the words?

How we can deal with a bully?

What could you do to end the bullying?

## APPENDIX 3

### Rubrick for speaking skills

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		