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TITLE

**“IMPLEMENTATION OF ECRIF FRAMEWORK TO IMPROVE SPEAKING SKILLS
IN A1 LEVEL STUDENTS AT INSTITUTO TECNOLÓGICO T’SACHILA IN SANTO
DOMINGO 2021”**

RESEARCH LINE

Development of communication skills in English

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DEDICATION

From the deep of my heart, I dedicate this research work first to my Lord the almighty he is the one that gives me the strength to overcome any goal in my life, my savior, and my healer. Besides, I dedicate this achievement to all my family, including my mother, Alba, who always knows how to support me in every way. She was the one who always believed in me and helped me economically. She told me I could achieve everything I wanted in my life. Even though she lives in another country, she has been my best friend. To my children Tomás and Hannah, who are my reason for continuing my studies and finishing them. Last but not least, my husband Miguel, the love of my life and my partner, always supports me in every challenge.

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Elizabeth

ABSTRACT

This research work aimed to review the state of the art of the ECRIF framework to be applied to improve the oral production of the English students at the T'sachila Institute. The information was collected using field research instruments such as an interview and a survey which helped identify the problems of the first-level A1 English students and teachers. With this vital information, the researcher identified the most appropriate speaking strategies to improve the students' speaking skills to encourage and motivate students' interest in practicing their speech. The study had a quasi-experimental design that applied a pre-test and post-test. A proposal based on the ECRIF framework with speaking strategies such as group conversations, dialogues, debates, and picture descriptions were applied during the intervention. As a result of this research, there was a notable improvement in the student's pronunciation and intonation, lexical range, appropriateness of linguistic choices, grammatical accuracy, fluency, communications strategies, cohesion, and coherence according to the A1 level of English based on the CEFR of languages. Discussion of the research questions, conclusions, and recommendations are based on the applications and implications of this study.

Keywords: ECRIF framework, learning, speaking strategies, oral production, didactic guide.

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CHAPTER I

2. THE PROBLEM

Nowadays, countries face linguistic diversity; this is the reality that the world faces. Exposure to linguistic diversity within bilingual or multilingual contexts brings with it a challenge for education at all levels of training. It has become a must-requirement to get a professional degree. Furthermore, English is the tool used as the language of international communication; it also has played a significant role in the educational field, especially in current educational policies.

Due to these arguments, in Ecuador, many students present difficulties speaking English; however, English has been studied since an early age. According to an examination of policy about Ecuador education analyzed by the British Council (2015) refers that: from 2016-2017, English was going to be compulsory in Grades 2-8. The aim was to ensure that secondary graduates reached a minimum B1 and to improve learners' competence in listening, speaking, reading, and writing by the guidance of The National English Curriculum Guidelines and CEFR.

Students acquire grammar rules and vocabulary in these first years of studies, and organizing this content into fluent words is challenging. Instead, they avoid talking and fear making mistakes while speaking the language naturally. For these reasons, this study proposes the implementation of the Encounter, Clarify, Remember, Internalize, and Fluency the ECRIF framework to improve speaking skills and implement an academic guide using the ECRIF framework in A1 students for the T'sachila Institute. By implementing this method, students might produce oral performances ranging from control activities to free-speaking activities; these

activities will be well-designed and monitored to reach a further conclusion. Therefore, this study is presented in the following order:

Chapter I contains an analysis of the research problem and a thorough study of the research's historical context and the problem's previous solutions. It also examines the issues currently associated with the development of speaking abilities and suggests a broad goal for this research based on evidence. Finally, it also contains the work's specific objectives and the scope of the study.

Chapter II conducts research to back up the work using a conceptual and referential framework about research undertaken at the global, regional, and local levels.

Chapter III describes the study approach and a detailed description of several instruments for data collection. The information tool is crucial for developing a detailed proposal.

Chapter IV presents the findings from the data gathering and deep analysis with the corresponding discussion.

Chapter V develops the methodological framework proposed for speech output improvement among A1-level students. Last but not least, the research's findings and suggestions.

To conclude, this study supports how students can improve speaking skills by implementing ECRIF stages in their classes in a real communicative context, emphasizing the cooperative and pair group work that encourages students to learn by participating in every single activity during the course so that the more interaction and practice among students, the more learning experience they could achieve.

2.1. Problem description

The English language is the lingua franca because it allows individuals to communicate across cultures, customs, regions, and other unique elements of their environment (Baker, 2019). English has shared characteristics and has been acknowledged as the global language among languages seeking proper communication. English as a foreign language is a common language to communicate between native and non-native speakers in an English-speaking environment (Nordquist et al., 2019).

Nidya (2020) explains that a very significant issue for students is that they lack the courage to talk; they do not feel confident when they communicate due to a lack of practice and little vocabulary exposure, resulting in a loss of self-confidence. Azzan (2012) states that students have psychological factors such as fear of mistakes, shyness, anxiety, and the like that hinder them from practicing their speaking in English class.

The fear of laughing at mistakes was commonly caused by the fear of being laughed at by their friends. That is why methodology plays an essential part in the moment of teaching. It

constitutes the criteria and decisions that organize the didactic classroom development activities. The English Language has a wide field of investigation where researchers have proved approaches and methods with different findings.

Bright & McGregor (1970) examine the practices used by a particular group of instructors to improve the effectiveness of spoken English instruction. As they mention, teachers still use reading aloud as their primary weapon in the battle to enhance their pupils' oral English and take the material to be read by the class reader. Then they listen for mistakes and correct them as they arise by interrupting the reader and requiring him to repeat a word or phrase using the model they provided.

Escudero et al. (2020) established that “the internal and external drawbacks students experiment in oral communication are cognitive and social; which pointed out their poor linguistic competence usage and the lack of a target language environment respectively (p.2.). Pangket (2019) points out that the student's motivation, vocabulary, pronunciation, and grammar are the primary variables influencing the growth of their spoken English language skills.

Thus, the elements that demotivate students from learning English include a lack of motivation, interest, vocabulary knowledge, and training. "The curriculum and teaching methods also impact how well the students develop oral competency. Teachers do not encourage authentic speaking practice because appropriate tactics and activities are not effectively created, which results in conflict with course materials and subject (Pangket, 2019).

The English language is a big concern at the T'sachila Institute because students are not entirely motivated to learn a second language. As a result, students feel frustrated and avoid learning English, another subject needed to achieve their degree. In addition, teachers focus their classes on filling books to cover the semester's syllabus planning, so grammar and vocabulary are the main topics. Thus, English classes are teacher-centered, with the teacher speaking most of the time and students performing only a few moments of the English language through control activities; as a result, students do not receive the necessary exposure to practice the language (Baque & Paredes, 2020).

Improving the lack of knowledge of the English language is one of the educational changes implemented by Ecuador's Ministry of Education. The current administration has established an initiative to ensure the effectiveness of English as Foreign Language classes. Ecuadorian universities and institutes are also in charge of keeping this process going. Learning a second language, such as English, has become necessary in many aspects of our lives, from school to professional, for instance, getting a better job or applying for a foreign scholarship.

In higher education, specific knowledge of English is required since professional information is generated in the English language. Moreover, the role played by this language today has great importance since it is spoken worldwide. Therefore, students must be able to read texts written in English with relative comfort, whether they are general topics or technical topics,

according to their profession. They must also be able to converse in English with native speakers of English. Therefore, they speak English and can quickly get along and support their opinions.

The T'sachila Institute is a higher learning institution committed to the generation of cultural development alternatives, which trains upright professionals with a humanistic and competitive approach in their professional field; and, at the same time is committed to the economic, political, social, and cultural development of the city and the province through technological research and community programs. This Institute is located in Santo Domingo de los Tsáchilas, canton Santo Domingo, Parroquia Santo Domingo, Los Anturios Av, and Los Ceibos Street.

In Ecuador, in schools and high schools is challenging to construct a solid basis for a foreign language. Not all public schools have an English teacher, and this area has a drawback. Even though the Ministry of Education launched a National English Curriculum in 2012 and different measurements related to the English field, " some aimed to remove inequality in access to English language learning in the public and private sectors and improve the quality of English education in the public sector". The report by the(British Council, 2015) “ English in Ecuador an Examination of Policy, Perceptions and Influencing Factors,” points out, “while progress has been significant, issues remain in access to education in rural areas among low-income households and indigenous groups” (p.24).

Teachers expect students to perform well in English at the end of high school when they do not have English teachers. So that students do not develop the habit of being familiarized with a second language when they pass high school. Still, this problem increases when they come to the university where it is mandatory to get a sufficiency certificate with a required level of English to get their professional degree. The English in Ecuador. An Examination of Policy, Perceptions and Influencing Factors (2015) states that “while the government has prioritized education, the sector has also been affected by budget cuts in response to the recent economic downturn and policies”.

It is remarkable the negation that students show for the language due to having many years of studying a second language but without any success in performing it. Every teacher at the institute expects to lead students to a goal in a class to feel confident in completing the language in a natural context. However, teachers try to guide students into orally performing the English language in contests or open houses. However, all of this is frustrating by the end of the courses when the teacher can notice that students feel much more comfortable performing in writing or reading than speaking.

Additionally, for many years, English has been taught with traditional methods, using the behaviorism approach where students have repetitions drills and fill in the information with specific content. One of the problems is that public institutions have crowded classrooms and lack material resources. Learning problems exist since not everyone has the same learning pace and teachers have to work with heterogeneous groups, so there are different issues. When teachers have to evaluate them, they need to find an appropriate method or strategy for teaching; one of the principal goals for teachers must be the motivation to motivate this kind of student that presents

difficulty in learning. As a consequence, students finish their college degrees without a basis. They cannot perform EFL in their lives.

“Moreover, emotions, self-esteem, empathy, anxiety, and motivation, according to Shumin (2022), are vital elements connected to L2 or foreign language acquisition” (p. 206). “The emotional aspect of the learner is likely one of the most significant factors in language acquisition success or failure simply and effectively” (Rahayu, 2015, p. 41). Fear of making mistakes while speaking in front of people is another consequence student deal with due to the lack of practice in the initial schooling years.

Investigators set three motivation-related reasons why college students may be hesitant to participate in English-language classroom discussions. According to observation classes, these factors may apply to many other EFL learners, including most English secondary pupils (Savaşçı, 2014). The first is that students are scared that their classmates will be judged by their classmates or teachers, putting them in an awkward position. The second reason is that, while being required, English lessons do not appeal to most students. The third reason is that pupils are not interested in the same topics as their counterparts in North America.

In its ten years, the T'sachila Higher Technological Institute has been teaching and working for the well-being of the youth and adult population in all sectors of Santo Domingo de Los Tsáchila's province. However, teachers have observed that students have many issues learning and

speaking English due to actual experiences teaching English during this time. Neither student motivation nor classroom involvement appears to have increased.

According to the above issue, students have difficulty focusing and are easily distracted. Furthermore, teachers' conventional methods and approaches to teaching English do not encourage students to practice the language efficiently or produce speech. As a result, it is essential to investigate the implementation of the ECRIF framework to improve speaking skills in A1 level students at Instituto Tecnológico T'sachila.

2.1.1. Research Question

What methods do teachers commonly use to improve speaking skills?

What strategies and activities does the ECRIF framework propose to help students boost their speaking skills A1 students.?

To what extent do the strategies and activities develop in the guide with the ECRIF framework help students at the A1 level boost their speaking skills?

2.2. Objectives

2.2.1. General objective

- To implement the ECRIF framework to improve speaking skills in A1 level students at Instituto Tecnológico T'sachila in Santo Domingo 2021.

2.2.2. *Specific objectives*

- To analyze teachers' methods to improve speaking skills.
- To set an appropriate guide for implementing the ECRIF framework to improve speaking skills.
- To apply the strategies and activities developed in the guide about the ECRIF framework in A1 students.

2.3. Justification

Education has suffered some changes since the pandemic started, from a typical classroom with walls and boards to virtual environments. Teachers must change old fashion methods into new approaches. The present study analyzes the impact of the ECRIF framework on the improvement of speaking in A1 students and its incidence in motivating them to speak fluently.

There is a considerable need to improve speech in students; for this reason, this study is feasible because it is focused on boosting the speaking ability of learners of a second language by innovating and creating specific strategies and activities in a proposal guide following the ECRIF stages. In Santo Domingo, only some schools have English teachers, so when students go to university, they feel frustrated when learning a second language. They learn grammar and vocabulary quickly but usually refuse and feel ashamed when speaking.

This study was relevant because it promoted the innovation of new approaches like the implementation of the ECRIF framework as a different way to succeed in the language teaching-

learning process. Therefore, there is a need to apply a different methodology that can significantly impact student learning. Furthermore, this study was also aligned with the National Development Plan 2017-2021, "Toda Una Vida de Ecuador" (2020), by having a relationship with the objective which; promotes the investigation, formation, training, development, and technological transfer, innovation, and entrepreneurship, the intellectual protection to boost the change of that productive matrix through the bonding of the public sector productivity and the universities.

If this study were not carried out, T'sachila Institute would not have been able to apply the ECRIF framework in a proposal guide that contributes to and helps future investigations in the English Language Centre because this research promotes innovation in learning English by using a new method for English classes. Moreover, it impacts positively by building new concepts about how teachers can apply the ECRIF framework in their teaching method by implementing strategies and activities in planning a class that encourages students to improve speaking skills.

The T'sachila Institute community accepted this research work because it counts on all the necessary resources for demonstrating that the ECRIF framework can significantly improve students' insight into speaking skills. As the direct beneficiaries of this study, students from the T'sachila Institute can improve their speech ability by implementing an innovative method in their current classes. Moreover, the teachers from the Institute were interested in implementing the ECRIF guide in their planning and types; they also would be direct beneficiaries; furthermore, researchers can use this investigation as helpful information for scientific research or backgrounds for future investigations.

English is an insight view, where teachers and students can deeply examine if the student is genuinely performing a second language using the proposal guide designed in the forward pages. The possibility of learning occurred when the students were exposed to several opportunities to encounter and use the target language in different active participatory real learning situations immersed in the virtual environment.

The development of this study surged some limitations, as only some participants can count on a technological tool that permits them to join Zoom classes. Also, each participant needed internet connection and the time available to connect for a daily hour for two weeks. Furthermore, the researcher must pay the Zoom premium account that permits the participants to access breakout rooms and record every session to get enough feedback on each planning for later conclusions.

CHAPTER II

3. REFERENTIAL FRAMEWORK

1.1. Theoretical Framework

It is necessary to consider and analyze different writers' prior contributions to some methods, approaches, and the ECRIF framework used for this research. During the study process, it was discovered that part of the study illustrates how the Constructivism Theory set the path to Communicative Language Teaching in education that helps students communicate by allowing them to produce natural language; from these principles, it is stated that the ECRIF framework, which enables students to encompass the constructions of the environment knowledge into building the EFL fluency by speaking freely and motivated.

3.1. Constructivism Theory

Constructivism is a philosophical discipline that seeks to understand how we build knowledge (brain, mind, experience): what it means to discover something, and how we realize it (Hein, 1991). Constructivism is a learning philosophy that emphasizes the social construction of knowledge. Learning, according to constructivism, is a process in which the learner actively develops or builds new ideas or concepts based on current and previous information or experiences (Jafari & Davatgari, 2015).

Knowledge is built up through time. Students start their learning journey with preliminary information and then build their comprehension. Taber (2011) “They will choose whatever aspects of the encounter to include, ensuring that each person's knowledge is unique. It is a communal activity to learn. It is critical to interact with people to build knowledge” (p.50). Understanding is

achieved via group work, discussions, talks, and exchanges. When we reflect on our prior experiences, we can see how the knowledge we gained directly impacts our relationships with others.

"Learning is an active process that involves personal engagement. To create knowledge, students must actively participate in conversations and activities. Pupils cannot retain information while playing a passive role" (Hein, 1991). Several factors must be considered to develop significant thoughts. First, learning takes place in a particular setting. We learn by connecting what we already know and what we believe. Learning can also occur in the context of our life or alongside the rest of our knowledge (Petty, 2009). Finally, we reflect on our life and categorize new knowledge according to how it fits into our current lifestyle.

As students grow, they learn how to learn with a helpful method that fits their learning style. Each learner improves their ability to pick and organize knowledge as they progress through the learning process. As a result, they can better classify concepts and construct more meaningful mental systems. "They also begin to recognize that they are learning multiple ideas simultaneously; for example, if they are writing an essay on historical events, they are also learning elements of written grammar" (Kurt, 2021). They are also learning to organize important information chronologically if they are learning about important dates.

Learning takes place in the mind and is developed step by step. Hands-on activities and physical experience need to be sufficient for information retention. The significance of actively participating and reflecting on the learning process cannot be overstated. Students must mentally

experience events to have complete knowledge; personal knowledge is valuable (Kurt, 2021). The knowledge acquired will be unique, although each person's perspective is unique. Every participant brings a fantastic set of experiences to the learning activity, and they will all take away various things. Constructivist learning depends on each person's unique viewpoint and experiences (Jafari & Davatgari, 2015).

To learn, students must be motivated. "Motivation is essential for making connections and gaining knowledge, just like actively engaging. If learners are hesitant to reflect on prior information and engage their thought process, they will not learn" (Abrahamson & Psychology, 2011). Educators must work hard to encourage pupils to participate in learning. Learning requires motivation. Making connections and increasing knowledge need inspiration, just like active involvement. Students will only be able to learn if they are willing to consider past expertise and engage in their thought processes (Dabrowski & Marshall, 2018). Therefore, teachers encourage students to put much effort into motivating students' activities that engage the learning process.

Constructivism is based on Piaget's (1977) and Vygotsky's developmental work (1978). Piaget is a proponent of a constructivist theory. Individual or cognitive constructivism is concerned with the internal creation of knowledge in the brains of individuals. The core concept of cognitive constructivism theory is that all learning builds on what we already know, and the dynamic of education is defined by whether new information fits neatly with what we already know (McLeod, 2022). Sensorimotor, preoperational, concrete operational, and formal operational are all ideas in Piaget's four stages.

Contrarily, Vygotsky was a co-constructivist leader, sometimes referred to as a social constructivist. The foundation of Vygotsky's methodology comprises three key ideas. First, the community and its internal members are fundamental to how that person perceives and interacts with the world (Muñoz, 2013). The second premise holds that the culture and language in which tools and materials are utilized impact the types and qualities that determine the pattern and rate of cognitive development. The last supposition is that learning, rather than merely absorbing and adapting new knowledge, is a process by which learners are integrated into a knowledge community, according to (Vygotsky, 1978)

3.2. Communicative Language Teaching Method

Even though communicative language education is often discussed as a way to learn a foreign language, teachers are often baffled about how to utilize it with their pupils. Therefore, teachers must offer major activities employing programs and approaches such as CLT that concentrate on language comprehension (Savignon & Wang, 2003). Thus, enhancing the development of functional language ability. This stimulates learners' engagement in communicative events.

In Communicative language teaching, Richards (2006) declares: -

It may be seen as a collection of concepts concerning the aims of language education, how learners acquire a language, the quality of the activities that fit in learning, and the set of instructors for students during classroom development are keys to a good learning environment (p.2).

As Richards (2006) points out, this strategy initially appeared in the 1970s and 1980s as a novel way that was well embraced and quickly expanded over the globe. The fact that language capacity included more than grammatical competence piqued the attention of institutions and instructors. The focus was on the concept that individuals must utilize language in genuine conversation even if they do not know the grammar rules.

Darling-Hammond et al. (2019) mention that the essential thing is to communicate or speak a language well enough that people can understand one another even when they make errors". According to several academics, the use and efficacy of this strategy are based on the use of meaningful content to urge students and persons interested in learning a foreign language to communicate. "Communicative Language Teaching is a learner-centered method in which the learners are given prominence" (Desai, 2015). The students are required to engage in the communication process actively.

3.2.1. The beginning of the Communicative Language Teaching

The communicative approach's first phase was formed in the 1970s in reaction to grammar-translation (structural linguistics) and audio-lingual method (behaviorist psychology) in language education pedagogy and recognition of theoretical advancements in language instruction (Richards, 2006). Students tried to understand the grammar and pronunciation of the target language and focused on language as a system led by teachers' guides. Unfortunately, its teacher-

centered technique, which included explaining grammatical structures and new vocabulary as students copied notes, read, and translated texts in the target language, failed to assist students in connecting language learning and usage in real-world situations (Istamova, 2016).

Language is the principal means of communication, influencing how instructors teach a language. According to Richards & Rodgers (2006), in the 1970s and 1980s, several different approaches and techniques appeared as communicative language teaching strategies continued to develop and became more precisely defined. Some include comprehension-based methods like Suggestopedia, the Natural Approach, the Silent Way, and the Total Physical Response (TPR).

Richards & Rodgers (2006) provide a thorough overview of these techniques. Unfortunately, many of these techniques had a limited shelf life and were never adopted broadly. These techniques have contributed to the study of teaching languages. On the contrary, several methods have shaped the discipline and still significantly impacted it. This new viewpoint prompts researchers to look for alternatives to the ECRIF.

To sum up, the CLT's early stages are distinguished by its rejection of the Grammar Translation Method, the Audio-lingual approach, and its language instruction, founded on the linguistic theories of structural linguistics and behavioral psychology. "The main emphasis of CLT's early phase was the necessity to develop a curriculum that was in line with the idea of communicative competence" (Hubert, 2014).

“As a result, ideas, a framework in which people interact, and function-based syllabuses have presented a specific purpose for a speaker in a given context” (Mohammed, 2009). Although its strategy was initially successful, as time progressed, it failed to accomplish its primary goal of developing strong communication skills in students. In essence, support was required to improve classroom practices to satisfy the learners' communicative needs based on research theory.

3.2.2. Krashen's Input Hypothesis

Krashen's notion of second-language acquisition is worth mentioning, with the input hypothesis being the most important. All of these are linked to the premise that individuals must be given intelligible information to learn a second language. According to Krashen (1985), it "is the outcome of developing communicative competence, which allows individuals to comprehend and generate any message by receiving understandable information, even if they lack an understanding of grammatical structures" (p.79). People learning a foreign language need to feel at ease in an atmosphere where they can make errors, take chances, and be driven to communicate (Krashen, 1985).

3.2.3. Principles of the Communicative Languages Teaching

“Communicative Language Teaching necessitates activities that engage students in real-life circumstances; yet, learners' needs and backgrounds must be considered” As a result, having a guideline is critical for correctly implementing a strategy (Krashen, 1985, p.65). Brandl (2021) outlines several essential principles teachers must follow for students to develop communication skills. However, there are no set principles or practices that Communicative Language Teaching

adheres to regarding effective teaching strategies or theories of learning. Instead, it combines ideas about teaching and learning from various academic fields, such as educational psychology and cognitive science.

This method's communicative functions, rather than grammatical structures, are more significant since it focuses on simple and authentic language, allowing learners to grasp and communicate (Brandl, 2021). To transmit a clear and understood message, coherence and cohesiveness are essential. Accuracy is crucial, but it will happen on its own. As a result, Communicative Language Teaching strongly emphasizes language use. Games and plays are essential for developing communication by involving pupils in active activities.

Language should be learned via social contacts, such as group projects like role plays, dramas, games, or any other activity that allows pupils to exchange knowledge. Errors are accepted since the aim is for pupils to be able to communicate (Oxford, 1997). After the exercise, teachers must take notes and make pupils aware of their faults. The teachers' role is to create situations encouraging activities that improve learners' social communication. Therefore, they are facilitators. The activities must encourage learners to utilize the target language. Furthermore, the teachers must provide relevant feedback to motivate learners to complete the exercises correctly. Learners may pick the subject they wish to discuss based on their progress and proficiency level.

3.2.4. Communicative Language teaching features

Some features of Communicative Language Teaching are highlighted and described by some researchers, as Mohammed (2009) points out that the classroom goals in the CLT are to focus on grammar, discourse, functional, sociolinguistics, and strategic communication where the students get the chance to be exposed to factual communication inside the classroom. Furthermore, Hussain (2016) states, "Language techniques are planned to involve learners in the practical, authentic, functional use of language for meaningful purposes. Students are therefore motivated to build their meaning through contact linguistic interaction with others (p.80)."

In the CLT, "Organizational language structure is not the central point, but aspects of language allow the learners to accomplish those purposes"(Stryker & Leaver, p.13). The teacher should not focus on just completing the tasks from the book, rather than use the information from the book and provide activities to expose students to communicative oral opportunities. Also, Hussain (2016) expresses that "fluency and accuracy are complementary principles underlining communicative techniques" (p.80) that encourage students to use language.

Gürata (2008) mentions that students in a communicative class must utilize the language effectively and receptively, both within and outside the classroom, in an unprepared scenario. The teacher should provide them opportunities to focus their learning process by analyzing their learning styles and developing appropriate strategies for autonomous learning where the students can interact. The teacher's primary function in the CLT is to be the facilitator, guide, and transmitter of knowledge and language information (Fauziah, 2013).

3.2.5. The importance of the Communicative Language Teaching Approach

According to Larson & Anderson (2011), the purpose of this strategy is communication. “The Communicative Language Teaching Technique has provided several benefits in teaching and learning a foreign language; it focuses on learners and allows them autonomy, so they are the center of attention when this approach is used.” Activities for teaching languages provide students with meaningful tasks that inspire and encourage them to speak, enabling them to advance their language abilities significantly. The goal is for pupils to talk fluently in the target language; they decide what to say and how to say it.

Communicative Language Teaching focuses on communication ability and allows instructors and students to connect. Teachers' role instills confidence in learners when speaking since no one interrupts to correct faults during the learner's production activity; nevertheless, learners get feedback after they talk. (Vozmediano, 2022)

Valdivieso (2022) indicates that another value is that students are given appropriate ways to talk and express their opinions. This encourages them to do so and calls for more interaction in natural contexts. Similarly, she states that "with this technique, the instructor serves as a facilitator and guide, which is why he is not regarded the most important, but rather the student who must be provided the required assistance to support language acquisition" (p.24).

3.2.6. Teachers' roles in the application of CLT

According to Prieto & Easterby-Smith (2008), instructors should approach teaching practice as a part of the class rather than the major one. Students have to develop the activities with the teacher's guidance, which is different from the one on which the course is centered. In addition, the instructor should see the teaching-learning process as a collaborative effort in which all group members should participate. "Communication between the students and the instructor will be strengthened," Prieto asserts, "resulting in more engagement and, undoubtedly, a higher quality in the group's formative process."

Sometimes, people believe that anybody can teach a group of students, but only those who have a vocation for education and share their lives with teaching realize this is not true. The education that must be imparted to children should include more than just conveying information and material. According to Prieto & Easterby-Smith (2008), everything in the environment transmits input information; it is necessary to provide instruction and feedback on communication techniques that can result in more direct and enduring communication as well as intercommunication between teachers and students, resulting in much more effective training.

In *Communicative Language Teaching*, Savignon & Wang (2003) states that the theory is founded on an excellent educational environment, which necessitates the proper arrangement of various factors. "To begin, teachers need the expertise and knowledge of instructors; they also need to consider the requirements of pupils as well as their attitudes (p.11). Additionally, the environment in which the lessons are delivered, in this case, the classroom, must not be

overlooked. In other words, the teacher's goal depends on instructors and students participating actively in the communicative classroom's social context. (S. Savignon, 1971)

The main goal of a CLT class is to create an environment where the students are the center and not the teacher. This reality demands that teachers' responsibilities evolve from the past. They have changed from being a class-dominator, as they once were, to a class-supporter and become the class-observer. According to Savignon (1971.), "autonomous learning alters instructional practice and significantly changes the roles of the language teacher and the language learner." Educators must be prepared to cope with these advancements practically and mentally in the coming years.

Teachers should take on several tasks when instructing students in English as a foreign language. In communicative classrooms, Richards (2006) suggests that instructors play the roles of facilitator and monitor. The first is being a facilitator who acts as a prompter, advisor, and mentor. Teachers may offer keywords and phrases when acting as facilitators. It occurs when students lose their confidence and fluency. Consequently, it will be less frustrating when some have trouble expressing themselves. First, teachers must conserve and be sensitive to maintain students' initiative. The second is being a counselor; teachers may guide pupils in learning English in the best manner possible or overcome their challenges with any particular language competence since they are counselors.

Some authors have suggested that teachers' roles may vary when teaching classroom practice classes, ranging from the manager, scheduler, driver, organizer, facilitator, and so forth, to support their students' learning. These authors include Richards & Lockhart (1994). They suggest that teachers must employ text-based assignments or other strategies that require them to serve as participants, advisors, analysts, and process managers to meet the linguistic demands of the students.

3.2.7. Students' roles in the application of CLT

The role of students in CLT is vital to get an active participation class; teachers are not just considered instructors that expose the content. Students cannot be viewed simply as students since both teachers and students are accountable for learning. " As a result, students should play many roles to learn the language appropriately. For instance, negotiators " (Pluas, 2014, p.45). This interaction necessitates facilitating dialogue in the classroom, where pupils feel comfortable and unthreatened.

According to Ozsevik (2012), the whole atmosphere in a CLT classroom is student-centered, and students are not always reliant on instructors for instructions, corrections, permissions, words of approval, appraisal, and praise. On the other side, the students generally contribute positively. Students interact with one another instead of just ignoring others. They appreciate one another's efforts, collaborate, and share knowledge whenever possible.

The main objective for students is to support one another through conversation. If any issues or queries arise during class, the students try to resolve them without asking the teacher for

advice or assistance. Students must deal with the problem independently, and pupils may only request the teacher for aid in pairs or groups. Communicative Language Teaching emphasizes communication processes rather than language forms, and grammatical use leads to different learner roles. The roles of learners are articulated by Breen & Candlin., (1980), who described the roles of teachers earlier.

The learner's function as a negotiator – between the self, the learning process, and the learning project – comes from interacting with the role of negotiator within the group and within the classroom procedures and activities that the group engages in. The learner's inference is that he should provide as much as he obtains, allowing him to learn in an interdependent manner. (Breen & Candlin, 1980, p 82)

3.3. ECRIF Framework

ECRIF uses the basic principles of the constructivist theory, which refers to the idea that students build their knowledge by understanding the world through their actions and experiences. ECRIF also combines basic concepts of constructivist theories of learning with those principles derived from various disciplines, mainly those of linguistics, psycholinguistics, cognitive psychology, neuroscience, and sociolinguistics, on how people learn a second language to give students the knowledge and experiential learning necessary to achieve language fluency (Tosuncuoglu, 2017).

Despite the difficulties of understanding and implementing the constructivist theory and the Communicative Language Teaching method in a foreign English language environment, a

framework was used to link the scaffolding teaching practices with theoretical concepts in each field. To facilitate and help teachers' decisions about developing practical language skills in students. Kurzweil & Scholl (2007) developed the ECRIF framework, a new paradigm in language instruction.

ECRIF was one alternative to replace the PPP approach (present, practice, and produce). Josh Kurzweil said, "one of the inherent challenges that I always had with it (PPP) is finding out who the actor is in the class"(Muñoz, 2013). Josh Kurzweil quote, "in most situations, only the term "present" inspires professors to lecture or give a long presentation. As a result, it is exhausting to give lessons and give long presentations" (Muñoz, 2013).

Because of the complex adaptation of PPP in planning, Kurzweil was driven to create a new framework that places a high value on learning and concentrates and centers on what students do to achieve the goal at each stage of their class. The words encounter, clarify, remember, internalize, and fluency are all spelled together in the acronym ECRIF. "ECRIF is a framework for learning and teaching and appears to meet the standards and demands of communicative language education in post-method pedagogy, constructivist theory, and backward design"(Kurzweil, 2007). "The Common European Framework establishes six levels of performance for what a learner should be able to achieve with productive and receptive language abilities, has been employed in language teaching" (Muñoz, 2013).

ECRIF framework allows students to be part of the classes and perform in every stage in a meaningful context where they can express their feelings, ideas, and thoughts spontaneously (AlSaleem, 2018). Using this framework, students can feel more confident in performing the language. In addition, the ECRIF framework allows the learner to focus on the learning process so that students go toward the target language or skills rather than on repetitions, drills, or traditional methods (Tosuncuoglu, 2017).

When a teacher uses the ECRIF framework, the teacher allows learners to encounter the target language in active and participatory learning situations. Learners can also rebuild their previous knowledge by constructing collaborative peer participation (Muñoz, 2013). The main idea of the ECRIF framework is to focus on the learning process, and teachers can check that by setting certain activities and strategies where the students can learn better by following the steps (Ben et al., 2017). ECRIF is also applied in the following steps: plan lessons and adapt coursebook materials and authentic materials, evaluate students during their learning process during a class, and reflect on student learning after a task; this means learning by reflection. (Tosuncuoglu, 2017)

The role of the teacher in using the ECRIF framework is to set learning goals and to identify and design the types of tasks that go from encountering the language to achieving the fluency stage being the modeler, provider, and instructor of each activity. AlSaleem, (2018) states that “the learning activities would include scaffolding activities in which students become the primary constructors of their learning.” Therefore, before instructing pupils to apply the skills independently, ECRIF teachers consistently model the actions with the skills according to the activities designed (Reid, 2006). However, it is ultimately up to the pupils to show that they have

mastered these abilities. Therefore, students spend almost twice as much time practicing to provide them enough opportunity to achieve such proficiency.

3.3.1. Encounter

The first step is Encounter; during this step, students shall come into contact with the class's particular topic by completing a game of manageable activity. This stage is referred to as the "presenting stage" (Kurzweil, 2007). In this step, the student encounters the topic by awakening an intense curiosity to discover what will happen in the class. Next, the teacher must motivate and push them to fill these early impressions. The student is curious because he does not know whose face it relates to.

In these situations, the attention is focused on what the participant wants to learn, and the context makes the topic relevant once it is presented to the whole class. The students' experiences, ideas, and feelings are known as schema activation, and this schema activation is the prior knowledge that all of us have developed since birth (Perin, 1988). One of the possible reactions can be fear of making mistakes, and here is when the teacher has to motivate the student to get a positive response. Indian (2019), according to his investigation, "The results showed that students' fear of making mistakes and lack of motivation topped the speaking difficulties. Most students pointed out that their fear of criticism was the main reason for their hesitation in EFL".

In the encounter stage, the instructor provides opportunities for the pupils to come into contact with the target language and abilities. Teachers can consider ways to create a circumstance

or text where the learner will learn something new. For example, students might bring old memories, concepts, and emotions (Muñoz, 2013). Pictures, narrative, classifying, sorting, predicting, a matching exercise, distinguishing right and wrong responses, and checking questions are all included in this step. These activities will make the first step more engaging and capture students' attention.

3.3.2. Clarify

Here, the second stage is to clarify; according to Khalaf (2018), the learner is currently undergoing an internal phase. In this step, the student is clear about the specific language or structure to activate their schema reality while speaking about themselves. The student must integrate the target vocabulary with accurate meaning and pronunciation. Briones (2022) states that “teachers check or assess students’ understanding by using comprehension checking questions (CCQs).” Additionally, learners have access to various grammatical structures depending on the context.

In the Clarify step, teachers are critical because they assist students by evaluating and identifying their content comprehension level and helping them explain the desired knowledge. Students can specify the proper pronunciation of a word or the most effective way to apply a grammatical construct in this phase. They learn what it means, how to say it correctly, spell it, and combine words to form a phrase or a sentence (Muñoz, 2013). The instructor must answer inquiries from the students on the accuracy, significance, and presentation of grammar knowledge when considering new vocabulary or grammatical constructions. Finally, students try to explain their

understanding of the material's structure, meaning, and applicability of the grammar or vocabulary content.

Drilling, gap filling, information gaps, searches, word scrambles, guessing games, matching, reading dialogues and scripts, and more are all part of the clarifying step.

3.3.3. *Remember*

Remember, the stage is half of the ECRIF path. This third step is from needing to be conscious of learning while using or performing it to establishing learning automaticity. Paying attention is no longer the focus because the new skill is now totally spontaneous. Spontaneous recalls are the initial step toward memorizing the student's objective by repetition, drilling, and referring back to support materials such as models or prompts by a teacher's modeling expressions. “Guessing games, information gaps, narrative, role-playing, short response exercises, project-organized dialogues, and card games are some things to remember”(Sawsan, 2017).

3.3.4. *Internalize*

Internalization is accumulating a collection of memories associated with the name by hearing, seeing, and feeling the associated sounds, sights, and sensations (Kurzweil, 2007). The target materials are committed to long-term memory at this step (Briones, 2022). This refers to boosting the target materials by repeatedly referring to the store. Teachers create opportunities to use the target language and skills in a semi-controlled context in an interactive way (Muñoz, 2013). The internalized step is characterized by continual freer and less regulated practices. Students may

make appropriate selections and choose from various options based on their understanding without outside assistance.

The teacher monitors the group and supervises that the activities are working as expected and stated in the students' objectives. In this step, the pupils' point of view is internalized due to the free expression of the vocabulary or grammar given in the previous ECRIF actions. The content that was explained and recalled now has been ingrained in their memories. If the student makes mistakes in this step, it does not indicate that the content has not been internalized. It may be more challenging to change knowledge that has been erroneously received or preserved.

3.3.5. *Fluency*

The last step, fluency, is achieved via a process in which teachers track students' achievement development by evaluating the students' objective class. Fillmore (1979) defined fluency as communicating, constructing coherent sentences, using appropriate expressions, and being inventive with language. According to Nation (2014), the capacity to process language receptively and productively at a reasonable speed.

The last stage is Fluency. (Fillmore, 1979), as cited in (Yang, 2014), defined "four abilities to speak fluently:

The ability to talk at length with pauses

To be able to produce sentences coherently, reasoned, and semantically

To have appropriate expressions in a wide range of contexts

To be creative and imaginative by using the target language

The students' knowledge, internalization, and grasp of the subject matter led to this comprehension and internalization. It is the degree of production at which students can produce language naturally and easily in different activities. Teachers encourage fluency based on students' output and understanding to reach the goal. Fluency stage use includes telling stories, acting out scenarios, and giving concise answers. (Kurzweil, 2007) Asserts that ECRIF is frequently utilized as a "motivator force" to urge students to engage in the ECRIF cycle in the social and environmental classroom.

3.4. English Language Skills

English Language skills enable a person to communicate orally or in writing in English. The Common European Framework of Reference refers to a person that can use a language for any purpose and should be able to describe their goals and objectives, by communicating actively in real context situations, according to the level they have developed during the learning process. Assessing by standards of the CEF, a teacher should distinguish the many ways language competency is defined and give several benchmarks (levels or stages) that may be used to measure learning progress.

Speaking skills have not been solidified in Ecuador English classes for the last years, mainly due to the enormous influence that linguistics and grammatical structure have had on the old-fashion teaching methods, which has resulted in the present fact that the classes these have been used, almost exclusively, to teach grammar structure with low speaking practice. In general terms, speaking skill demonstrates that the harmonious development of the four skills in modern language classes favour each particular skill and all the others.

3.4.1. Reading Skills

Reading is a crucial method of information and communication, and it plays a significant part in every life and work. Reading enables one to comprehend the world better around. It also educates feelings that will serve as a source of aesthetic beauty and aids in developing individual perspectives. Furthermore, most scientific and technical knowledge is transmitted in writing and reading. Finally, reading combines with the other three parts of the verbal activity and the planes of the tongue in the acquisition of a foreign language, reinforcing them. Students examine sounds and graphs, vocabulary, and grammar, correct spelling and meaning of words and phrases, and increase their command of the language in general by using it.

3.4.2. Writing skills

Writing is one of the most challenging abilities to learn in the English language; students often struggle with sentence organization, paragraph structure, and proper grammatical structure. It is because instructors employ traditional teaching methods in their lectures, which causes students to lose interest and become inactive when learning new material. On the other hand,

interactive lessons will encourage students to think critically and analytically, allowing them to contribute their ideas and deepen their understanding during the educational process. There is a growing interest in modern methods of teaching written English that are meant to tie it up with new developments in the study of spoken orders.

3.4.3. Listening Skills

Listening skill is an act of communication that requires at least the participation of two people, the sender and the receiver or the listener and the speaker. Students should become as accustomed to the second language's sounds, intonation, accent, and rhythm as possible. This is because a language is, above all, a system of communication, and as the saying goes, "Language is a speech act, not writing"(Nordquist, 2020). Students need to get used to the sounds, intonation, accent, and rhythm of the English language as soon as possible. The material chosen to practice this skill must be easy to understand. From the beginning, it is convenient that the student jointly associates the phonic representation and the global meaning of each expression.

3.4.4. Speaking Skills

Speaking and listening are necessary for the formation of oral skills in English since kids begin speaking early in life. Due to the prevalence of these activities in daily activities, teachers must be ready to communicate and listen. The student can perform better in English once he understands hearing and listening. He can also interact, which will help him feel more at home in the classroom and help him reach his full potential. In addition, the proper application of linguistic tasks and attentive listening ensures that the student has the cultural and social background

necessary to activate better listening comprehension. Nation (2014) claims that the four vocabulary components are production, language-centered learning, fluency development, and knowledge.

Good oral comprehension and expression are not only based on the material taught in class; daily practice is also necessary so that students have less difficulty understanding and speaking with native speakers. In addition, good pronunciation in any language is admirable and beneficial, helping the student increase their self-esteem and giving them an excellent presentation to native speakers. Levis (2013) claims that “teaching pronunciation extends to good communication since a practical accent allows for appropriate articulation of sounds, distinct syllables, precise rhythm, and indicated intonation.” In addition, in speaking skills having a good intonation is a manifestation of communication proficiency, and human language is the interaction of oral expression and sound comprehension.

3.4.5. The importance of speaking skills

For language learners, speaking is a very complex ability to grasp fully. Speaking determines the four English language skills that are vital to use at the moment to communicate with each other. Speaking is the most challenging of the four fundamental English language abilities since speakers must develop phrases on the spot. Even students all over the world spend years learning the language. For those learning a second or foreign language, it can be challenging to construct sentences without understanding the grammatical structures and having a sufficient vocabulary.

One of the most complex skills for language learners to master is speaking. Despite this, it has frequently been pushed to the side. In contrast, grammar has a rich literary history. English language instructors have dedicated all their classroom time to teaching pupils how to write, read, and occasionally listen to English as a second language (L2) (Bueno et al., 2015).

Communicating effectively can help learners when they need to settle into their careers. Nowadays, asking candidates to demonstrate their skills during job interviews has become extremely common. Many hiring decisions are made primarily on how well the candidate performs in the discussion. (Rao, 2019) Professionals have a plus in their curriculum if they have an extra foreign language domain. This globalized world needs people who can communicate through the English Language to make trades, do business, etc.

3.4.6. Dimensions of Speaking Skills

3.4.6.1. Pronunciation and Intonation

Pronunciation is how people can use the proper accent in every word while speaking or reading. Languages share an aspect of pronunciation known as intonation. Other linguistic characteristics include accents, related speech, rhythm, and emphasis. Similar to these different characteristics, intonation concerns how people speak rather than what they say. The simplest definition of intonation is known as "the music of speech." The meaning of what we say can shift

or vary with this melody (or pitch). So, a clear definition of *intonation* is how people raise their voices to convey specific information with a particular intention or mood.

Pronunciation is essential when speaking because the listener can better understand the conversation or maybe not understand anything. For this reason, Yangklang (2013) states that "learning stress and intonation pronunciation is significant for English communication because permits understand other speakers well. The misunderstanding may occur if either speakers or hearers pronounce incorrectly." (p. 445)

As time goes on and passes, talking about age, people lose the capacity to assimilate different sounds in words, like phonemes, morphemes, etc. As children quickly learn sounds and get an accurate pronunciation and intonation, they can recall the correct position of the jaw, adjusting it to the action of the apparatus and restoring the precise sound. As well as the location of their speech organs and their movements, which correspond to their pronunciation without teaching, the children will learn these different sounds just by hearing and repeating Nurullayevna (2020).

According to Nurullayevna (2020), even little pronunciation errors might result in significant misunderstandings. Some people firmly believe that because pupils can connect with their professors and classmates in English, they can communicate in English. Nevertheless, English works differently. The instructors have been listening and teaching substandard English so they can comprehend the pupils' weird pronunciation. However, speaking with native English

speakers and seeing if they can understand is the best approach to determining whether a learner has a decent accent.

3.4.6.2. Lexical range and appropriacy of linguistic choices

The lexical range is how the learner uses the repertoire of memorized words and phrases according to their level of proficiency; this dimension allows the teacher to determine if the student has memorized the words while learning. The lexical range is the vocabulary resource that each individual has. Therefore, increasing vocabulary for the learner is essential. Appropriate word choices and responses are significant because they determine a good information interchange. In addition, it involves using the proper word according to the topic discussed.

Read & Nation (2002) points out that investigating the vocabulary used in the Speaking Test is crucial from the viewpoint of IELTS itself as part of the test's continual validation, especially as a lexical resource is one of the factors used to measure a candidate's performance. As a result, they highlight the significance of the verbal-linguistic component of second language proficiency; they also recognize that it is just one factor that affects how well a candidate can do on the IELTS Speaking Test.

Read & Nation's (2002) findings imply that it is not surprising if examiners have issues accurately evaluating vocabulary performance as a distinct component from the other rating criteria. Although there are some general differences across band score levels, we discovered a significant variance in the language used by applicants within groups.

3.4.6.3. Grammatical Accuracy

Grammatical accuracy involves the learner's precision concerning the range, complexity, and fluency of grammatical form when speaking in the target language (Cook, 2009). It depends on how the learner uses grammatical accuracy to achieve grammatical meaningfulness; this might represent the learner's capacity to get the point to the dimension of communication.

For second language learners, grammatical language ability involves metacognitive strategies that permit interaction with other language learners or natives by creating or interpreting discourse communication. The knowledge of this grammatical structure is related to the formation of words, phrases, and sentences that includes phonological, lexical, morphosyntactic, and cohesive forms (Purpura, 2004). When the speakers establish a conversation, they encode literal meaning and interchange information by creating a communication channel.

Different considerations must be made while evaluating grammar. In general, grammar tests must, to the extent feasible, correspond to the linguistic structures and applications that pupils are familiar with. Students can demonstrate both explicit and implicit understanding of grammar through the use of a variety of assignments included in the course. The best content for grammar tests should be impartial and accurate (Mansori, 2011).

3.4.6.4. Communication Strategies

Developing communication strategies in a second language helps students overcome their communication obstacles. Communication strategies in dialogue, presentations, descriptions, and discussions are crucial for pair groups. Message abandonment, literal translation, code-switching, use of the all-purpose term, self-repair, requests for assistance, mumbling, and fillers were among the communication strategies that students primarily utilized to redirect fluent communication. In our daily lives, communication is crucial; people learn a second language to communicate with and comprehend others. It is essential to speak clearly and smoothly to achieve a high level of proficiency.

Several factors affect communication strategies. Putri (2013) mentions that a learner's attitude toward a specific learning method impacts communication; a good attitude encourages frequent use of the strategy system. The consistency with which communication methods are used may also be low owing to a negative attitude toward communication that discourages learning speaking skills. These outcomes result from the context of the learning scenario, conventional teaching techniques, and the deficiency of strategic competency. Communication context also influences a learner's preference for particular communication strategies.

Students' skill levels may influence the decision of a communication strategy. In general, highly proficient students often use several communication strategies, whereas less experienced students often choose fewer strategies. The communication strategies used by the student may also be influenced by their personality. In addition, the type of communication may vary depending on whether they are extroverted or introverted (Putri, 2013). Learners may employ fewer methods in

a formal classroom than in everyday life, mainly when the teaching focuses on the accuracy of L2 use rather than fluent communication. The type of strategies adopted could also depend on the learning environment.

3.4.6.5. Cohesion and coherence

Coherence and cohesiveness, in general, refer to how effectively students' thoughts are connected at the moment of use in a conversation. Most people think of it as writing structure, but this is overly simplistic; it refers to a more extensive and more complex concept in speaking skills, and it involves the organization of the utterance logically by using simple, cohesive devices like *but* and *because* to link ideas and create a fluent conversation within the group.

“Cohesion and coherence are basic notions in text and discourse analysis as well as pragmatics because they relate to the complex interrelationship between form, meaning, and use of linguistic expressions in specific social contexts”(Bublitz, 1984, p. 38). Students with a second language learning experience must develop intuition to get accurate coherence in the discourse. Additionally, they must know how to build the sequence of utterances that do or do not belong to the discourse analysis.

“Cohesion is not the cause of coherence; if anything, it is the effect of coherence. A coherent text or speech will likely be cohesive, not necessarily because of that coherence” (Carrell, 1982, p. 486). To understand second language teaching deeply, students should learn about

speaking and textual coherence. The teacher should use powerful approaches that can take the students into account and look at receptive and productive skills as interactive processes involving the communication channel and text.'

3.4.6.6. Level A1 Descriptors for Speaking Skills

These descriptions are taken from "The Common European Framework of Reference for Languages," 2001, (pp. 59-83)

CEFR Descriptors:

- Overall Spoken Interaction

They can interact, but communication depends on repetition, a slower speech rate, rephrasing, and repair.

Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

- Understanding A Native Speaker Interlocutor

Can understand everyday expressions aimed at satisfying simple needs of a concrete type, delivered directly to them in a clear, slow, and repeated speech by a sympathetic speaker. A1

Understand questions and instructions addressed carefully and slowly to them and follow short, simple directions.

- **Conversation**

Can make an introduction and use basic greeting and leave-taking expressions.

Can ask how people are and react to the news.

Can understand everyday expressions aimed at satisfying simple needs of a concrete type, delivered directly to them in clear, slow, and repeated speech by a sympathetic speaker.

- **Informal Discussion (with friends)**

No descriptor

- **Formal Discussions and Meetings**

No descriptor

- **Goal-Oriented Co-Operation**

Understand questions and instructions addressed carefully and slowly to them and follow short, simple directions.

Can ask people for things and give people things.

- **Transactions to Obtain Goods and Services**

Can ask people for things and give people things.

Can handle numbers, quantities, cost, and time.

- **Information Exchange**

Understand questions and instructions addressed carefully and slowly to them and follow short, simple directions.

Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

They can ask and answer questions about themselves and others, where they live, people they know, and things they have.

Can indicate time by such phrases as next week, last Friday, in November, three o'clock.

- **Interviewing And Being Interviewed**

Can reply in an interview to simple direct questions spoken very slowly and clearly in a direct non-idiomatic speech about personal details.

- **General Linguistic Range**

Has an entire range of simple expressions about personal details and needs of a concrete type.

3.4.6.7. A1 Level: Expectations for Oral Production

According to this test (THE A LEVEL SPEAKING TEST ASSESSING ORAL PRODUCTION AT A LEVEL ORAL EXAMINER INFORMATION PACK, 2014), students must be able to:

- Answer simple questions concerning familiar topics, e.g., people they know), personal details (e.g., where they live, what surrounds them), or routine issues (e.g., places to go, what they buy at the supermarket, etc.).
- Express a sequence of events (or actions) by placing them in some order (e.g., temporal) or connect phrases using simple conjunctions (e.g., “and,” “but”).
- Handle numbers, quantities, qualities of things, simple directions, and the concept of time (e.g., what I am going to do next week, etc.).
- Describe a person, an object, or a place using simple lexicon-grammatical structures.
- Respond to simple statements and familiar topics related to everyday events in the immediate environment.
- Use simple everyday polite forms of greeting, leave-taking, introducing oneself, saying “please,” “thank you,” “I am sorry,” etc.
- Make simple comparisons between persons, objects, and daily activities.
- Respond to simple texts of instructions, descriptions, or other types of information using elementary language, and ask for clarifications using simple phrases.

Table 1*Operationalization of the Independent Variable*

CATEGORY	DIMENSIONS	INDICATORS	INSTRUMENTS	TECNIC	ITEMS
Independent					
Variable:		Content	Rubric	Pre-test	1
Framework	Fluency	&		&	
ECRIF		Communication		Post-test	
(ENCOUNTER/ CLARIFY/ REMEMBER/ INTERNALIZE/ FLUENCY).		Accuracy			2
The ECRIF framework is a post-method paradigm in language teaching, it aims to facilitate productive language		Pronunciation			3

speaking skills
development. It
is an integrated
scaffolding
language lesson
framework; it is
both learner-
learning
centered and
contextualized.

Table 2*Operationalization of the Dependent Variable*

CATEGORY	DIMENSIONS	INDICATORS	INSTRUMENTS	TECNIC	ITEMS
Dependent Variable:		Articulation			1
Speaking skills is the ability to communicate each other with people where one is the sender and the other is the receiver.	Pronunciation and Intonation	Inference in pronunciation and stress	Rubric	Pre-test & Post-test	2
Oral production in English involves speaking and listening since		Phonological features			3

speaking is something that people acquire by listening in their first years of life.	Lexical range and appropriacy of linguistic choices	Use of basic repertory of memorized words and phases	Rubric	Pre-test & Post-test	4
This skill is involved in oral production likewise the interaction, such as pronunciation, intonation, lexical range, grammatical accuracy, coherence, etc.	Grammatical Accuracy	Appropriate word choices and response	Rubric	Pre-test & Post-test	5
		Use of simple structures and repertory of frequently routines and patterns	Rubric	Pre-test & Post-test	6
		A clear message across the dialogue			7

	Makes himself understood in very short utterances			8
Fluency	Even though the pauses, false starts, and reformulation are very evident.	Rubric	Pre-test & Post-test	9
	Maintains a simple flow of skill without too much effort.			10
Communication & Strategies	Uses simple strategies (synonyms, paraphrasing, body language)	Rubric	Pre-test & Post-test	11

to facilitate the
flow of the
Conversation.

Occasionally
requires
prompting and
support

12

Use simple
cohesive devices

(but, and,
because)

13

Cohesion and
coherence

Rubric

Pre-test
&

Organization the
utterance in a
logical way.

Post-test

14

3.4.6.8. Data Collection Techniques and Instruments

In the development of this research work, the analysis of the ECRIF framework and the speaking skills was explained in the building of the theoretical framework chapter, and systematizing of the data was collected by application of instruments, namely the survey, pre-test, post-test to the student of the A1 level.

CHAPTER III

4. METHODOLOGICAL FRAMEWORK

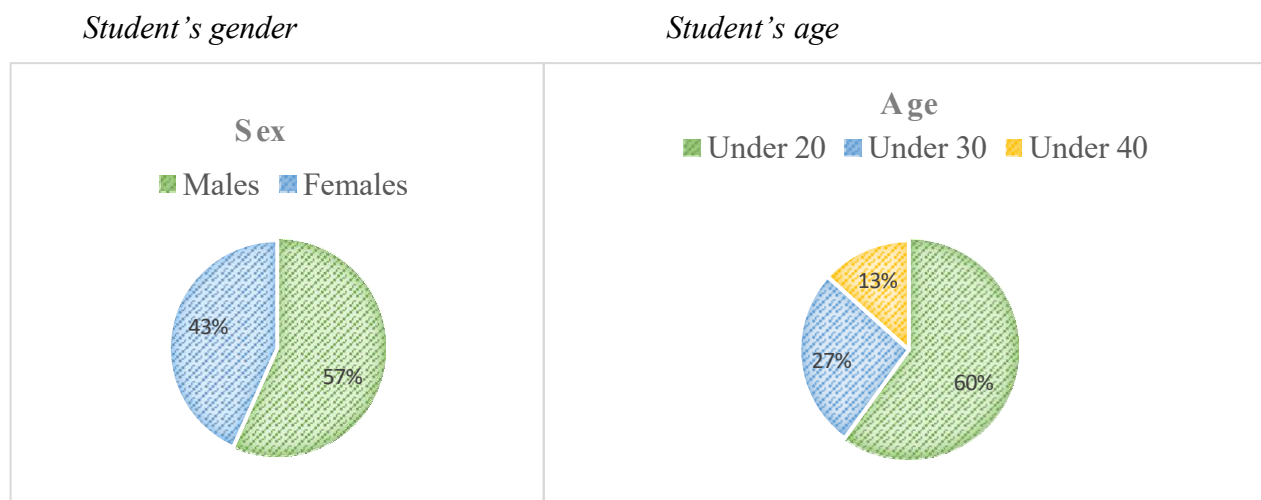
4.1. Description of the study area

This study was directly related to the English education area of knowledge, framed in the pedagogical and methodological foundations of the learning process within the line of research on developing communication skills in English. The English Language Center from T'sachila Institute has developed a project that covers 4 English levels and sublevels from A1.1 to A2.2. These levels are organized by regular courses of 8 weeks, 2 hours per day from Monday to Friday, and intensive periods of 4 weeks, 4 hours per day from Monday to Friday, covering 80 hours per level.

4.2. Description of the study group

This investigation aimed directly at a heterogeneous group of A1-level students who attended virtual classes since the sanitary emergency. They were adult people between 17 to 40 years; some had previous English knowledge, and others did not. The A1 level covers two weeks of study divided by 2 hours of a daily lesson from Monday to Friday, with 30 students participating in the development of the activities covering 20 hours for the developed guide.

Figure 1



4.3. Research Approach / Type of Research

This research has a careful examination and was based on a mixed-method design. Due to the nature of this study and the precise information required to understand this concern, it was essential to get accurate information to motivate teachers to implement this framework in planning classes. “The mixed method will allow obtaining this accurate information for the research development. The mixed method combines quantitative and qualitative approaches to analyze and collect data in-depth”. (Schoonenboom, & Johnson, 2017)

Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e. g., use of qualitative and quantitative viewpoints, data collection, analysis, and inference techniques) for the general purposes of breadth and depth of understanding and corroboration. (Schoonenboom & Johnson, 2017)

Mix methods are becoming more common because both designs can support the researcher's investigation of interest or contrast qualitative and quantitative data. Thus, using different data sources helped make the research more precise. It was mixed because it included a pre-and post-test with quantitative and qualitative data, a student’s survey gathered the quantitative data, and a teacher’s interview collected the qualitative data.

Furthermore, this study research involved a quasi-experimental investigation; the quasi-experimental design studies independent variables, which are manipulated and used to differentiate

people into groups or compare scores. One of the most classic quasi-experimental independent variables would be the pre-test and post-test applications. Thus, a before-and-after method implementation is a quasi-experimental design.

In quasi-experimental research, the researcher can do a non-equivalent group design between determined groups. Thus, this study would focus on probing the research question, such as whether there is a difference between before and after the pre-test or post-test, that would directly solve the research questions. It would also have been observed whether there have been some changes over and after the ECRIF framework implementation. Therefore, this research comes with a non-experimental research design, like a practical design, by using an academic proposal guide.

4.4. Description of the instruments

In addition, for this research, suitable instruments were designed for the teacher and students to measure how involved students were in speaking the English language. It was suggested that peer-reviewed tools by qualified teachers guarantee that the survey and interview questionnaires were well-structured and adequately targeted.

4.4.1. Interview

First, an interview was applied with the teachers from the T'sachila institute to verify what standard methods and activities they used for enhancing students' speaking ability; this instrument

was directed to get the result of the first objective. The interview contains eight open questions, carried out in February 2022.

4.4.2. Survey

The survey was directed to get research-specific information for this study. This survey was conducted using Google Forms with the first level of T'sachila Institute students to whom the coordinator had granted permission. The survey was applied to students to identify the most engaging activities they like and boost motivation to develop their speaking skills; this instrument was designed to reach the second research question. The survey contained nine questions, carried out at the beginning of July 2022.

4.4.3. Pre- Test

After that, a pre-test was given to the students to measure the use of English that they previously had during their high-school classes. It also helped design the activities and strategies to implement in the guide to fulfill the third objective of this investigation. The pre-test was taken before the implementation with ECRIF classes started, and the students were evaluated to get a score that permitted sorting them into a level according to their speaking performance for this test used was (*The A Level Speaking Test Assessing Oral Production at A Level Oral Examiner Information Pack*, 2014 by the Council of Europe).

This test was divided into three parts. The first was about answering five personal information questions; the second was about answering three questions about the description of a

picture; and finally, three questions about a card information detail. The pre-test was carried out at the beginning of July 2022. For this test, the dimensions to be evaluated were: lexical pronunciation and intonation, lexical range and appropriacy of linguistic choices, grammatical accuracy, fluency, communication strategies, and cohesion and coherence.

The expectations for students in oral production for the A1 level were to; communicate with others by speaking slowly and clearly and being willing to assist by repeating, simplifying, or reformulating information. They should also be able to show that they can use everyday expressions to meet specific practical needs.

4.4.4. Post-test

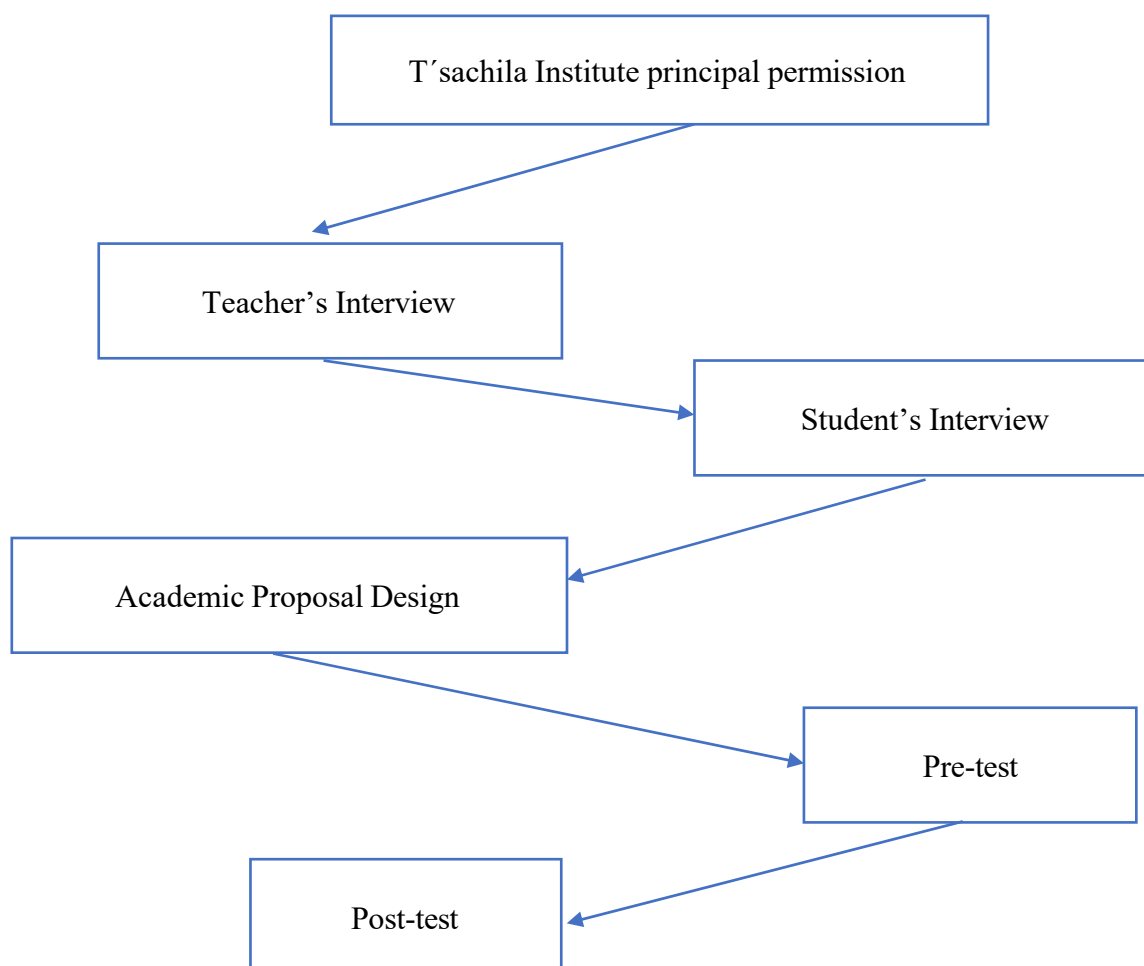
The post-test was taken after implementing the proposal guide with the ECRIF method, which was carried out at the end of August 2022. The post-test permits the results that indicate the incidence of using the ECRIF framework in classes. This information lets us get the findings and results of this work. The rubric and the dimensions measured in the post-test and the pre-test were the same.

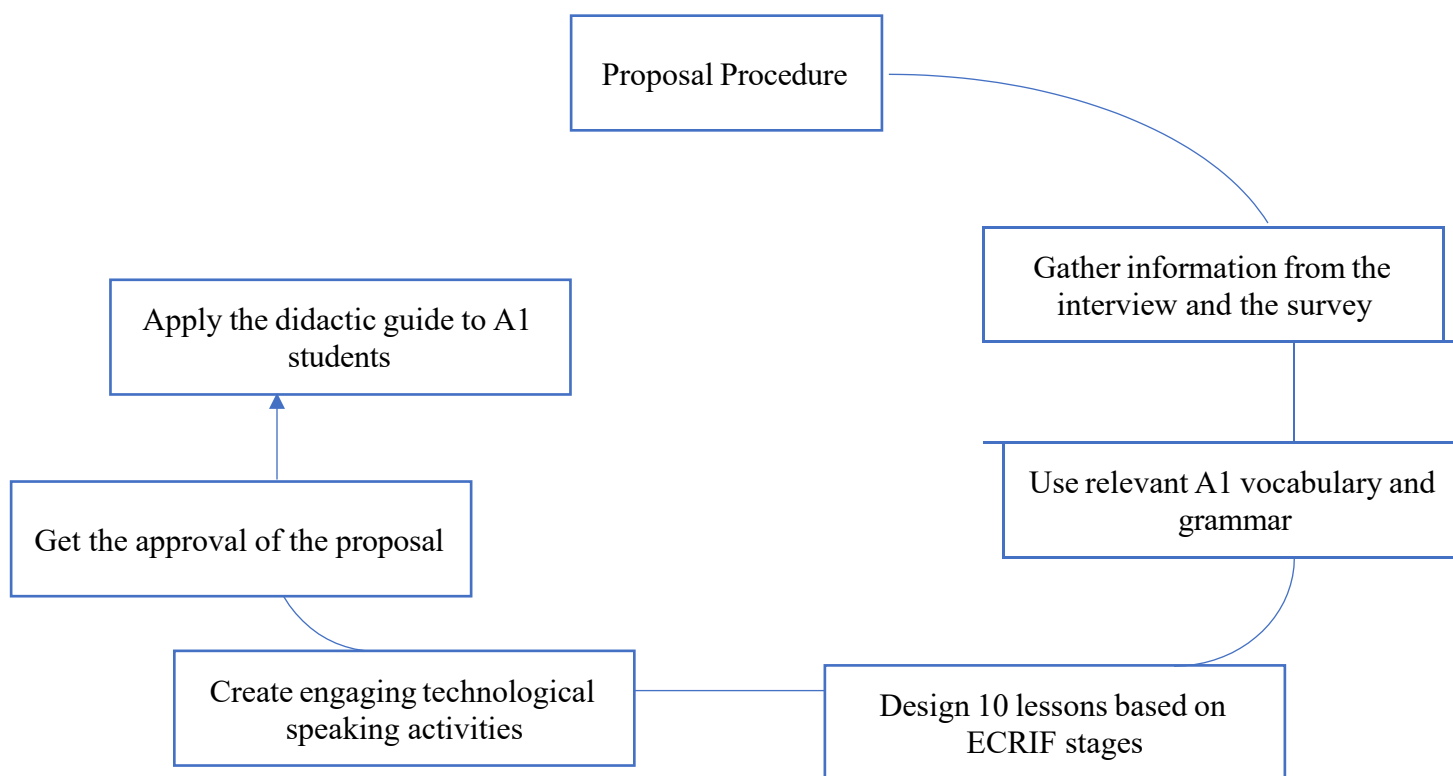
4.4.5. Procedures

As was previously mentioned, this study was centered on the mixed approach where the students from the A1 level were taken into consideration as participants in the investigation research. There were 30 students in the group, males and females between 17 to 40 years, in a virtual environment. When conducting a mixed inquiry, the objectivity of the strategies was assessed using quantitative approaches, and their subjectivity was evaluated using qualitative methods. A database of the tactics used on a sample of A1-level English language learners was

created using the field research approach. The influence of these strategies and methods on students was examined. The first step was asking for the proper permission to talk with the researcher, where the principal and the teachers' staff collaborated in gathering the information required for this study.

This research was carried out by interviewing three English teachers from T'sachila Institute, a survey of students that enabled them to identify their previous teachers' strategies to improve their oral production and to know the acceptance and execution of this research. Then, followed a pre-test to assess their speaking proficiency level for the later implementation of the proposal guide with oral production strategies following the ECRIF stages, which were selected through the analysis of the students' survey results. Moreover, concluding with the post-test results to analyze the students speaking domain overall.





The proposal was developed in one month; it was based on grammar and vocabulary that students need to know for the A1 level, the central part of the activities was created by the researcher as principal axis technological tools used nowadays for teachers like Live-worksheets, Word wall, and Quizlet. The study of the population is essential since it is necessary to know the interests to which the students are inclined to develop speaking skills. Understanding what strategies and activities are related to those interests is also required. The proposal might help poor speaking performance in A1 students from the T'sachila Institute by applying the ECRIF framework and working with motivation.

4.5. Bioethical considerations

This investigation involved human and ethical principles, and it is a massive commitment to being transparent in avoiding plagiarism or textually copying from other works; besides, there will be strict confidentiality to protect participants' values. It also counts on the informed consent of the participants, where privacy is reserved for teachers and students who participated in the collection of information. Therefore, it was essential to ask for authorization granted by the Instituto Tecnológico T'sachila, located in Santo Domingo, to develop this study with transparency and professional quality. Furthermore, this work also considers using APA norms of the seventh edition to cite the results and investigations.

CHAPTER IV

5. RESULTS AND DISCUSSION

5.1. Results

The first part shows the data collected after the survey's application to first-level students at T'sachila Institute. The second part informs the structured interview results to three teachers and the corresponding analysis. Third, the information gathered from the survey and interview contains a detailed analysis of the two instruments with individual discussions on each question. This survey and interview information allowed the development of a didactic guide. Finally, the pre-test and post-test results show an improvement of speaking skills after applying the proposal based on the ECRIF framework.

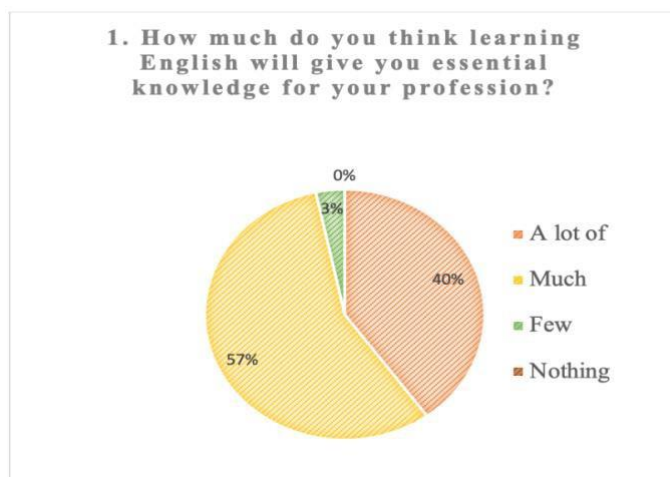
5.1.1. *Students' survey*

According to the quantitative aspect, a questionnaire of nine closed-ended questions was designed for first-level students concerning oral speaking learning strategies. This data-collection instrument was applied using Google Forms, which permitted gathering the information. This study was taken from 30 students in a mixed population of males and females between 20 and 30 years old, as shown in the graphs.

5.1.1.1. Importance of English knowledge for professional life

Figure 2

Importance of English in professional life

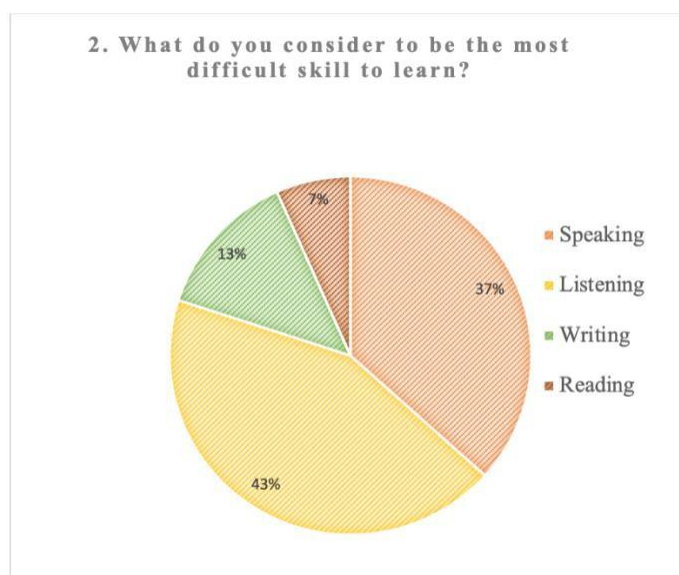


The first question was how much students are aware of the importance of English for their professional life; here, it was determined that most students are conscious of the importance of the English language in their professional growth. This assertion was similar to Echeverria (2021), where students got 94% of much consideration about learning English to develop their professional life. Besides, in the article the importance of English for daily life Keila Salsabilla & Rintaningrum (2021) state that “many large companies do not hire professional staff until they know they are good at English; companies that want to do business internationally consider their employees well-trained in English.”

5.1.1.2. English learning skills

Figure 3

Difficulty in developing English Learning skills

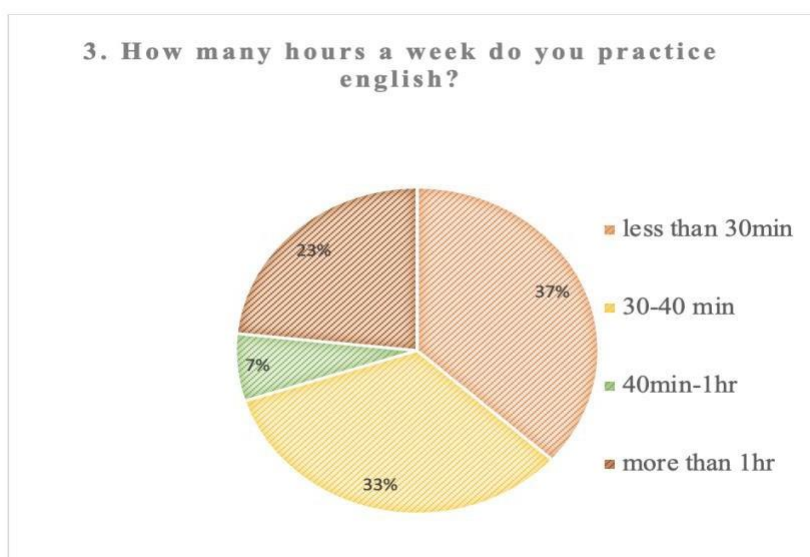


Question number two contains different arguments. For example, 70% of the students consider speaking and listening to be the most challenging skills related to the English language, and the other 30 % said that they are reading and writing. However, the article “View of English academic language skills” by Berman & Liying (n.d.) confirms that university students perceived language difficulties were related to productive skills, speaking, and writing. Those were directly related to their academic performance in their career path. Moreover, The Common European Framework of Reference (2001) states that the occupational domain in which the person concerned with their studies is engaged in their job or profession for general language learning purposes.

5.1.1.3. English practice time

Figure 4

Student's time practice a week



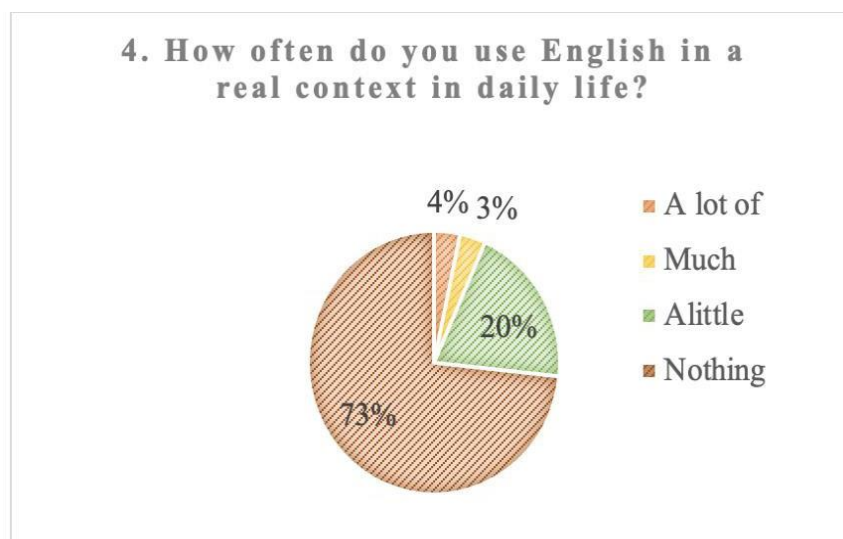
In this answer, more than 60% of students practice English for less than one hour a week. The study “Exploding Myths: Does the Number of Hours per Week Matter?” by J Charles Alderson (1999) concluded that "the quality of English teaching to which pupils are exposed needs more attention and should be maximizing its impact."

Consequently, the debates about whether no-native students should have 3, 4, or 5 hours per week of English practice are worthless; and should be abandoned because the quality of the English input should be prioritized rather than the amount of time. Besides Serrano & Muñoz (2007), analyses suggest that concentrating the hours of English instruction in shorter periods is more beneficial for the student's learning than distributing them over many months. Thus, students should be immersed in more English hours of practice in less time to get a better impact.

5.1.1.4. English use in real life

Figure 5

English use in real context daily life



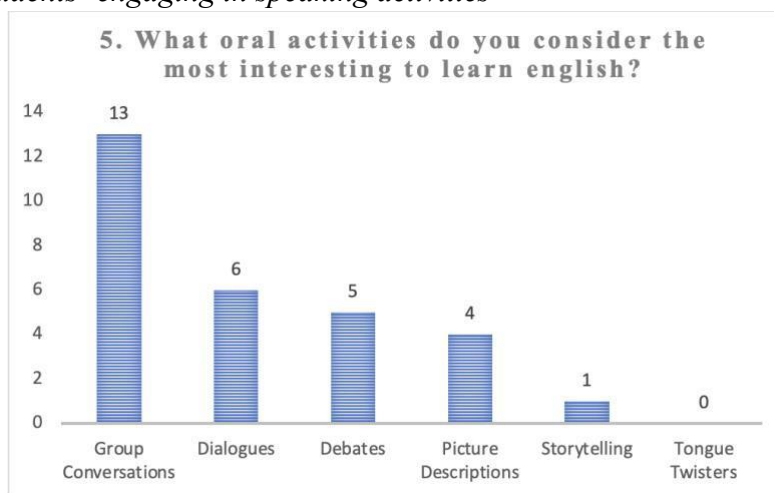
English is essential daily, especially in education, business, career formation, and others. Therefore, the capability to speak English is a plus to achieving good development in professional life (Ghefira, 2021). Despite this assertion, question 4 reveals that not only some students use English daily; only 27% of them in their live. Ghefira (2021), in his study, points out that students

will have more opportunities to learn English if they use it daily in education, business, or career formation.

5.1.1.5. English speaking activities

Figure 6

English students' engaging in speaking activities

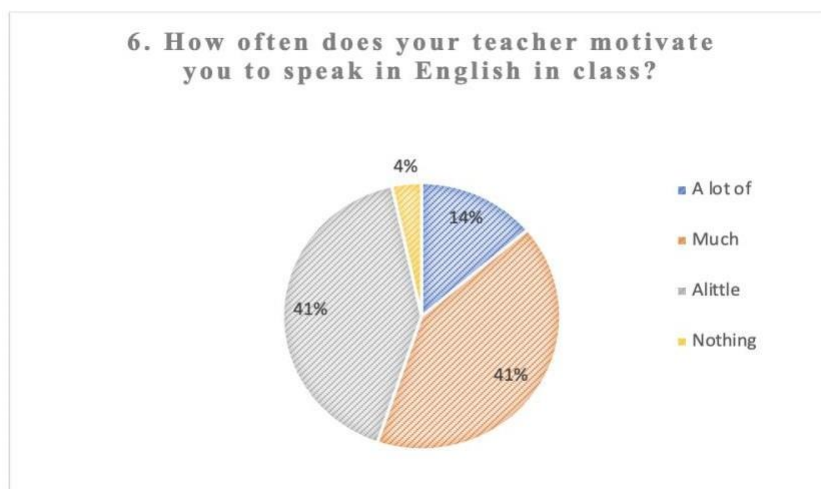


Question number 5 shows that most students like to practice in group conversations as a speaking activity; others, like dialogues, debates, and picture descriptions, gained critical acceptance. However, storytelling and tongue twisters did not get students' attention. Thus, this information was vital for developing the activities involved in ECRIF. This group conversation activity interest is similar to Echeverria's (2021) study, which corroborates and remarks that students are more into group dialogues than other activities proposed by the teacher.

5.1.1.6. English motivation

Figure 7

English speaking motivation in class

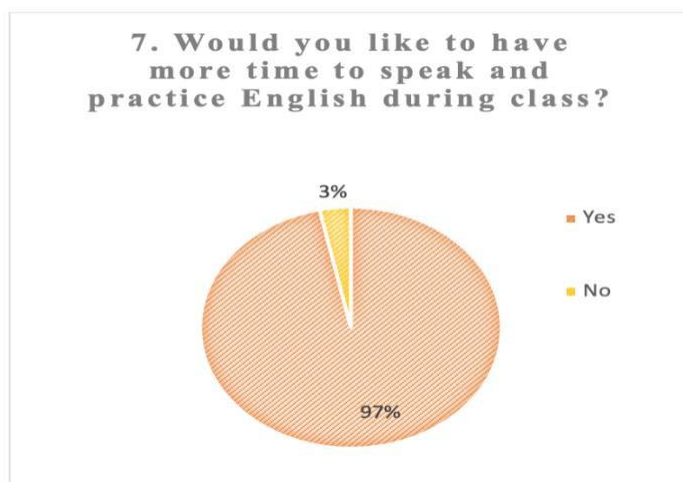


Teacher motivation can be defined as the drive, energy, or desire in teachers to be committed to making efforts to help students learn as best as they can (Choi, 2014). This question reveals that almost all the students were motivated to learn English, but somehow this motivation does not allow them to learn English in high school. Choi's (2014) study was based on four factors: English teacher efficacy, school teacher leadership, negative student influence, and intrinsic compensation, and demonstrated that these four factors are crucial for students to obtain a full-motivation class environment.

5.1.1.7. Students' interest in speaking more English

Figure 8

Students' interest in practicing speaking

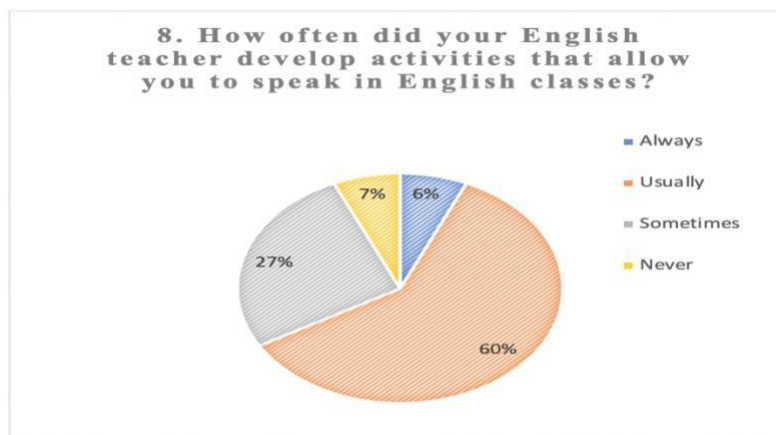


As seen in the graphic, question seven reveals that almost all students want to practice speaking in class. Ihsan (2016), in his study, suggested: "1) Media use is essential to increase the student's motivation. 2) Provide more variations of techniques in the teaching and learning process. 3) Giving prizes, encouraging, and giving extra points. 4) Creating a favorable atmosphere in the classroom" to consider enhancing extrinsic motivation in students speaking time.

5.1.1.8. Speaking practice in previous classes

Figure 9

Students' last English classes experience

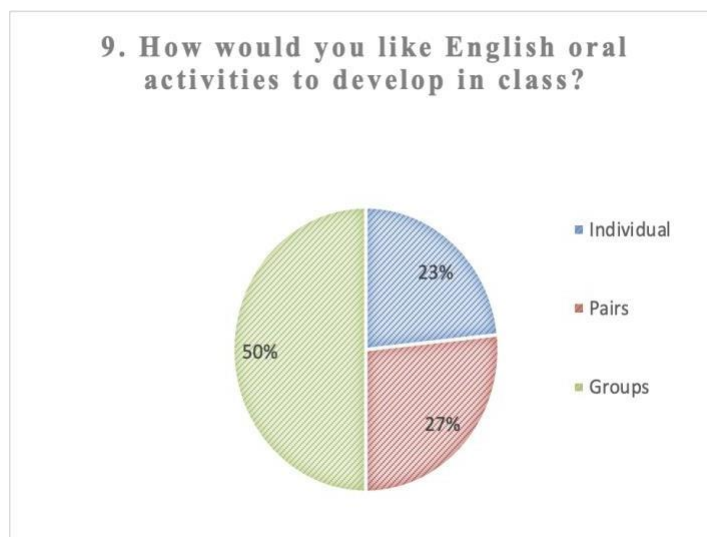


As seen in the graphic, question eight shows that almost all students have been exposed to English-speaking activities, and just 7% of students were not. This information lets us understand that students' frequency of speaking activities is unforgettable in their speaking experience. Therefore, Rao (n.d.) states, "English teachers must introduce various techniques in their classrooms by selecting simple and valuable material that creates more interest and attentiveness among English Language Learners toward learning speaking skills."

5.1.1.9. Preference for English oral activities

Figure 10

Students' preference for English oral activities



Regarding question 9, students are more inclined to practice in groups or pairs rather than perform speaking activities individually. Decker (2012) expresses that “teacher must motivate students to explore and experiment with the language by using well-planned communicative output activities, such as role plays and conversations. Teachable moments can also provide a safe environment where they can make mistakes without embarrassment.” In the same way, students also benefit significantly from group discussions in the classroom when the teacher gives the instruction and then gets out, permitting the students to express themselves freely, developing their self-confidence, and allowing them to make mistakes.

5.1.2. Teachers' Interview

The next aspect to be analyzed is the qualitative component, which is related to the structured interviews that were applied to three first-level teachers at T'sachila Institute, who

contributed to answering eight questions about the English-speaking strategies for boosting English oral production; teachers were invited and interviewed through the Zoom platform in individual sessions, assuring all participants their anonymity.

5.1.2.1. Question 1: In your opinion, what are the most difficult skills to develop in English?

According to the teachers, they are speaking and listening. The teachers mentioned that more students need to improve at listening and to speak. When it is time to perform an oral presentation or a dialogue as a pair or group task, students do not like to do it because they feel ashamed or fear making mistakes.

5.1.2.2. Question 2: How often do you use and talk in English while giving classes?

For this answer, two teachers mention that they use half-time English and Spanish language instruction to explain during class. They also express that students are at the A1 level, and some topics are confusing to them, so they have to explain in English, and then after the explanation, they answer students' doubts in Spanish. On the other hand, one teacher expressed that she always uses English in class and tries to explain everything in English using simple words and short explanations; she prefers that students practice most of the time.

5.1.2.3. Question 3: How much time do you talk during an hour of class?

In this question, teachers express that they use twenty minutes to talk and explain the vocabulary of the grammar class and another 10 minutes to explain the activity that is going to be graded. This gives an average of 30 minutes of teachers' talk time. Aishah (n.d.) divided teacher talk time into asking questions, lecturing, giving directions, accepting or using students' ideas, encouraging, criticizing, and getting feelings. This study states that teachers' most dominant type of talk was asking questions.

5.1.2.4. Question 4: How do you motivate students to speak English during classes?

In this question, teachers had different answers. The first teacher said she motivates students by giving extra speaking activities. The second teacher tells students not to be worried about pronunciation and mistakes. Moreover, the third teacher said he does group activities and gives pictures to help students with expressions and words according to the vocabulary or grammar taught during the lesson plan.

5.1.2.5. Question 5: How much time do you give your students to speak English in a speaking activity? (In an hour class)

For this answer, the teachers had different opinions. The first teacher expressed that it depends on the activity. If the learning activity is a group dialogue, she gives 8-10 minutes, but if it is a shorter activity like a tongue twister or picture description, she provides 2-5 minutes. The second teacher said that he gives around 3-5 minutes for all speaking activities because of the vast number of students in each classroom. Finally, the third teacher said that he gives about 20 minutes

if the class has a speaking activity; if the planning class does not have any speaking activity, he does not give time to talk, just the questions and answers about the vocabulary or grammar activities.

5.1.2.6. Question 6: Which speaking activities do you consider the most engaging for the students?

Regardless of the question, teachers had similar answers; they used group conversations, pair dialogue, debates, role play, tongue twisters, picture descriptions, individual speeches, and videos daily. These speaking activities help develop fluency in speaking skills according to the ECRIF framework.

5.1.2.7. Question 7: What are the English methods you apply for giving classes?

Teachers use different methods for classes; the first uses the Direct Method to encourage students to look for the meaning of the vocabulary and grammar. The second teacher uses the Communicative Language Teaching method because it helps students communicate more practically and effectively in realistic daily situations. Finally, the third teacher uses Task-Based Learning to develop short tasks or projects, so students must show a result at the end of the class or module.

5.1.2.8. Question 8: Do you know what the ECRIF framework is? If your answer is yes. Say a short description of it.

Regarding question eight, two teachers express their lack of knowledge about the ECRIF framework. The third teacher explains that the ECRIF framework allows students to be the center of the class, allowing them to practice and produce speaking in groups.

Table 3*Summary teachers' interview questions*

Question 1	
In your opinion, what are the most difficult skills to develop in English?	Speaking and listening

Question 2	
How often do you use and talk in English while giving classes?	50 % & 100%

Question 3	
How much time do you talk during an hour of class?	Between 20 & 30 minutes

Question 4	
How do you motivate students to speak English during classes?	Doing group speaking activities

Question 5	
How much time do you give your students to speak English in a speaking activity? (In an hour class)	Between 3 to 20 minutes

Question 6	
Which speaking activities do you consider the most engaging for the students?	Group conversations, pair dialogue, debates, role play, tongue twisters,

	picture descriptions, individual speeches, and videos daily.
Question 7	Direct Method, The Communicative
What are the English methods you apply for giving classes?	Language Teaching, Task-Based Learning
Question 8	
Do you know what the ECRIF framework is? If your answer is yes. Say a short description of it?	No, they don't.

5.2. Discussion based on the teacher's interview results

The following section discusses the interview questions with the three teachers of the T'sachila Institute. Regarding their opinions on the most challenging skills to develop in English, there was a unique manifestation toward speaking skills as being the most difficult. (Inayah et al. (2021) report that students' actions cause speech problems; those not engaged in speaking activities have more difficulty speaking for academic objectives. Furthermore, this study demonstrated that speaking challenges are frequently accompanied by issues like motivation and self-confidence, making it difficult for pupils to perceive their abilities. However, Berman & Liying's (n.d.) research found that some "undergraduates report that writing tasks are among the most difficult of the language tasks they perform in their professional studies."

Using the mother tongue during an English foreign language class is widespread in Ecuadorian classes. However, it depends on the student's proficiency level; teachers express to use of Spanish and English simultaneously during the class explanation, and others explain in Spanish the confusing parts that students did not comprehend. Temesgen (2019) in his study demonstrated a “positive pedagogical stance of teachers regarding the use L1 as mother tongue in EFL classes and revealed that L1 is used for teaching topics in EFL classrooms like grammatical items, vocabulary, and reading lessons”.

Teacher talking time is a complex deal that teachers must be clear about because “English language teaching should be to promote genuine and natural classroom communication”(Lei, 2009). An appropriate time and constant use of the English language for the teacher in an English foreign language classroom is ten to fifty minutes hour class; thus, the student can speak and practice. It is represented as the “quality” rather than the “quantity” that counts; teacher talk “should be adequate and able to facilitate learning and promote communicative interaction in the classroom. Therefore, the teacher's talk that encourages the facilitation of classroom interaction is called communicative” (Lei, 2009, p.75).

Regarding motivation, every teacher has a way of motivating students, and it is indispensable for students to feel pushed to discover new things. Johnson (2017) states that “whether students are intrinsically or extrinsically motivated to study, the teacher's support of their education and creating the ideal atmosphere will increase this drive. (p.7)” Students will be even

more motivated to check if their teacher supports an impact role in their education and fosters a positive learning environment.”

Singh & Prasad Singh (2021) points out:

Motivation affects students' learning. Even though pupils have an inherent propensity to learn, instructors play a significant role in student learning. The support for developing autonomy, relevance, relatedness, competence, teacher interests, and teacher self-efficacy in teaching their topic are all seen as the teachers' contributions to facilitating students' motivation (p.2).

Student's Talk Time represents students' time in the classroom to produce the language they learned (Haliti, 2019). Teachers should maximize the student's talk time and minimize the teacher's talking time because students are the ones who need to practice. However, if the teacher is the one who speaks most in the classroom, there will be minimal interaction among the students. Learners may increase their learning practice by practicing with each other in pairs and small groups. Outside of class, there is little opportunity for training, so students only get that chance in class.

There are more opportunities for students to learn and acquire language in learning environments centered on their thoughts, ideas, and activities (Haliti, 2019). Nevertheless, extra speaking time only sometimes implies that students will have more time to complete the speaking assignment. Additional time will likely be required to ensure that there are opportunities for input.

The extra time will be needed for chances for practice and repetition of the activities and learners' preparation of speaking assignments (Cambridge, 2017).

Speaking activities in groups are engaging and meaningful for students and teachers to improve their speaking skills. According to (Richards, n.d.) Conversations, group discussions, and presentations are just a few examples of many speaking activities that divert students' attention. Therefore, different types and degrees of lesson planning, support, and evaluation must be employed to assess how effectively students perform them. Students speaking during a lesson is encouraged by giving students experience practice with language components (vocabulary, grammar rules, etc.). The goal of language practice while improving students' speaking fluency is a goal of any speaking activity (Nuriddinovna, 2021).

Different methods are applied when teaching, not just one way for the class. Besides, each technique has its importance and relevance, which is why they are studied and implemented for classroom goals. T'sachila teachers use Direct, Communicative Language Teaching and Task Base Learning methods, which all aim to improve speaking skills, but this might depend on how the teachers present to the students in the lesson plan class. As explained before, Communicative Language Teaching focuses on communication ability and allows instructors and students to connect. Teachers' role instills confidence in learners when speaking since no one interrupts to correct faults during the learner's production activity; nevertheless, learners get feedback after they talk. (Vozmediano, 2022)

No matter how students are taught about grammatical concepts, syntactic construction, fashionable devices, or language conventions and concepts, students will not use all of these in their talking (Mazher et al., 2015). Therefore, teaching methods combined with speaking activities are necessary to improve students' English-speaking skills. For instance, Abdullah et al. (2020) mention that the study's participants felt that the flipped classroom method had given them more opportunities to engage in various in-class and out-of-class conversational activities and talk about various topics, which helped them become more enthusiastic and confident in speaking English. It depends on how the teacher presents the class and the time to practice the activity that might help or hinder students speaking abilities.

The ECRIF framework still needs to be taught and learned to teach English, thus is not surprising to know that some teachers have yet to learn about this new kind of methodology. As explained before, the ECRIF framework is for learning and teaching. It appears to meet the standards and demands of communicative language education in post-method pedagogy, constructivist theory, and backward design” (Kurzweil, 2007).

ECRIF uses the basic principles of the constructivist theory, which refers to the idea that students build their knowledge by understanding the world through their actions and experiences. ECRIF also combines basic concepts of constructivist theories of learning with those principles derived from various disciplines, mainly those of linguistics, psycholinguistics, cognitive psychology, neuroscience, and sociolinguistics, on how people learn a second language to give

students the knowledge and experiential learning necessary to achieve language fluency (Tosuncuoglu, 2017).

5.2.1. Student's pre-test and post-test

Students had an oral speaking test where the examiner asked a certain number of questions, and students had to answer by describing some pictures. For this test, the criteria to be evaluated were: lexical pronunciation and intonation, lexical range and appropriacy of linguistic choices, grammatical accuracy, fluency, communication strategies, and cohesion and coherence. The expectations for students in oral production for the A1 level should be; to communicate with others by speaking slowly and clearly and being willing to assist by repeating, simplifying, or reformulating information. They should also be able to show that they can use everyday expressions to meet specific practical needs.

This study's pre-test and post-test results are developed through descriptive analysis. The quantitative data from this study's sample is represented in the charts below. The pre-test and post-test findings were used to derive the quantitative data. The gathered information has been recorded and shown in tables and images.

13	1	3	1	3	1	3	1	3	1	3	1	3	2	6
14	2	4	2	4	2	4	2	3	2	3	2	3	4	7
15	1	3	1	3	1	3	1	3	1	3	1	3	2	6
16	1	3	1	3	1	3	1	3	1	3	1	3	2	6
17	1	3	1	3	1	3	1	3	1	3	1	3	2	6
18	1	3	1	3	1	3	1	3	1	3	1	3	2	6
19	2	4	2	4	2	4	2	4	2	3	2	3	4	7.33
20	1	3	1	3	1	3	1	3	1	3	1	3	2	6
21	1	3	1	3	1	3	1	3	1	3	1	3	2	6
22	1	3	1	3	1	3	1	3	1	3	1	3	2	6
23	1	3	1	3	1	3	1	3	1	3	1	3	2	6
24	1	3	1	3	1	3	1	3	1	3	1	3	2	6
25	2	4	2	4	2	4	2	4	2	3	2	3	4	7.33
26	1	3	1	3	1	3	1	3	1	3	1	3	2	6
27	2	4	2	4	2	4	2	3	2	3	2	3	4	7
28	2	4	2	4	2	4	2	3	2	3	2	3	4	7
29	1	3	1	3	1	3	1	3	1	3	1	3	2	6
30	1	3	1	3	1	3	1	3	1	3	1	3	2	6
Total	1.27	3.23	1.27	3.17	1.27	3.17	1.27	3.13	1.27	3.03	1.27	3	2.5	6.15

Percentage

25% 61%

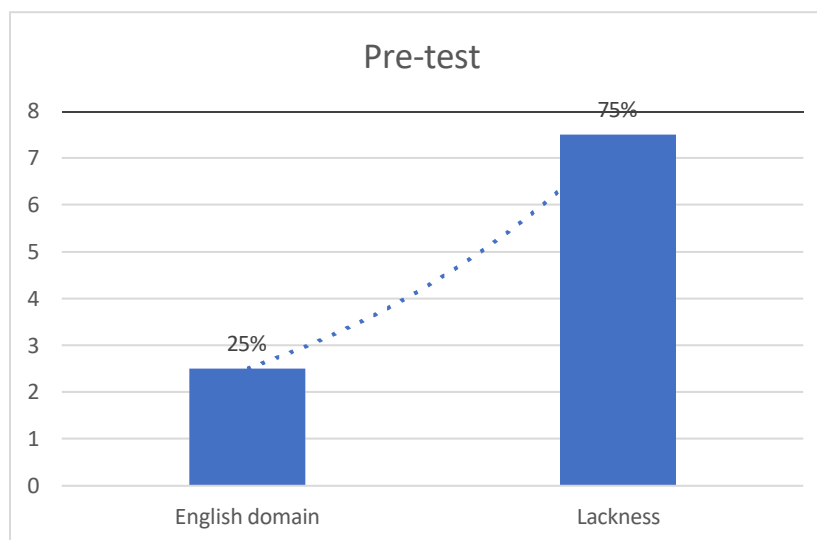
5.2.1.1. T-Student test

Classify	Variable	After	Before	n(1)	n(2)	Media(1)	Media(2)	Media(1)-Media(2)	LI(95)	LS(95)	pHom	T	p-value
Variable	Pronunciation and intonation	{Pos-test}	{Pre-test}	30	30	3,23	1,27	1,97	1,72	2,21	0,5438	15,95	<0,0001
Variable	Lexical range and appropriate	{Pos-test}	{Pre-test}	30	30	3,17	1,27	1,90	1,66	2,14	0,8941	16,16	<0,0001
Variable	Grammatical accuracy 1-5	{Pos-test}	{Pre-test}	30	30	3,17	1,27	1,90	1,66	2,14	0,8941	16,16	<0,0001
Variable	Fluency 1-5	{Pos-test}	{Pre-test}	30	30	3,13	1,27	1,87	1,66	2,07	0,1626	18,02	<0,0001
Variable	Communication strategies ..	{Pos-test}	{Pre-test}	30	30	3,03	1,27	1,77	1,59	1,95	<0,0001	19,93	<0,0001
Variable	Cohesion & coherence 1-5	{Pos-test}	{Pre-test}	30	30	3,00	1,27	1,73	1,54	1,92	0,0050	18,23	<0,0001

5.2.1.2. Pre-test Results

Figure 11

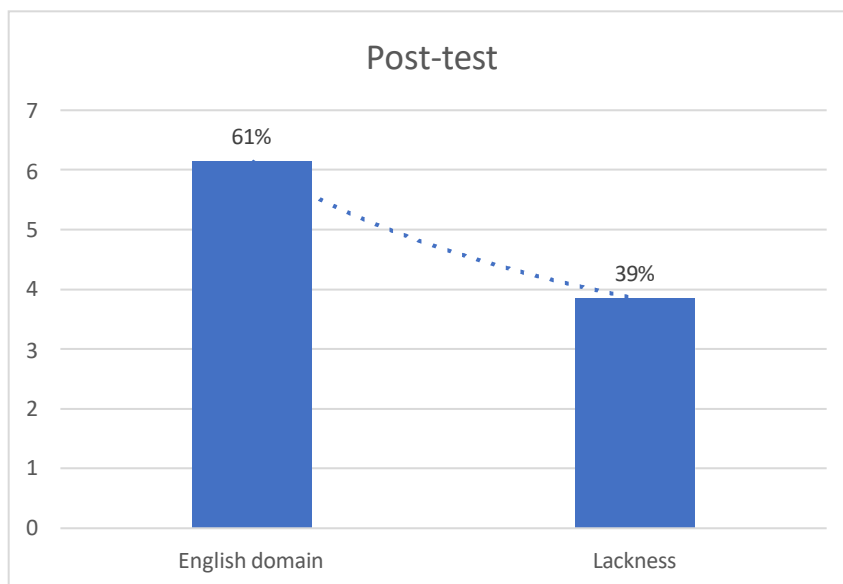
Lackness of speaking skill



5.2.1.3. Post-test Results

Figure 12

English speaking skill improvement



5.2.1.4. Pre-test and Post-test analysis and discussion.

After implementing the proposal with the students, this section analyzes the pre-test and post-test findings. Examining the post-test data presents a comparative overview of the research done in the ECRIF field. Speaking techniques such as group discussions, dialogues, debates, and graphic descriptions were used to build the academic proposal focused on the virtual learning environment. The goal of all the data acquired for the academic proposal was to increase English oral production by following the stages of the ECRIF framework.

The pre-test results demonstrate that students performed poorly in their English-speaking skills before the examiner tested their speaking abilities. The indicators used to measure this domain included pronunciation and intonation, lexical range, appropriateness of linguistic choices, grammatical accuracy, fluency, communications strategies, cohesion, and coherence. According to this static result test, only 25% of the speaking skills domain was processed in their knowledge on average, which had a sample size of over 100%.

During the pre-test, the examiner observed that students could answer with short and isolated words that had mispronounced spelling, no coherence in grammatical rules, poor fluency, and low lexical range. It is emphasized that 60% of the students have recently graduated from high school since their ages are under 20, and only 40% are between 30 and 40 years old. That means most of the group has recently been in contact with the English language. However, their poor performance in English speaking skills shows that their knowledge has yet to be consolidated in their long-term memory.

Furthermore, the improvement of the speaking skill was probed by the statistical results that the T-student test gives, as it is observed in the chart where the (p-value) is 0,0001, minor than 0,05 of the six dimensions: pronunciation and intonation, lexical range, and appropriacy of linguistic choices, grammatical accuracy, fluency, communication strategies, and cohesion and coherence all were measured as a dependent variable. It means that exists highly significant differences before and after the implementation of the ECRIF framework where it is probed that the framework improves speaking skills.

This study agrees with a study carried out at the T'sachila Institute on students of level A1, where the researchers Baque & Paredes (2020) establish that, from the perspective of the students in the pre-test tests, there is little use of the language in classes, for which the students present difficulty in pronunciation, low lexical range, and grammatical errors. This assertion indicates students who have performed poorly in speaking skills since high school. Furthermore, the researchers Baque & Paredes (2020) also suggest that students lack interest in the English language, lack English use during classes, and have low confidence when speaking.

After applying the academic proposal guide for ten days, the test results show that over 100% of the students, 61%, increased their oral skills. During this process, the researcher observed that the group was willing to use the ECRIF framework, the students wanted to participate, and the speaking activities were carried out efficiently. For this study, the student's acceptance of this framework was essential, and the progression of activities was accommodated toward the students' ability and knowledge. The students wanted to search for new words in the given vocabulary range. They were all motivated to practice as much as possible because this framework allowed students to interact with each other and choose preferences when speaking in all activities on a freeway.

Muñoz (2013), in his study, points out that the implementation of the ECRIF framework leads language learning and teaching under the principles of CLT in the post-method era, cognitive & social constructivism, and backward planning to support language learning as students become fluent users of the language. As it was mentioning previously, the implementation of ECRIF in

language teaching carries many benefits and challenges at the same time. Educators must remember that acquiring a foreign language is difficult, complex, and requires lots of practice (Briones, 2022).

Moreover, Noguera (2021) states that the ECRIF framework strongly impacts teaching. The students are more interested in the activities and eager to take part. ECRIF stages engage interest in students' attention and allow them to utilize English in real life. Furthermore, Baque & Paredes's (2020) post-test results also showed a tremendous significant impact and improvement on students' speaking skills; at the end of the implementation of the ECRIF framework, students could talk with a better English-speaking domain with confidence, fluency, and coherence. The researchers also suggest that the teachers should model all the activities before the speaking activity starts, but the teacher must not be in the center of the action; the teacher has to monitor the class and be the observer.

Regarding RESEARCH QUESTION NUMBER ONE, what methods do teachers commonly use to improve speaking skills? To answer this question, an interview was used in which it was determined that teachers commonly use traditional methods like the Direct method, the Communicative Language Teaching method, and the Task Base Learning method. Old Fashion methods are still used to help students speaking performance at T'sachila Institute. This agrees with the study before method that states, "Communicative Language Teaching is a learner-centered method in which the learners are given prominence to engage in the communication process actively." (Desai, 2015, p.3).

Nonetheless, a study in the Yemen Republic by Alghaberi (2019) points out that teachers continue to use traditional teaching approaches. Above all else, speaking ability is still underestimated by teachers. In all observed lessons in this research, neither the students nor the teachers engaged in cooperative learning speaking activities that would have made the sessions more engaging and motivated the students to develop this skill.

Concerning RESEARCH QUESTION NUMBER TWO, what strategies and activities does the ECRIF framework propose to help students boost their speaking skills in A1 students? To answer this question, a question was set in the teacher interview where they all agreed that group conversations, pair dialogues, and picture descriptions are used to strengthen speaking skills. Moreover, the students also manifested, through the survey instrument, that the same activities are engaging for them to practice speaking.

Furthermore, students also expressed in the survey the desire for more time to use these strategies to boost their speaking skills. According to Richards, (n.d.) Conversations, group discussions, and presentations are just a few examples of many speaking activities that divert students' attention. Therefore, different types and degrees of lesson planning, support, and evaluation must be employed to assess how effective students are in speaking performance.

Finally, about research question number three, to what extent do the strategies and activities develop in the guide with the ECRIF framework help students at the A1 level boost their speaking skills? The pre-test and post-test helped to measure how effective the groups' conversations, dialogues, debates, and picture descriptions were. These were the activities mentioned above in the survey question selected by the students as the most engaging to help them improve their speaking skills.

These activities, group conversations, dialogues, debates, and picture descriptions agree on the ECRIF strategies teachers should use at the end of the stages, principally at the Fluency stage, where the students will achieve the goal of the lesson plan. By implementing the ECRIF framework in a daily lesson plan, students must have the chance to interact with each other by talking and practicing the target language. Thus, these speaking activities are recommended to use in any speaking class.

CHAPTER V

6. ACADEMIC PROPOSAL

6.1. Title:

“Learning English at A1 level with ECRIF.”

**“DIDACTIC GUIDE WITH THE IMPLEMENTATION OF ECRIF
FRAMEWORK TO IMPROVE SPEAKING SKILLS IN A1 LEVEL STUDENTS AT
INSTITUTO TECNOLÓGICO T’SACHILA IN SANTO DOMINGO 2021”**

6.2. Rationale:

There is a considerable need to improve speech in students. For this reason, this research focuses on improving speaking ability in a second language by innovating and creating specific strategies and activities in a guide following the ECRIF stages. One of the issues in Santo Domingo is the lack of English teachers, so when students try to learn, they feel frustrated; students learn grammar and vocabulary quickly, but they refuse and feel ashamed when speaking. Therefore, this study is essential because it promotes the innovation of a new framework as an indispensable way to succeed in the language teaching-learning process; there is a need to apply a different methodology that can significantly impact students' learning.

6.3. Theoretical Foundations:

According to Richards (2006), " Communicative language teaching "is a collection of fundamental language learning and teaching assumptions. These presumptions can be applied in many contexts and address various parts of the teaching and learning processes". As Richards (2006) points out, this strategy initially appeared in the 1970s and 1980s as a novel way that was well embraced and quickly expanded over the globe. According to several academics, the use and efficacy of this strategy are based on the use of meaningful content to urge students and persons interested in learning a foreign language to communicate. "

Despite the difficulty in comprehending and applying CLT in post-method methodology, constructivist theory, and backward design in a foreign language classroom, a framework is required to connect teaching practices with theoretical ideas and principles in each of these domains. Kurzweil & Scholl (2007) proposed ECRIF, a new paradigm in language education, to assist instructors in deciding how to design practical language skills. Language skills aim to facilitate productive language speaking skills development.

6.4. What is ECRIF?

ECRIF was developed as a successor to the PPP framework; ECRIF appears to meet the standards and demands of communicative language education in post-method pedagogy, constructivist theory, and backward design as a framework for learning and teaching. Furthermore, ECRIF may be utilized in language instruction thanks to international standards like the Common

European Framework, which establishes six performance levels for learners with productive and receptive language abilities. Additionally, the ECRIF framework enables students to participate in the lessons and perform at every level. It establishes a different environment that permits students to express their emotions, ideas, and opinions freely, going from control to free activities.

6.5. ECRIF Stages

6.5.1. ENCOUNTER

Students come into contact with the class's particular topic by completing a game of manageable activity. Next, the teacher must motivate and push them to fill these early impressions. The students' experiences, ideas, and feelings are known as schema activation, and this is the prior, which is knowledge wee birth. Teachers can consider ways to create a circumstance or text where the learner will learn something new; for example, students might bring old memories, concepts, and emotions (Muñoz, 2013). Pictures, narrative, classifying, sorting, predicting, a matching exercise, distinguishing right and wrong responses, and checking questions are all included in this step. These activities will make the first step more engaging and capture students' attention.

6.5.2. CLARIFY

According to Khalaf (2018), the learner is undergoing an internal phase at this stage. Students must integrate the target vocabulary with accurate meaning and pronunciation. Students can specify the proper pronunciation of a word or the most effective way to apply a grammatical construct. Drilling, gap filling, searches, word scrambles, guessing games, matching, reading dialogues and scripts, and more are all part of the clarifying step.

6.5.3. REMEMBER

In this stage, the student is conscious of learning while using or performing it to establish learning automaticity. Paying attention is no longer the focus because the new skill is now totally spontaneous. Spontaneous recalls are the initial step toward memorizing the student's objective by repetition, drilling, and referring back to support materials such as models or prompts by a teacher's modeling expressions. "Guessing games, information gaps, narrative, role-playing, short response exercises, project-organized dialogues, and card games are some things to remember."(Sawsan, 2017)

6.5.4. INTERNALIZE

At this stage, the target goal is committed to long-term memory. Briones, (2022) refers that this stage boosts the target materials by repeatedly referring to the store. "Teachers create opportunities for the students to use the target language and skills in a semi-controlled context in an interactive way." (Muñoz, 2013). The internalized step is characterized by continual freer and less regulated practices. Students may make appropriate selections and choose from various options based on their understanding without outside assistance.

6.5.5. FLUENCY

The last step, fluency, is achieved via a process in which teachers track students' achievement development by evaluating the students' objective class. In this stage, students can provide a good activity model of a straightforward communicative task that is motivated and

relevant to students' level. Students can encourage students to ask more questions and give longer answers; students can have enough time to get ideas, and errors can be corrected by themselves.

Fluency is the degree of production at which students can produce language naturally and easily in different activities. Fluency stage use includes telling stories, acting out scenarios, retelling the story, doing a role play, doing jigsaw activities, and giving concise answers. The students' internalization and grasp of the subject matter led to this activity's comprehension. ECRIF is frequently used as a "motivator force" to urge students to engage in social and environmental classrooms.

6.6. CLASSROOM OBJECTIVES IN ECRIF

Classroom objectives are what the teacher wants students to do at the end of the class.

Classroom objectives are set like this:

SWBAT, that means (Students will be able to) ...**use**(the grammar or vocabulary)
 **to** ...(describe, retell, discuss, ask, answer) **in**.....(group activity).....

EXAMPLE:-

Objective: Speaking (*Vocabulary focus*) **SWBAT use** *I am... /This is.../ Introduce/ How are you doing/ Finally meet you/* **to** *introduce each other* **in** *a group dialogue conversation.*

6.7. Level A1 Descriptors for Speaking Skills

These descriptions are taken from “The Common European Framework of Reference for Languages,” 2001, (pp. 59-83)

DESCRIPTORS:

- OVERALL SPOKEN INTERACTION

Can interact simply, but communication depends on repetition, a slower speech rate, rephrasing, and repair.

Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

- UNDERSTANDING A NATIVE SPEAKER INTERLOCUTOR

Can understand everyday expressions aimed at satisfying simple needs of a concrete type, delivered directly to them in a clear, slow, and repeated speech by a sympathetic speaker. A1

Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions.

- CONVERSATION

Can make an introduction and use basic greeting and leave-taking expressions.

Can ask how people are and react to the news.

Can understand everyday expressions aimed at satisfying simple needs of a concrete type, delivered directly to them in a clear, slow, and repeated speech by a sympathetic speaker.

- **INFORMAL DISCUSSION (WITH FRIENDS)**

No descriptor

- **FORMAL DISCUSSION AND MEETINGS**

No descriptor

- **GOAL-ORIENTED CO-OPERATION**

Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions.

Can ask people for things and give people things.

- **TRANSACTIONS TO OBTAIN GOODS AND SERVICES**

Can ask people for things and give people things.

Can handle numbers, quantities, cost, and time.

- **INFORMATION EXCHANGE**

Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions.

Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

Can ask and answer questions about themselves and other people, where they live, people they know, and things they have.

Can indicate time by such phrases as next week, last Friday, in November, three o'clock.

- **INTERVIEWING AND BEING INTERVIEWED**

Can reply in an interview to simple direct questions spoken very slowly and clearly in a direct non-idiomatic speech about personal details.

- **GENERAL LINGUISTIC RANGE**

Has an entire range of simple expressions about personal details and needs of a concrete type.

6.8. Objectives

6.8.1. General Objective

To improve English oral production by implementing the ECRIF framework in a didactic guide in virtual learning environments.

6.8.2. Specific Objectives

- To provide teachers and students with a didactic guide with strategies and activities to develop English speaking skills.
- To promote students' active oral communication in the virtual learning environment.

- To motivate students to express their ideas freely and without teacher support in the classroom.

6.9. Beneficiaries

6.9.1. *Direct Beneficiaries*

The direct beneficiaries are the students from the A1 level that attend English classes at T'sachila Institute, and the teachers that work there who will also use this guide to follow the strategies with the activities explained in the planning guide.

6.9.2. *Indirect Beneficiaries*

The indirect beneficiaries are all teachers and students of the first levels of the different educational centers in the country who want to get a basic knowledge or idea of how the ECRIF framework works in the first levels. This guide is developed in virtual environments and can be implemented for students and teachers working online.

6.10. Impact

The implementation of this proposal will have an academic impact because the didactic guide will encourage teachers and students to try new ways of teaching English. Furthermore, practical activities such as the ones proposed will directly contribute to English language education, as undergraduates will be the producers and creators of knowledge, and learning will occur autonomously while enjoyable.

6.11. Development

This proposal required the creation of a Didactic Guide based on the findings of a survey administered to students at Tsáchila Institute; the survey was taken to levels and interviews with teachers in the same classes and work environment.

This study demonstrated the relevance of applying the ECRIF framework by following the steps that permit speaking interaction in groups by going from control to free activities in the application of real-life scenarios that allow for the development of speaking abilities.

This idea was developed with the necessity of student motivation and continual contact in mind when learning a second language. It discusses the ECRIF framework that helps students improve their English-speaking abilities and study more effectively in virtual learning environments.

6.12. Dedication

With all my heart and passion, I dedicate this hard work to all the teachers and students who sincerely desire to learn English by implementing a different learning style. This guide was created to help teachers better understand how ECRIF works in a planning guide. It is free and has comprehensible activities to be carried out in learning environments.

ACADEMIC GUIDE

1. INTRODUCING YOURSELF.....101

Vocabulary: Hi/ I am/ Nice to meet you /This is .. / Introduce me/ How are you doing

Grammar: Verb to be

2. TALKING ABOUT FAMOUS PEOPLE.....104

Vocabulary: Countries and Nationalities

Grammar: Verb to be

3. GUESSING THE JOBS.....108

Vocabulary: Jobs / Article an-an

Grammar: Verb to be in questions

4. ASKING ABOUT PEOPLE.....111

Vocabulary: Countries and Nationalities

Grammar: Verb to be / Information Questions

5. DESCRIBING APPEARANCE114

Vocabulary: Adjectives (tall/ short /young /old/fat/thin/strong/weak/beautiful)

Grammar: Verb to be

6. CREATING OPEN QUESTIONS.....117

Vocabulary: Information questions (who, what, which, where, how, etc.)

Grammar: Verb to be

7. TALKING ABOUT PREFERENCES.....120

Vocabulary: My /your /his /her /its /our /their

Grammar: Verb to be

8. DESCRIBING MY ROUTINE123

Vocabulary: Daily routine

Grammar: Present Simple

9. TALKING ABOUT MY FAMILY 126

Vocabulary: Family words/ possessive pronouns

Grammar: Verb to be

10. TELLING MY FAMILY'S ROUTINE 129

Vocabulary: Daily routine

Grammar: Present Simple

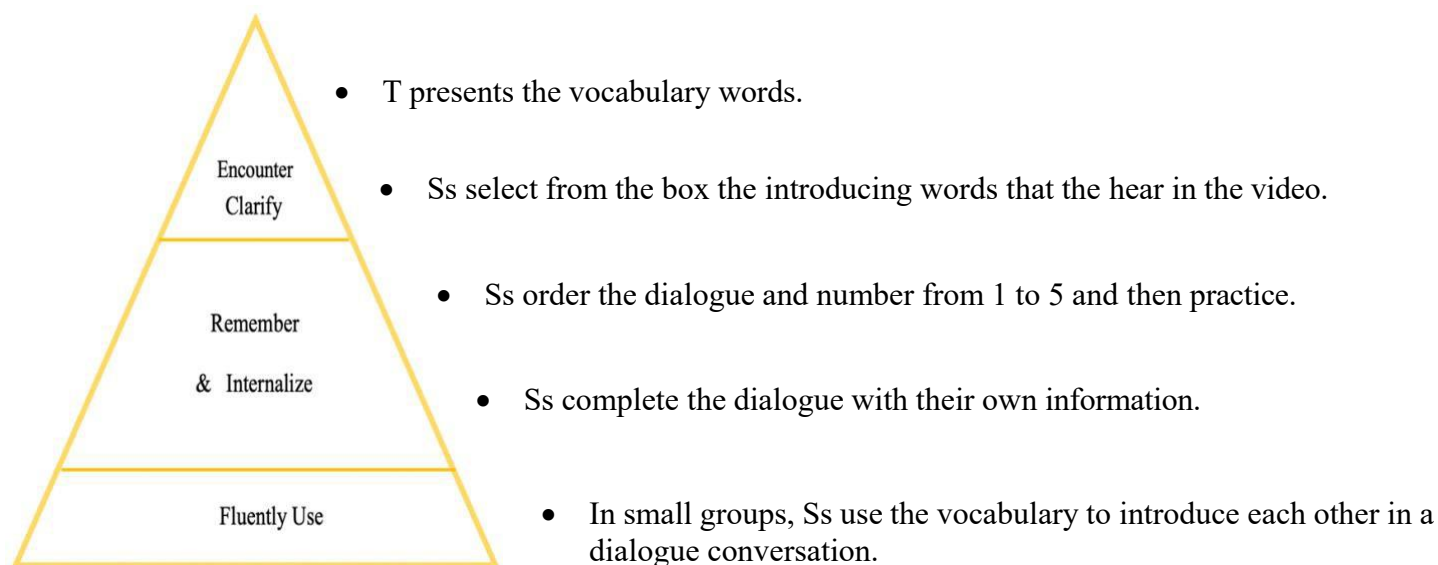
1. INTRODUCING YOURSELF

CLASS OBJECTIVE: SWBAT use Hi/ I am/ Nice to meet you /This is.../ Introduce me/ How are you doing/ Finally meet you/ to introduce each other in a dialogue conversation.

FOCUS: Speaking. (Vocabulary focus)

CLASS TIME: 60 minutes

DESCRIPTOR: Conversations.



Stage # 1 Encounter:

- **Instructions:** Look at the words and find out their meaning.

Hi! I am _____ Nice to meet you! This is Amy Likewise
 Introduce me How are you doing Good morning Hello! I am good

Hola! Yo soy _____ Gusto en conocerte! Esta es Amy Igualmente
 Presentame Como estas? Buenos Días Hola! Estoy bien

Stage # 2 Clarify:

- **Instructions:** In pairs, use the words from the box to greet a classmate and answer.

Hi! I am _____ Nice to meet you! This is _____.
 Introduce us How are you doing. Good morning Hello! I am good Likewise

Student A: Hi! Good morning.

Student B: Hello!

Student A: How are you?

Student B: Not bad!

Student A: I am _____

Student B: I am _____

Student A: Nice to meet you

Student B: Likewise

Student A: __ (name) __ please Introduce us!

Student B: This is _____

Student C: Nice to meet you

Stage # 3 Remember:

- **Instructions:** Order the dialogue to create a conversation and practice.

This is my dad; his name is John. This is my mom her name is Karla.
 And finally, these are my brothers Julio and Kevin.

Hi Luis! I am doing well, let me introduce my family. Come here!

Hello Carlos! How are you

It's a pleasure to meet you! I am

The pleasure is ours.

Stage # 4 Internalize:

- **Teacher Instructions:** Complete the dialogue with your information, then practice orally.

A: Hi, I am _____ Nice to meet you.

B: Hi _____ I am _____ let me introduce my _____ this is _____

C: Hi _____, It is a pleasure to meet you

A: Likewise. How are you doing today?

B: I am _____ and you?

C: I am doing well

Stage # 5 Fluency:

- **Instructions:** In small groups. Ss use the vocabulary words to introduce to your classmates orally.

A: Hi! I am.....

B: Hello! I am.....

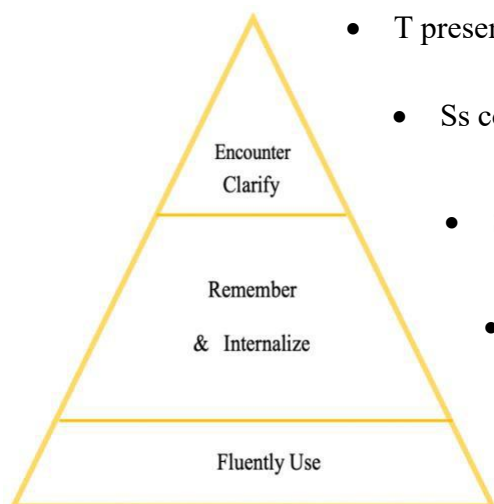
2. TALKING ABOUT FAMOUS PEOPLE

CLASS OBJECTIVE: SWBAT use the verb to be (am/is/are) to talk about countries and nationalities **in** a conversation about different people's origin.

FOCUS: Speaking. (Grammar focus)

CLASS TIME: 60 minutes.

DESCRIPTOR: Overall spoken Interaction.



- T presents the grammar about verb to be.
- Ss complete a live worksheet activity.
- Ss look at the flags and elicit sentences using different personal pronouns.
- Ss complete the dialogue with their own information.
- In small groups, Ss **use** the verb to be (am/is/are) **to** talk about countries and nationalities **in** a conversation about different famous people nationalities.


Stage # 1 Encounter:

- **Instructions:** Read the grammar chart about using the verb be for the country and the nationality.

PERSONAL PRONOUNS	VERB TO BE	COMPLEMENT
I	am	Ecuadorian
YOU	are	from Mexico
HE	is	American
SHE	is	from Italy
IT	is	from Brazil
WE	are	Japanese
YOU	are	from Russia
THEY	are	Spanish

Stage # 2 Clarify:

























- **Instructions:** Complete the following live worksheet in the link.



Countries and Nationalities

COUNTRIES

NATIONALITIES

<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>COUNTRY <input style="width: 80px;" type="text"/></p> </div> <div style="text-align: center;">  <p>NATIONALITY <input style="width: 80px;" type="text"/></p> </div> </div> <p>She's from <input style="width: 40px;" type="text"/>  She's <input style="width: 40px;" type="text"/> </p>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>COUNTRY <input style="width: 80px;" type="text"/></p> </div> <div style="text-align: center;">  <p>NATIONALITY <input style="width: 80px;" type="text"/></p> </div> </div> <p>He's from <input style="width: 40px;" type="text"/>  He's <input style="width: 40px;" type="text"/> </p>
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<https://bit.ly/3fDG8Da>

Stage # 3 Remember

- **Instructions:** Read and complete the sentences with your favorite preferences, adding country, nationality, and information.

My favorite actress is _____. She's from __ (country) __, she is (nationality)

My favorite musician is _____. _____ from _____, _____ is _____

My favorite sport famous person is _____.

My favorite band is _____.

My favorite singer is _____.

Stage # 4 Internalize:

- **Instructions:** Look at the flags and elicit sentences using different personal pronouns with famous people.

	Great Britain British		Finland Finnish
	The U.S.A American		The Netherlands Dutch
	France French		Turkey Turkish
	Italy Italian		Australia Australian
	Spain Spanish		Japan Japanese
	Portugal Portuguese		China Chinese
	Germany German		Brazil Brazilian

E.g.: My favorite actress is Emma Watson
She is **from** Great Britain
She is British

E.g.: My favorite singers are Selena Gomez
and Ariana Grande.

They are **from** the USA.

They are American

NOTE: Use from just for countries

<https://bit.ly/3Cpt6lR>

Stage # 5 Fluency:

- **Instructions:** In small groups, Ss use the verb to be (am/is/are) to talk about countries and nationalities in a conversation about famous people.

E.g.

He is Leonardo DiCaprio. He is from the USA. He is American.
 She is __ (Name) __. She is from... (Country) She is..... (Nationality)



<https://bit.ly/3dTfar3>



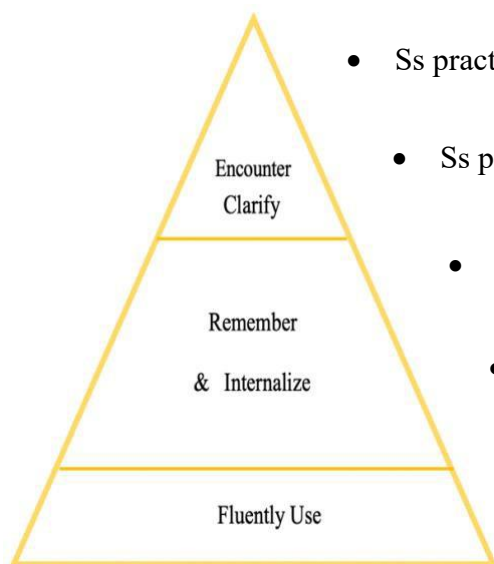
3. GUESSING THE JOBS

CLASS OBJECTIVE: SWBAT uses vocabulary jobs to discuss job descriptions in a guessing game.

FOCUS: Speaking. (Vocabulary focus)

CLASS TIME: 60 minutes.

DESCRIPTOR: Overall spoken Interaction.



- Ss practice the pronunciation jobs vocabulary in the live worksheet.
- Ss practice the vocabulary implementing the use of the article a/an.
- Ss read the descriptions and answer some questions about vocabulary jobs.
- Ss in pairs read and complete the jobs descriptions.
- In small groups, Ss play a guessing game by describing a job while the members of the group guess who are they talking about.

Stage # 1 Encounter:

- **Instructions:** practice the pronunciation in the live worksheet.

JOBS VOCABULARY



POLICE OFFICER



FARMER



DOCTOR



HAIRDRESSER



COOK / CHEF



WAITER



NURSE



SHOP ASSISTANT



TEACHER



SAILOR



MECHANIC



DENTIST

<https://bit.ly/3BTB7hi>

Stage # 2 Clarify:

- **Instructions:** Read the use of an/a, then complete the article on the job.

an is use for a vowel sound / **a** is use for a consonant sound
Eg: **an** electrician Eg: **a** musician

_____police officer.	_____doctor	_____dentist
_____farmer.	_____nurse	_____cook
_____doctor	_____shop assistant	_____teacher

Stage # 3 Remember:

- **Instructions:** Read the descriptions and complete the job.
1. Tom takes pictures with a camera. What is his occupation? He is a **photographer** _
 2. Abby serves food in a restaurant. What is her occupation? She is _____
 3. Ann and Luke cook food in a restaurant. What is their occupation? They are _____
 4. Who teaches kids new things at school? _____
 5. Who works with electric circuits? _____
 6. Who designs buildings and houses? _____
 7. Who fixes problems you have with your teeth? _____

Stage # 4 Internalize:

- **Instructions:** In pairs, read and guess whom the description is talking about and complete the definition of the other's jobs.

A: This person works in a restaurant and prepares food. Whom am I talking about?

B: Is a _____

A: This person passes knowledge to students and usually works at schools or universities.

B: Is a _____

A: This person works in _____. Whom am I talking about?

B: Is a doctor

A: This person _____ Who am I talking about?

B: Is an architect

A: This person _____ Who am I talking about?

B: Is a _____

Stage # 5 Fluency:

- **Instructions:** In small groups, Ss play the guessing game by describing jobs, while in the group, the other Ss guess whom they are talking about.

A: This person _____ Who am I talking about?

B: Is a _____

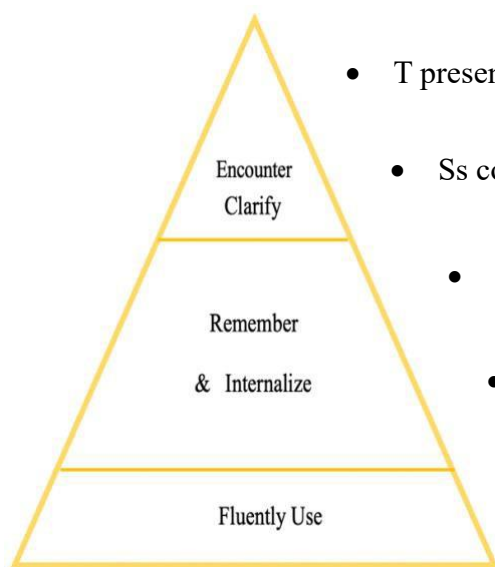
4. ASKING ABOUT PEOPLE

CLASS OBJECTIVE: SWBAT use the verb **to** ask about famous people's personal information in a group conversation.

FOCUS: Speaking. (Grammar focus)

CLASS TIME: 60 minutes.

DESCRIPTOR: Information Exchange.



- T presents an introduction about verb to be.
- Ss complete the questions with verb to be and then answer.
- Ss answer some questions according to the picture information given.
- Ss make questions about famous people information.

In small groups Ss use the verb to be to ask about famous people's personal information in a group conversation.

Stage # 1 Encounter:

- **Instructions:** Look and read the use of the verb to be.

To Be: To make questions, you have to put the verb (am/is/are) before the subject. This is called inversion.

Am I from Ecuador? Yes, you are / No, you aren't
 Is she from Canada? Yes, she is / No, she isn't
 Are you happy? Yes, I am. / No, I am not

Note:

If the answer is YES, we always use the long form.
 If the answer is NO, we either use the long or the contracted form (short form).

Stage # 2 Clarify:

- **Instructions:** Complete the questions with the verb to be and the answer.

- | | |
|--|--------------------------|
| 1. <u>Are</u> Britney Spears and Ariana Grande American? | Yes, <u>they are</u> ___ |
| 2. <u>Jeniffer</u> Lopez married to Ben Affleck? | Yes, _____ |
| 3. <u>you</u> twenty years old? | No, _____ |
| 4. <u>Salma</u> Hayeck an actor? | Yes, _____ |
| 5. <u>Shakira</u> from the United States? | No, _____ |
| 6. <u>Ben</u> Afleck Brazilian? | No, _____ |
| 7. <u>Serena</u> and Venus William American? | Yes, _____ |
| 8. <u>Leonardo</u> DiCaprio from Africa? | No, _____ |
| 9. <u>Barack</u> Obama from Africa? | No, _____ |
| 10. <u>Rafael</u> Nadal Spanish? | Yes, _____ |

Stage # 3 Remember:

- **Instructions:** answer the questions with the verb to be according to the picture information.

	<p>J Balvin He is Colombian He is an urban singer He is 34 years old</p>		<p>Leonardo DiCaprio He is American He is a Hollywood actor He is 45 years old</p>
---	---	---	---

<https://bit.ly/3C3J7fj>

1. Is J Balvin from Colombia? _____
2. Is Leonardo DiCaprio American? _____
3. Are J Balvin and Leonardo singers? _____
4. Are J Balvin and Leonardo famous? _____
5. Is J Balvin 34 years old? _____

Stage # 4 Internalize:

- **Instructions:** ask and answer questions orally about famous people using the verb to be.

E.g: Is Scarlet Johansson American? Yes, she is.

	<p>J Balvin He is Colombian He is an urban singer He is 34 years old</p>		<p>Leonardo DiCaprio He is American He is a Hollywood actor He is 45 years old</p>
	<p>Lionel Messi He is Argentinian He is a soccer player He is 32 years old</p>		<p>Adele She is British She is a pop singer She is 31 years old</p>
	<p>Ariana Grande She is American She is a pop singer She is 26 years old</p>		<p>Scarlett Johansson She is American She is a Hollywood actress She is 35 years old</p>
	<p>Mark Zuckerberg He is American He is the Founder of Facebook He is 35 years old</p>		<p>Catherin Ibarguen She is Colombian She is an athlete She is 36 years old</p>

<https://bit.ly/3C3J7fJ>

(Celebrities Personal Information - ESL Worksheet by Alejandra9809, n.d.)

Stage # 5 Fluency:

Instructions: In small groups, Ss use the verb to be asked about famous people's personal information in a group conversation.

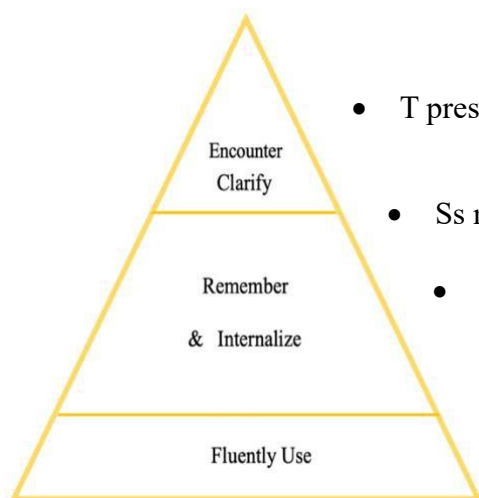
5. DESCRIBING APPEARANCE

CLASS OBJECTIVE: SWBAT use adjectives (tall/ short /young /old/fat/thin/strong/weak/beautiful/handsome/clean/dirty) to describe people's physical appearance in a family picture.

FOCUS: Speaking. (Grammar focus)

CLASS TIME: 60 minutes.

DESCRIPTOR: Information Exchange.



- T presents the vocabulary by using flashcards.
- Ss match the opposites adjectives.
- Ss look at the pictures and select the adjectives.
- In pairs Ss complete the sentences by looking the pictures.
- In small groups, Ss use adjectives vocabulary to describe people's physical appearance in a family picture description.

Stage # 1 Encounter:

- **Instructions:** visit the link and practice the vocabulary adjectives in the flashcards.



<https://bit.ly/3roVOgi>

Stage # 2 Clarify:

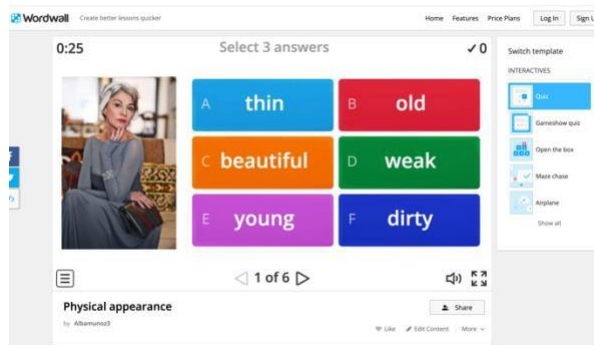
- **Instructions:** match with the opposite adjectives.

tall
young
fat
strong
beautiful
clean

thin
weak
dirty
short
old
handsome

Stage # 3 Remember:

- **Instructions:** Go to the link and look at the pictures, then select three adjectives that belong to each image.



<https://bit.ly/3rnx210>

Stage # 4 Internalize:

- **Instructions:** In pairs, say sentences by looking at the pictures.



<https://bit.ly/3E4R7js>



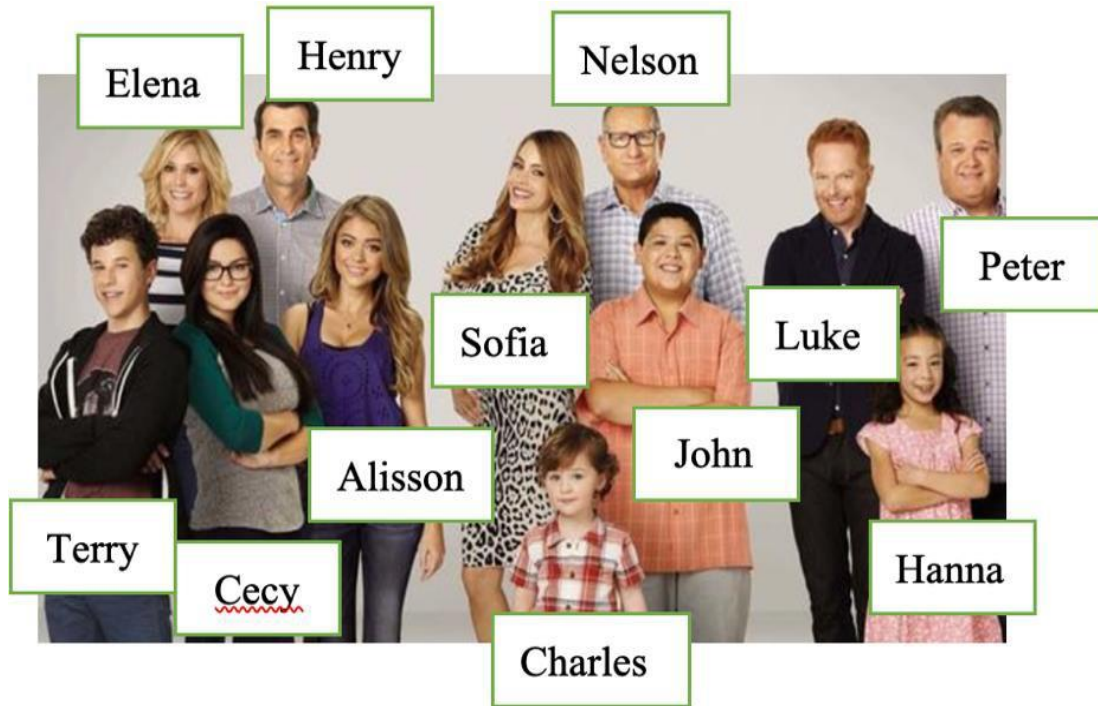
<https://bit.ly/3yvUw7t>

E.g. The girl is short. The man isn't clean.

Stage # 5 Fluency:

- **Instructions:** In small groups, Ss orally use adjectives to describe the people's physical appearance in the family picture.

E.g., Alisson is small and thin.



<https://bit.ly/3LWH021>

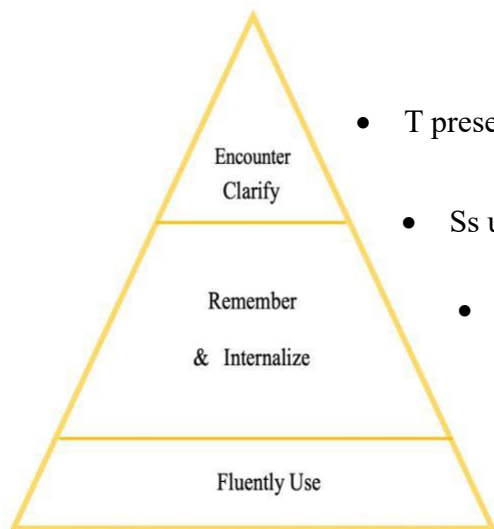
6. CREATING OPEN QUESTIONS

CLASS OBJECTIVE: SWBAT use wh-questions with the verb **to** ask about famous people's information **in** a group conversation.

FOCUS: Speaking. (Grammar focus)

CLASS TIME: 60 minutes.

DESCRIPTOR: Information Exchange.



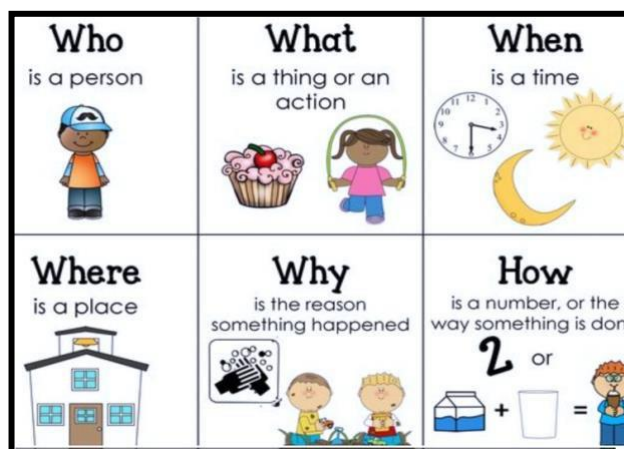
- T presents a video about wh-questions words.
- Ss use What / Who / Where / How and verb to be to complete the questions.
- Ss read the profiles and answer the questions.
- Ss look at the pictures and answer the questions.
- In small groups, Ss ask and answer questions about famous people.

Stage # 1 Encounter:

- **Instructions:** Watch the video about the wh-question words, then look at the chart and check the use of each wh-question.



<https://bit.ly/3fBVWqf>



<https://bit.ly/3CnJYt8>

Stage # 2 Clarify:

- **Instructions:** Complete the questions with the wh-question words.

1. How are your parents? They are fine.
2. Where the bus stops? At the end of the block.
3. How old your children? Five, six, and ten years old.
4. What is your favorite sport? Basketball.
5. Who is the man in the photo? That is my father.
6. What is your favorite color? Green.
7. What are your hobbies? Watching movies and listening to music.
8. What is your favorite subject? English.
9. Why you angry? Because I am hungry
10. How much this book? It is five dollars.

Stage # 3 Remember:

- **Instructions:** answer the questions about people's information.

Personal Information

Exercise 1 – Complete the profiles below. Check the first example as a guide.



Andrés
27 years old
Canada
Lawyer
8706-2241
andresmc@gmail.com

What is his name? **His name is Andrés**
How old is he? **He is 27 years old**
What is his occupation? **He is a Lawyer**
What is his telephone number? **His phone number is 8706-2241**
Where is he from? **He is from Canada**
What is his e-mail address? **His email address is andresmc@gmail.com**



Carlos
40 years old
Mexico
Police officer
7465-8892
Closmex4@zip.com

What is his name? _____
How old is he? _____
What is his occupation? _____
What is his telephone number? _____
Where is he from? _____
What is his e-mail address? _____



Jennifer Lopez
50 years old
Puerto Rico
Singer/ Actress
5555-4436
lpezJenn@comcast.net

What is her name? _____
How old is she? _____
What is her occupation? _____
What is her telephone number? _____
Where is she from? _____
What is her-mail address? _____

Selma Rovida
29 years old
Taiwan
Cashier
2 brothers
Live in Taipei



What is her name? _____
How old is she? _____
What is her occupation? _____
Where does she live? _____
Where is she from? _____
How many brothers does she have? _____

<https://bit.ly/3fBk7F6>

Stage # 4 Internalize:

- **Instructions:** In pairs, ask and answer the questions orally about famous people.



Who is he?
How old is he?
Where is he from?
What is his occupation?

<https://bit.ly/3StQ2G8>



Who are they?
How old are they?
Where are they from?
What is their occupation?

<https://bit.ly/3y5PCxp>

Stage # 5 Fluency:

- **Instructions:** Ask and answer a personal question about any famous people orally.



<https://bit.ly/3CXaSsi>



<https://bit.ly/3yHCsqT>



<https://bit.ly/3EKzt4W>

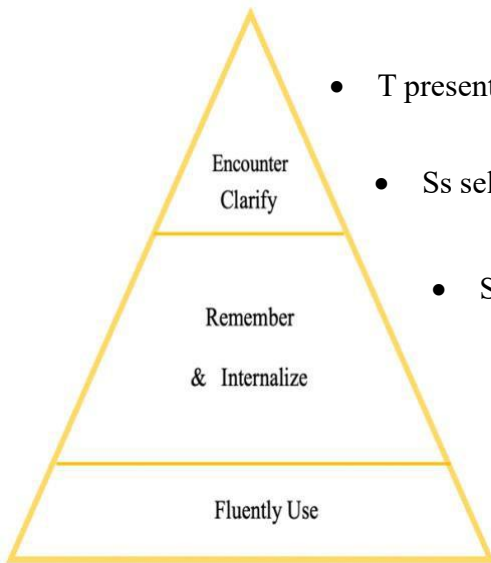
7. TALKING ABOUT PREFERENCES

CLASS OBJECTIVE: SWBAT uses possessive adjectives to discuss their family's favorite preferences in a mingling conversation.

FOCUS: Speaking. (Vocabulary focus)

CLASS TIME: 60 minutes.

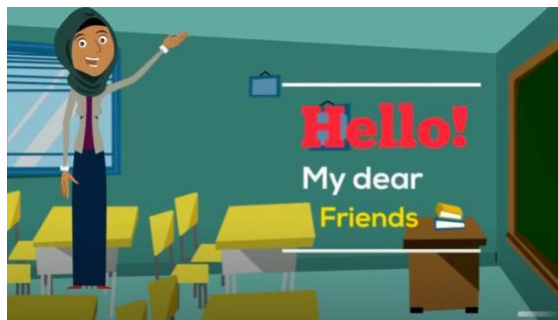
DESCRIPTOR: Overall Spoken Interaction.



- T presents a video about possessive adjectives on You-tube.
- Ss select the correct possessive adjective in the world wall activity.
- Ss look for the possessive adjectives in the conversation.
- Ss complete the questions and answer by using the possessive given orally.
- Ss talk about their family favorite preferences by using the ideas in the box with possessive adjectives.

Stage # 1 Encounter:

- **Teacher's instructions:** Watch this video about possessive adjectives.



<https://bit.ly/3BZJaJz>

Stage # 2 Clarify:

- **Instructions:** Click on the link and practice the possessive adjectives.

He is an actor. ____ name is Brad Pitt.

POSSESSIVE ADJECTIVES

<https://bit.ly/3StUxR2>

Stage # 3 Remember:

- **Instructions:** Look for the possessive adjectives in the conversation and practice in pairs.

Sophia: Is this your jacket
 Yuly: No, that's not mine.
 Sophia: Whose is it?
 Yuly: Maybe it is Tom's jacket.
 Sophia: No, that is his jacket over there.
 Yuly: Really !
 Sophia: I think this is Beth's
 Yuly: No, her jacket is small, she is very short.
 Sophia: mmm, she is short, but her jacket is blue and this Jacket is blue.
 Yuly: We have to ask if it is hers.

Stage # 4 Internalize:

- **Instructions:** Complete the questions and answers with the possessive adjective using the oral personal pronoun.

he

1. Is this _____jacket? Yes, _____

they

2. Are these _____ shoes? Yes, _____

she

3. Is this _____ car? No, _____. This is _____

you

they

4. Are these _____ cellphones? No, _____. These are _____ cellphones.

she

he

5. Is this _____ food? No, _____. This is _____ food.

it

I

6. Is this _____ dog's bed? No, _____. This is _____ bed.

Stage # 5 Fluency:

- **Instructions:** Talk about your family's favorite preferences using the ideas in the box with possessive adjectives.

E.g.

(me) My favorite music is _____
 (My mother) Her favorite food is _____
 (My father) His favorite color is _____
 (My siblings) Their favorite sport is _____
 (My parents) Their favorite restaurant is _____

father

siblings

mother

Favorite place
 Favorite sport
 Favorite song
 Favorite movie
 Favorite food
 Favorite color
 Favorite actor
 Favorite music

me

sister

brother

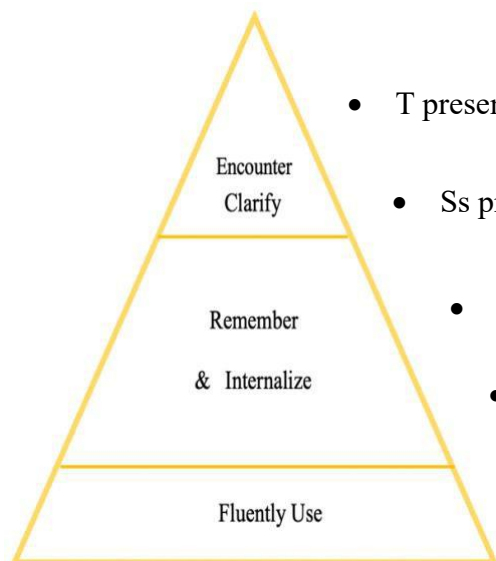
8. DESCRIBING MY ROUTINE

CLASS OBJECTIVE: SWBAT uses daily routines to talk about Ss routine in a small group conversation.

FOCUS: Speaking. (Vocabulary focus)

CLASS TIME: 60 minutes.

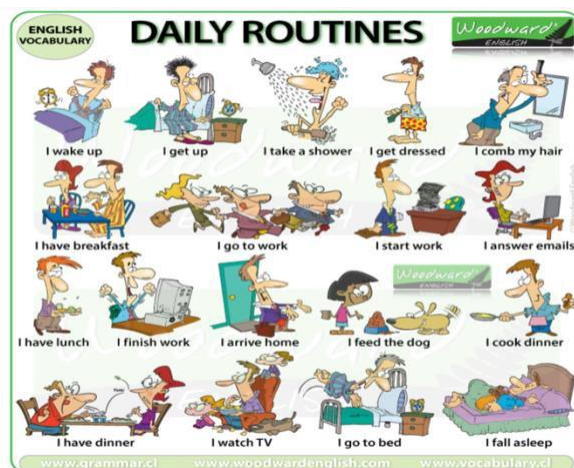
DESCRIPTOR: Conversation.



- T presents the vocabulary and a video about daily routines.
- Ss practice daily routines by completing the sentences in the link given.
- Ss complete a about Sally's routine in a live worksheet.
- Ss complete the information about their daily routine and then share in pairs in oral way.
- In small groups, Ss talk about their daily routine orally.

Stage # 1 Encounter:

- **Instructions:** Watch the video about daily routines.



<https://bit.ly/3RnIEfm>

Stage # 2 Clarify:

- **Instructions:** practice daily routines by completing the sentences in the link.

I ___ my teeth.

eat

wash

brush

comb

NEXT QUESTION


Attempts: Total Points: 0

<https://bit.ly/3RKuT9L>

Stage # 3 Remember:

- **Teacher's instructions:** complete Sally's routine in the live worksheet.

MY DAILY ROUTINE



1) Complete the text with the given words.

Hello. My name is Sally. I am 10 years old. I live in London. I at 8 o'clock. I and brush my teeth. Then, I with my family. After that, I take my bag and . Classes start at 9 o'clock and finish at half past four. I at 12 o'clock with my friends in the school canteen. After school, I return home and . I with my family at half past seven. Then, I usually or chat with my parents for a while. Finally, I and go to bed at about 10 o'clock. This is my daily routine.

brush my teeth get up

have dinner get dressed

have breakfast have lunch read a book

do homework go to school

2) Order Sally's daily routine.

She has lunch at 12 o'clock with her friends.

She brushes her teeth and goes to bed at around 10 o'clock.

She gets up at 8 o'clock.

She gets dressed and brushes her teeth.


She returns home and does homework.

She usually reads a book or chats with her parents.

She has breakfast with her family.

She takes her bag and goes to school.

She has dinner with her family at half past seven.



<https://bit.ly/3E8ibhB>

Stage # 4 Internalize:

- **Instructions:** In pairs, complete the information about the daily routine orally.

Hello! My name is _____. I am _____ years old.

I live in _____. This is my routine.

In the morning I _____ then _____

In the afternoon I _____ then _____

In the evening I _____

Finally, I _____

Stage # 5 Fluency:

- **Instructions:** In small groups, talk about your daily routine orally.

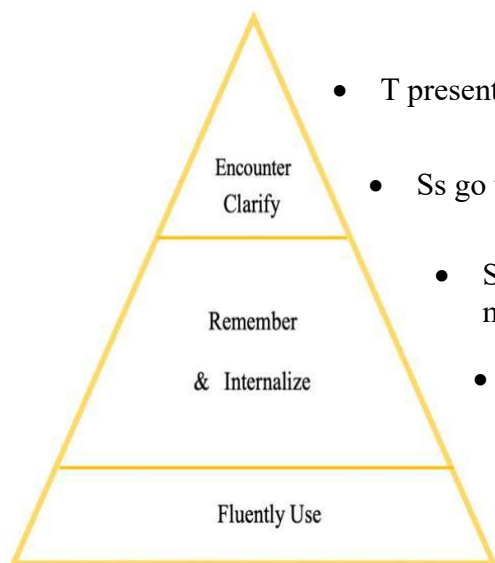
9. TALKING ABOUT MY FAMILY

CLASS OBJECTIVE: SWBAT use family vocabulary to describe family members with possessives in a picture description.

FOCUS: Speaking. (Vocabulary focus)

CLASS TIME: 60 minutes.

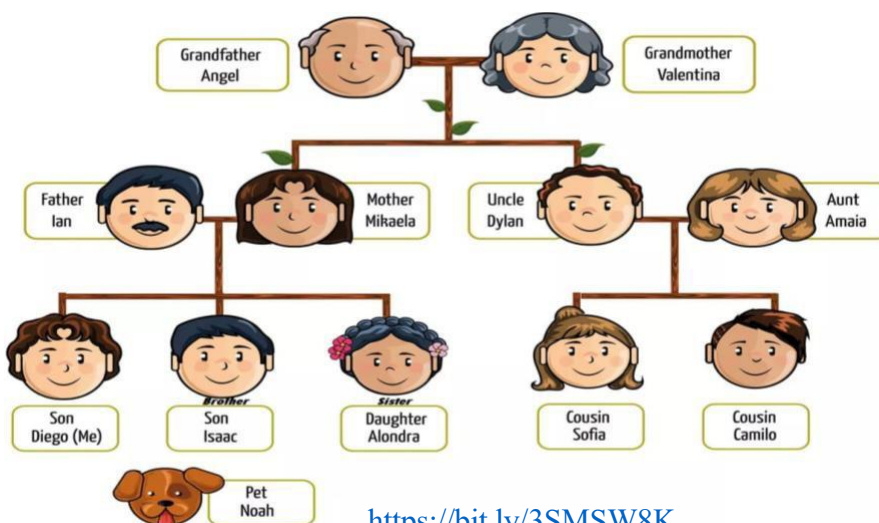
DESCRIPTOR: Conversation.



- T presents the family tree.
- Ss go to the link to practice the pronunciation about family vocabulary.
- Ss look at the family tree and complete the sentences about the family members using the possession.
- Ss create a family tree with their family members' name and then describe your family in pairs.
- In small groups, Ss use the previous family tree to describe their family members with possessives.

Stage # 1 Encounter:

- **Instructions:** Look at and describe the family members.

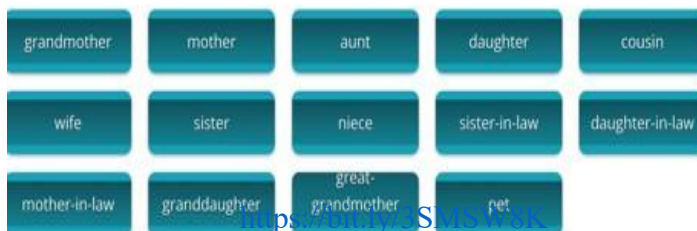


<https://bit.ly/3SMSW8K>

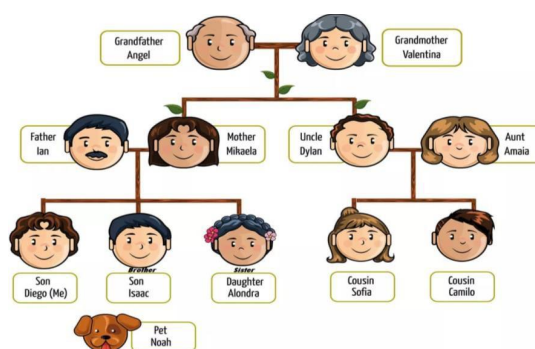
Stage # 2 Clarify:

- **Instructions:** Go to the link and practice the pronunciation of the family members.

WOMAN



Stage # 3 Remember:

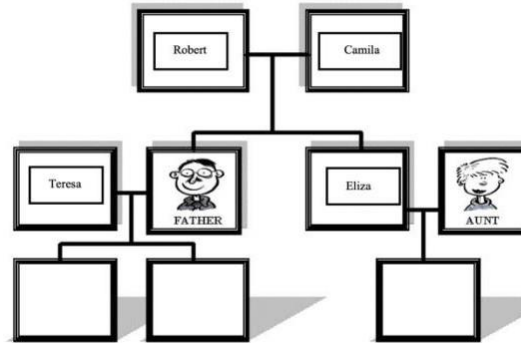


<https://bit.ly/3SMSW8K>

- **Instructions:** Look at the family tree and complete the sentences about the family members using the possession.
1. Sofia is **Diego's** cousin.
 2. Dylan is Amaia's **husband**.
 3. Alondra is **Ian and Mikaela's** daughter.
 4. Isaac is _____ son.
 5. Sofia is _____ cousin.
 6. Angel is _____ grandfather.
 7. Camilo is Mikaela's _____
 8. Diego is Dylan's _____
 9. Mikaela is Alondra's _____
 10. Alondra is Isaac and Diego's _____
 11. Dylan _____ son.
 12. Noah is _____ pet.

Stage # 4 Internalize:

- **Instructions:** Create a family tree with your family member's name, and then describe your family in the group orally.



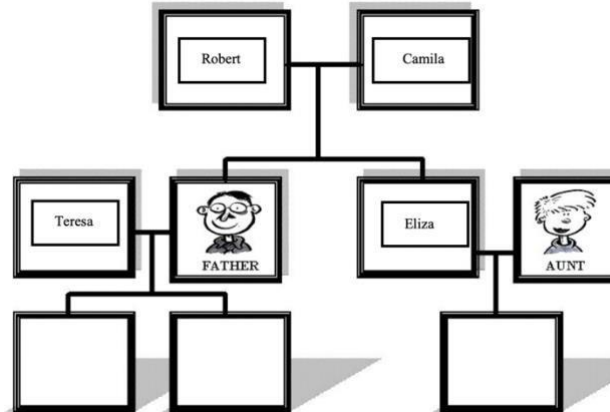
E.g.

This is my family.

<https://bit.ly/3RqCM3X>

Stage # 5 Fluency:

- **Instructions:** Use the previous family tree to describe your family members with possessives orally.



E.g.

1. Camila is Eliza's mother.

<https://bit.ly/3RqCM3X>

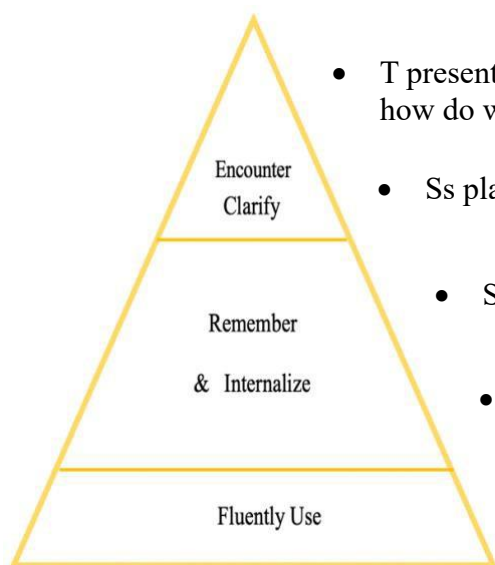
10. TELLING MY FAMILY'S ROUTINE

CLASS OBJECTIVE: SWBAT uses the present simple **to** talk about their family routine or habits **in** small groups.

FOCUS: Speaking. (Grammar focus)

CLASS TIME: 60 minutes.

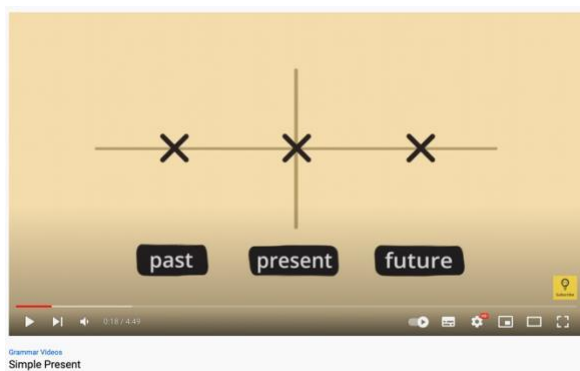
DESCRIPTOR: Information Exchange.



- T presents a video, then in small groups Ss analyze the chart about on how do we use the present simple tense.
- Ss play a game by choosing the correct verb for the sentences.
- Ss complete the live worksheet about Present Simple tense.
- Look at the picture in pairs and discuss your family routine or habits.
- Ss talk about their family daily routine or habits in small groups.

Stage # 1 Encounter:

- **Instructions:** Watch this video and then, in small groups, analyze the chart on how you use the present simple tense.



<https://bit.ly/3CrJh23>

Affirmative Sentences	Negative Sentences
I work everyday	I don't work everyday
You work everyday	You don't work everyday
He works everyday	He doesn't work everyday
She works everyday	She doesn't work everyday
It works everyday	It doesn't work everyday
We work everyday	We don't work everyday
They work everyday	They don't work everyday

Stage # 2 Clarify:

- **Instructions:** Play this game and choose the correct verb for the sentences.

She _____ TV every day.

1

watch

2

watches


3

watching

<https://bit.ly/3Ebuycl>

Stage # 3 Remember:

- **Teacher's instructions:** Complete the live worksheet about the Present Simple tense.



Simple Present Tense

A) Add -s or -es to the verbs:

1. see	<input type="text"/>	14. wake	<input type="text"/>
2. take	<input type="text"/>	15. teach	<input type="text"/>
3. brush	<input type="text"/>	16. lose	<input type="text"/>
4. kiss	<input type="text"/>	17. catch	<input type="text"/>
5. call	<input type="text"/>	18. buy	<input type="text"/>
6. give	<input type="text"/>	19. pass	<input type="text"/>
7. play	<input type="text"/>	20. come	<input type="text"/>
8. study	<input type="text"/>	21. fight	<input type="text"/>
9. watch	<input type="text"/>	22. water	<input type="text"/>
10. help	<input type="text"/>	23. choose	<input type="text"/>
11. cut	<input type="text"/>	24. fly	<input type="text"/>
12. cry	<input type="text"/>	25. match	<input type="text"/>
13. swim	<input type="text"/>	26. carry	<input type="text"/>

C) Write the correct option:

- Ayaan his homework at home.
a)do b)dos c)does
- Esha emails to her friends.
a)send b)sendes c)sends
- Samar like eating fish and chips.
a)dosn't b)doesn't c)don't
- Gita and you my best friends.
a)is b)are c)isn't
- Rahul good marks at school.
a)get b)getes c)gets
- Today it Monday
a)are b)is
- Shaurya in the sea.
a)swim b)swims
- The doctor my teeth
a)check b)checks
- You many letters.
a)write b)writes
- Madhav spiders.
a)hate b)hats c)hates

B) Write the sentences negative

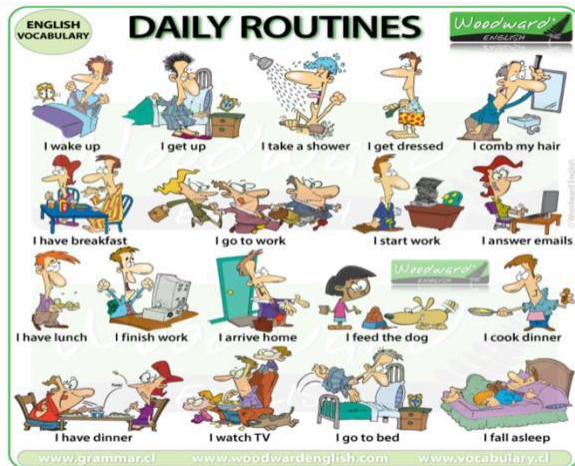
- Rahul cycles to work every day (-)
- The shop closes at 7 o'clock. (-)
- Ayaan eats vegetables. (-)
- Anika watches Punjabi films (-)
- You help your parents. (-)
- Amar works at the pub. (-)
- Tom makes his bed. (-)
- My sister plays the drums. (-)
- The clock strikes ten. (-)

Fill in don't or doesn't:

- Bill play tennis every Sunday.
- We go to the park.
- Kirti like to eat fish.
- Sham wear long dresses.
- I like to get up early.
- My brothers like to drink milk.
- My cousin know Italian well.
- I like to walk with my dog.
- Ram go to the gym.
- They understand this rule.
- We often go to the movies.
- Lily wear shorts at all.
- Timmy grow flowers in the garden.

Stage # 4 Internalize:

- **Instructions:** In pairs, look at the picture and discuss your family routine or habits with positive and negative sentences.



E.g.

1. My mom *takes a shower at 8 am.*
2. My dad *gets up at 7 am.*
3. I don't study *at 9 am.*
4. My brother doesn't.....
5. My pet.....

<https://bit.ly/3RnlEfm>

Stage # 5 Fluency:

- **Instructions:** Talk about your family's daily routine or habits in small groups.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

First, teachers from T'sachila Institute use different methods to motivate speaking skills, like the Direct method, Communicative Language Teaching, and Task Base Learning. However, when asked about the ECRIF framework, they sincerely answered no. Thus, it is concluded that teachers use traditional methods to teach English which depends on the teacher's style that every teacher has.

Second, from the development of the academic proposal based on the ECRIF framework following the five stages, Encounter, Clarify, Remember, Internalize, and Fluency to T'sachila Institute students, it was probed that A1 level students improved their students' oral speaking skills significantly.

Third, teachers motivate students to talk through group conversations, pair dialogue, debates, role play, tongue twisters, and picture descriptions. Students also agree about group conversations, discussions, and picture descriptions. Therefore, students feel motivated to speak, so they were concluded as strategies to be developed and applied in the academic guide.

Finally, based on the post-test results, the acceptance and participation of the students to be part of this research, it is concluded that the ECRIF framework has a vital significance in implementing in daily classes to boost speaking skills because students can feel comfortable in the way that the activities are carry on through the stages, these activities go from control to not control or freer, where the teacher is not the center attention of the class, the teacher is just the observer,

on the other hand, the student plays the most crucial part as having more time to practice a new language by communicating they are on ideas.

Recommendations

Traditional methods have been profoundly studied; it is time to try something new the ECRIF framework should be studied deeply to get different opinions and contrasts that help future researchers get more conclusions and recommendations for further investigations.

This study contains an academic guide about the ECRIF framework that any teacher should use because it can help teachers and students perform activities by themselves in collaborative group activities.

Besides, it was observed that the main speaking strategies that help the students improve their speaking skills in virtual environments are group discussions, pair dialogues, debates, and picture descriptions. Those strategies engaging to the students in every activity, and these activities are recommended to reach the Fluency stage.

Undoubtedly, implementing the ECRIF framework in daily lessons is suggested. Still, ECRIF has to be taught and spread among English community teachers as a new method that helps teachers lead students to acquire fluency speaking skills.

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RATCHASIMA RAJABHAT UNIVERSITY THROUGH AN E-LEARNING.
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ANNEXES

**UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSGRADO
MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS. MENCIÓN EN INGLÉS**

**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
MENCIÓN INGLÉS**

Title

“IMPLEMENTATION OF ECRIF FRAMEWORK TO IMPROVE SPEAKING SKILLS IN A1
LEVEL STUDENTS AT INSTITUTO TECNOLÓGICO T’SACHILA IN SANTO DOMINGO
2021”

Research line

Development of English Communicative Skills

AUTHOR: Lic. Elizabeth Muñoz

DIRECTOR: Msc. Isabel Escudero

IBARRA - ECUADOR

2021-2022

APPENDIX 1.**Teachers' Interview**

1. In your opinion, what are the most difficult skills to develop in English?
2. How often do you speak in English while teaching your classes?
3. How much time do you talk during an hour of class?
4. How do you motivate your students to speak in English during classes?
5. How much time do you give your students to speak English in a speaking activity? (In an hour class)
6. Which speaking activities do you consider the most engaging for the students?
7. What are the English methods you apply in your classes?
8. Do you know what the ECRIF framework is? If your answer is yes. Say a short description of it.

DATA INSTRUMENTS VALIDATION

Theme: Implementation of ECRIF framework to improve speaking skills in a1 level students at Instituto Tecnológico T'sachila in Santo Domingo 2021

General objective: To get information from teachers who have worked with adults and analyze the strengths and weaknesses of the methods, strategies, and activities they used to develop the proposal guide by implementing the ECRIF framework.

Author: Lic. Elizabeth Muñoz

Judge: Msc. Fernando Flores.

Academic tutor: Msc. Isabel Escudero

Data instrument collection:

Interview

Use a check mark

Scale:

Nothing	Low	Meddle	Hight
1	2	3	4

Evaluation parameters	Criteria	1	2	3	4
Belonging	Does the questionnaire have a logical relation with the thesis objective?			X	
Importance	What is the instrument level importance with related to the investigation?			X	
Organization	Is there a logical organization with the questions display?		X		
Writing organization	Are the question clear and concise?		X		

Validated by (Name and surname): Msc. Fernando Flores A.



ID: 1002188470

Signature

APPENDIX 2.**Cuestionario dirigido a los estudiantes**

Tema de la tesis: Implementation of ECRIF framework to improve speaking skills in a1 level students at Instituto Tecnológico T'sachila in Santo Domingo 2021

Objetivo: Recolectar información sobre las estrategias y actividades que comúnmente desarrollan los estudiantes en su clase de inglés a fin de usarla para el diseño de la guía didáctica de producción oral.

Instrucciones: Estimados estudiantes les invito a responder a cada una de las preguntas con la mayor seriedad. Es de vital importancia que la información sea verídica, la cual servirá para conocer sobre la influencia de las estrategias cooperativas en las clases de inglés, principalmente en el desarrollo de la habilidad de hablar. La encuesta es totalmente anónima y consta de un total de 10 preguntas las cuáles hay que responder sin excepción. Marque su respuesta con una X.

Cuestionario

Nivel:

Fecha:

Género: Masculino

Femenino

1. ¿En qué medida crees que aprender inglés te aportará conocimientos esenciales para tu profesión?

Bastante	
Mucho	
Poco	
Nada	

2. ¿Cuál considera que es la habilidad del idioma inglés más difícil de desarrollar?

Escuchar	
Hablar	
Leer	
Escribir	

3. ¿Cuánto tiempo a la semana Usted practica inglés ?

Menos de 30min	
30min a 40min	
40min a 1hr	
Más de 1hr	

4. ¿Con qué frecuencia usas el inglés en un contexto real? ¿En la vida diaria?

Siempre	
Usualmente	
Algunas veces	
Rara vez	
Nunca	

5. ¿Qué actividades orales consideras las más interesantes para aprender inglés?

Interpretar un rol en una conversación	
Trabalenguas	
Dialogos	
Debates	
Contar histotrias	
Conversaciones grupales	
Describir una fotografía	

6. ¿ Con qué frecuencia te motiva tu profesor a hablar ingles en la clase?

Bastante	
Mucho	
Poco	
Nada	

7. ¿Te gustaría tener más tiempo para hablar y practicar inglés durante la clase?

Si	
No	

8. ¿ Con qué frecuencia tu profesor de inglés desarrolla actividades que te permiten hablar en la clase de inglés?

Siempre	
Algunas veces	

Usualmente	
Nunca	

9. ¿Cómo se desarrollan las actividades orales en clases?

Grupo	
Individual	
En parejas	

DATA INSTRUMENTS VALIDATION

Theme: Implementation of ECRIF framework to improve speaking skills in a1 level students at Instituto Tecnológico T'sachila in Santo Domingo 2021

General objective: Recolectar información sobre las estrategias y actividades que comúnmente desarrollan los estudiantes en su clase de inglés a fin de usarla para el diseño de la guía didáctica de producción oral.

Author: Alba Elizabeth Muñoz Salguero

Judge: Msc. Fernando Flores.

Academic tutor: Msc. Isabel Escudero

Data instrument collection:

Questionnaire

Use a check mark

Scale:

Nothing	Low	Meddle	Hight
1	2	3	4

Evaluation parameters	Criteria	1	2	3	4
Belonging	Does the questionnaire have a logical relation with the thesis objective?			X	
Importance	What is the instrument level importance with related to the investigation?		X		
Organization	Is there a logical organization with the questions display?			X	
Writing organization	Are the question clear and concise?			X	

Validated by (Name and surname): MSc. Fernando Flores A.



ID: 1002188470

Signature:

**UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSGRADO
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Research line

Development of English Communicative Skills

AUTHOR: Lic. Elizabeth Muñoz

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2021-2022

ANNEXES

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1. In your opinion, what are the most difficult skills to develop in English?
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6. Which speaking activities do you consider the most engaging for the students?
7. What are the English methods you apply in your classes?
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General objective: To get information from teachers who have worked with adults and analyze the strengths and weaknesses of the methods, strategies, and activities they used to develop the proposal guide by implementing the ECRIF framework.

Author: Lic. Elizabeth Muñoz

Judge: Martha Lucía Lara Freire

Academic tutor: Msc. Isabel Escudero

Data instrument collection:

Interview

Use a check mark

Scale:

Nothing	Low	Meddle	Hight
1	2	3	4

Evaluation parameters	Criteria	1	2	3	4
Belonging	Does the questionnaire have a logical relation with the thesis objective?			X	
Importance	What is the instrument level importance with related to the investigation?			X	
Organization	Is there a logical organization with the questions display?				
Writing organization	Are the question clear and concise?		X		

Validated by (Name and surname): Martha Lucía Lara Freire

ID: 0603143405



Signature

APPENDIX 2.**Cuestionario dirigido a los estudiantes**

Tema de la tesis: Implementation of ECRIF framework to improve speaking skills in a1 level students at Instituto Tecnológico Tsa'chila in Santo Domingo 2021

Objetivo: Recolectar información sobre las estrategias y actividades que comúnmente desarrollan los estudiantes en su clase de inglés a fin de usarla para el diseño de la guía didáctica de producción oral.

Instrucciones: Estimados estudiantes les invito a responder a cada una de las preguntas con la mayor seriedad. Es de vital importancia que la información sea verídica, la cual servirá para conocer sobre la influencia de las estrategias cooperativas en las clases de inglés, principalmente en el desarrollo de la habilidad de hablar. La encuesta es totalmente anónima y consta de un total de 10 preguntas las cuáles hay que responder sin excepción. Marque su respuesta con una X.

Cuestionario

Nivel:

Fecha:

Género: Masculino

Femenino

1. ¿En qué medida crees que aprender inglés te aportará conocimientos esenciales para tu profesión?

Bastante	
Mucho	
Poco	
Nada	

2. ¿Cuál considera que es la habilidad del idioma inglés más difícil de desarrollar?

Escuchar	
Hablar	
Leer	
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3. ¿Cuánto tiempo a la semana Usted practica inglés ?

Menos de 30min	
30min a 40min	
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Más de 1hr	

4. ¿Con qué frecuencia usas el inglés en un contexto real? ¿En la vida diaria?

Siempre	
Usualmente	
Algunas veces	
Rara vez	

Nunca	
-------	--

5. ¿Qué actividades orales consideras las más interesantes para aprender inglés?

Interpretar un rol en una conversación	
Trabalenguas	
Diálogos	
Debates	
Contar historias	
Conversaciones grupales	
Describir una fotografía	

6. ¿Con qué frecuencia te motiva tu profesor a hablar inglés en la clase?

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Poco	
Nada	

7. ¿Te gustaría tener más tiempo para hablar y practicar inglés durante la clase?

Si	
No	

8. ¿Con qué frecuencia tu profesor de inglés desarrolla actividades que te permiten hablar en la clase de inglés?

Siempre	
---------	--

Algunas veces	
Usualmente	
Nunca	

9. ¿Cómo se desarrollan las actividades orales en clases?

Grupo	
Individual	
En parejas	

DATA INSTRUMENTS VALIDATION

Theme: Implementation of ECRIF framework to improve speaking skills in a1 level students at Instituto Tecnológico T'sachila in Santo Domingo 2021

General objective: Recolectar información sobre las estrategias y actividades que comúnmente desarrollan los estudiantes en su clase de inglés a fin de usarla para el diseño de la guía didáctica de producción oral.

Author: Alba Elizabeth Muñoz Salguero

Judge: Martha Lucía Lara Freire

Academic tutor: Msc. Isabel Escudero

Data instrument collection:

Questionnaire

Use a check mark

Scale:

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Evaluation parameters	Criteria	1	2	3	4
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Writing organization	Are the question clear and concise?			X	

Validated by (Name and surname): Martha Lucía Lara Freire

ID: 0603143405



Signature:

Santo Domingo, 23 de septiembre del 2021

Para: Lic. Alba Elizabeth Muñoz Salguero
DOCENTE DEL ISTT

De: Lic. Gabriel Estuardo Cevallos Uve, Ph.D.
**RECTOR DEL INSTITUTO SUPERIOR TECNOLÓGICO
T'SACHILA**

Asunto: AUTORIZACIÓN A TRABAJO DE INVESTIGACIÓN PARA
OBTENCIÓN DE TÍTULO DE CUARTO NIVEL

De mi consideración:

Reciba un cordial saludo y deseos de éxitos en sus delicadas funciones.

Por medio del presente, doy a conocer la aprobación del Trabajo de investigación, denominado. "IMPLEMENTATION OF ECRIF FRAMEWORK TO IMPROVE SPEAKING SKILLS IN A1 LEVEL STUDENTS AT INSTITUTO TECNOLÓGICO T'SACHILA IN SANTO DOMINGO" elaborado por la Lic. Alba Elizabeth Muñoz Salguero, con el cual propone hacer un estudio acerca de la implementación de un método de enseñanza para fortalecer el dominio del inglés, requisito indispensable previo a la obtención del título de Cuarto Nivel. Particular que comunico para los fines legales pertinentes.

Atentamente,



Firmado electrónicamente por:

**GABRIEL
ESTUARDO
CEVALLOS
UVE**

Documento firmado electrónicamente

Lic. Gabriel Estuardo Cevallos, Ph.D.

PRESIDENTE DE OCS

RECTOR ISTT.

Email: rector@tsachila.edu.ec

Asunto: AUTORIZACIÓN A TRABAJO DE INVESTIGACIÓN PARA
ESTUDIANTES DE NIVEL A1 PERIODO II-2021

De mi consideración:

El propósito del presente documento de consentimiento informado es proveer a los participantes de esta investigación, una clara explicación de la misma

La presente investigación es conducida por Alba Elizabeth Muñoz Salguero, maestrante de la Universidad Técnica del Norte . El objetivo de este estudio es la Implementación del marco ECRIF para mejorar las habilidades orales en los estudiantes nivel A1 del Instituto Tecnológico T'sachila.

Si usted accede a participar en este estudio, se le pedirá que responda una encuesta de 9 preguntas, que le tomará 10- 15 minutos contestar.

La participación en este estudio es estrictamente voluntaria. La información que se recoja será confidencial y no se usará para ningún otro propósito fuera de los de la investigación.

Desde ya le agradezco por su participación.

Acepto participar voluntariamente en esta investigación, conducida por Alba Elizabeth Muñoz Salguero. He sido informado de que el objetivo de este estudio la Implementación del marco ECRIF para mejorar las habilidades orales en los estudiantes nivel A1 del Instituto Tecnológico T'sachila. Además, me han informado sobre la encuesta a realizar, reconociendo que la información que provea en el transcurso de este estudio, es estrictamente confidencial.



Διαφοροποιημένες και Διαβαθμισμένες Εθνικές Εξετάσεις Γλωσσομάθειας
ΕΡΓΟ ΤΟΥ ΕΘΝΙΚΟΥ ΚΑΙ ΚΑΠΟΔΙΣΤΡΙΑΚΟΥ ΠΑΝΕΠΙΣΤΗΜΙΟΥ ΑΘΗΝΩΝ



ΥΠΟΕΡΓΟ 2: Επιμόρφωση Αξιολογητών και Ανάπτυξη Εκπαιδευτικού Υλικού για την Εξ αποστάσεως Εκπαίδευση Εξεταστών της Αγγλικής



THE A LEVEL SPEAKING TEST

**ASSESSING ORAL PRODUCTION
AT A LEVEL**

ORAL EXAMINER INFORMATION PACK

SEPTEMBER 2014



Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο



ΕΠΙΧΕΙΡΗΣΙΑΚΟ ΠΡΟΓΡΑΜΜΑ
ΕΚΠΑΙΔΕΥΣΗ ΚΑΙ ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗ
επένδυση στην κοινωνία της γνώσης

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ

Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



ΕΥΡΩΠΑΪΚΟ ΚΟΙΝΩΝΙΚΟ ΤΑΜΕΙΟ
πρόγραμμα για την ανάπτυξη

1. THE A LEVEL EXAM: DISTINGUISHING CHARACTERISTICS

The A level language exam, introduced in May 2008, aims to certify A1 level and A2 level competence, on the scale set by the Council of Europe, as described by the *Common European Framework of Languages* (CEFR). The A1 and A2 level candidate, according to CEFR, belong to the basic user category.

The theory of language underlying the A level exam is the same as that on which all other KPG exams are based. All the KPG exams adhere to a functional approach to language use and set out, throughout all the modules, to evaluate socially-purposeful language knowledge and literacy.

The view of language that the KPG exam battery adheres to is that language is a social phenomenon, and that to use language for a variety of purposes means to take part in social practices. Language is a dynamic, interactive, social phenomenon between the speaker and listener (or the reader and writer). We convey meanings not by single, isolated sentences which occur in a vacuum, but by more complex exchanges produced in a specific context in which the participants' beliefs, expectations, the knowledge they share about each other and of the world, and the situation in which they interact play a crucial part and determine the linguistic choices they will make. Language is not used to express grammar or vocabulary; it is used to perform or fulfil certain functions or purposes (e.g. to agree or disagree, to invite, to congratulate, to advise, to promote, to convince, to request, etc.) and the functions we want to perform will determine the shape of the text that emerges as we communicate with one another.

The format and structure of the A level exam shares similarities with the other level exams, but it has the following distinguishing features:

1. It is an integrated-graded exam. Each module contains an equal number of A1 and A2 level items.
2. It aims to assess the foreign language knowledge and skills developed within or outside the formal school system. Its content is loosely linked to the national school curriculum for English: *English Across the Curriculum for Compulsory Education*, whereas it is linked directly with the recently developed *National Foreign Languages Curriculum* which has been implemented in a number of pilot schools across the country.
3. Certification at this level does not serve the purpose of a job qualification but it does function as a reward for having developed basic level competence in the foreign language.
4. The present A level exam is designed for young learners aged 10-15 years. In the near future, an adult version of the A level exam will also be administered.
5. The A level exam does not include mediation activities for production. That is, candidates at this level are not required to produce oral or written speech in English prompted by a Greek text. It contains mediation activities at the level of comprehension. One such activity type involves a text in English and comprehension questions in Greek. Another involves an utterance or text in

- English to be matched with a text or utterance in Greek, through locating the pragmatic meaning of both.
- Rubrics are always in English but *also* often in Greek (when test item writers consider it necessary to help candidates understand what to do).

2. OVERVIEW OF THE A LEVEL EXAM

As with all other level exams, the A level exam consists of 4 modules or tests. Each module aims at assessing specific communicative uses of language.

Past papers from the exam can be found at <http://rcel.enl.uoa.gr/kpg/>, the site of the *Research Centre for Language Teaching, Testing and Assessment (RCeL)* of the University of Athens.

Module 1: Reading comprehension

This module tests candidates' (a) ability to understand written (multimodal) texts and (b) language awareness with regard to lexical and grammatical elements as used in utterances and brief texts. The test consists of 50 items, 40 multiple choice (20 for A1 and 20 for A2) and 10 short answer items (5 for A1 and 5 for A2). The 40 multiple choice items are awarded a maximum of 40 points (1 mark per item) and the 10 short answer items are awarded a maximum of 10 points (1 mark per item), the total being 50 marks. The duration of this test is 65 minutes.

Module 2: Writing

This module tests the candidates' ability to produce messages and short texts in writing, given instructions and cues. Writing at this level is very controlled. It consists of 4 activities, 2 activities for A1 and 2 for A2. **The candidate is required to do all four activities if she/he wants to be certified for A2 level proficiency.** The maximum total mark the candidate can obtain from all four written activities is 30 points from marker A and another 30 points from marker B, in other words a maximum of 60 points. The duration of this test is 40 minutes.

Module 3: Listening comprehension

This module tests candidates' ability to understand spoken language which is linguistically simple. The messages candidates are asked to listen to are on predictable, everyday topics, and they are all studio-recorded so that speech is slow and clear, with no background noise interfering. Candidates always have the opportunity to listen to the recording *at least* twice before responding. This test consists of 10 multiple choice items (5 for A1 level and 5 for A2 level) and 10 short answer items (5 items for each level). All 20 items of the test are awarded a maximum of 50 points (2 marks per item for the multiple choice items and 3 marks per item for the short answer items). The duration of this test is 20 minutes.

Module 4: Speaking

This module tests candidates' ability to deliver a message orally and specifically, (a) to respond to personal questions (two questions for each level, i.e., four questions in

total), (b) to respond to questions about something that s/he sees in one or more pictures (two questions for each level, i.e., four questions in total) and (c) to answer questions about one or more multimodal texts belonging to the same thematic category (2 questions for A1 level) and to ask questions relating to missing information in one of the multimodal texts (3 questions for A2 level). The maximum total marks the candidate can obtain from all three oral activities is 20 points from examiner A and 20 points from examiner B, that is a total maximum of 40 marks. The duration of this test is 20 minutes.

The minimum score for achieving the A1 level certification is 60/200, whereas that for the A2 is 120/200. In modules 1, 2 and 3 of the A level exam, all instructions are provided in both English and Greek. Additionally, one activity in module 1 and one in module 3 check candidates' reading and listening comprehension, respectively, through the use of items written in Greek.

3. CHARACTERISTICS OF YOUNG LEARNERS AND TEST-TAKERS

The A level Speaking test is designed for candidates 10-15 years old. Therefore, it takes into account that children relate to and make sense of the world differently from adults. Most importantly, there is consideration that children are unaccustomed to formal testing situations and that a speaking test situation in a foreign language will be an unfamiliar experience for them and thus anxiety provoking. Finally, it is based on research with young Greek learners of English, taking the KPG Speaking test. This has shown that even competent learners need constant encouragement to produce oral speech, due to their lack of familiarity with this situation. Generally speaking, the exam has been designed taking into account the following:

- Topics that children feel comfortable with are those related to their immediate environment (e.g. family, friends, the world of school and play).
- It is most meaningful for them if they are asked to do things which they have experienced.
- They are able to perform concrete actions in their minds but may have difficulty thinking in abstract terms or acting upon their own thoughts.
- It is best if tasks assigned to children of this age are contextualized. When tasks are decontextualized or the context is unfamiliar to the child, s/he might not be able to make sense of what s/he sees and hears.
- All material should be presented in a lively, fun-like manner and should have a game like character in order to become appealing to children of this age and to motivate them to perform at their best.

4. OVERALL ORAL LANGUAGE ABILITY OF THE A LEVEL CANDIDATE

The **A-level** candidate is a *basic user* of English.

The A level candidate, according to the *Common European Framework of Languages* (CEFR), has a limited command of basic grammatical structures and sentence patterns, and a limited vocabulary. On the basis of this knowledge, s/he is expected to be able to understand and to use everyday language familiar to him/her to satisfy his/her basic communicative needs. S/he can introduce him/herself and others, ask and answer questions about personal details, such as where s/he lives, people s/he knows, etc. Finally, s/he is expected to be able to interact in a simple way provided that his/her interlocutor talks slowly and clearly and is prepared to help.

A1 LEVEL: EXPECTATIONS FOR ORAL PRODUCTION

A1 level candidates are expected to be in a position to demonstrate that they are able to use common, familiar everyday expressions so as to meet specific practical needs, exchanging information with others, when they speak slowly, clearly and are prepared to help by repeating, simplifying or reformulating information. In other words, candidates must be able to ask and answer simple and clearly formulated questions that do not contain idiomatic language. More specifically, they must be in a position to:

- Answer simple questions concerning familiar topics (e.g. people they know), personal details (e.g. where they live, what surrounds them), or routine issues (e.g. places they go to, what they buy at the supermarket, etc.).
- Express a sequence of events (or actions) by placing them in some sort of order (e.g. temporal) or connect phrases using simple conjunctions (e.g. “and”, “but”).
- Handle numbers, quantities, qualities of things, simple directions and the concept of time (e.g. what I am going to do next week or at 3:00 o'clock, what I did last Friday, etc.).
- Describe a person, an object or a place using simple lexico-grammatical structures.
- Respond to simple statements and familiar topics related to everyday events in the immediate environment.
- Use simple everyday polite forms of greeting, leave-taking, introducing oneself, saying “please”, “thank you”, “I’m sorry”, etc.
- Make simple comparisons between persons, objects and daily activities.
- Respond to simple texts of instructions, descriptions or other types of information using elementary language, and ask for clarifications using simple phrases.

A2 LEVEL: EXPECTATIONS FOR ORAL PRODUCTION

A2 level candidates must show that they are in a position to use the target language in everyday situations to seek and provide basic information. They use simple structures and vocabulary, basic cohesion devices and their pronunciation/ stress

should be intelligible. They should be able to describe someone or something, introduce themselves and others, talk about living conditions, daily habits, and likes/dislikes (e.g. of their family, of people in their immediate environment) about personal and family issues, hobbies, shopping, educational background, etc.) More specifically, they must be able to:

- Ask and answer questions related to common aspects of everyday life, such as travelling, food, shopping, entertainment, means of transport, television programs, school, etc., or to convey and retrieve information pertaining to quantities, figures, prices, etc.), and to exchange ideas and information concerning familiar issues in predictable everyday situations.
- Describe (or list) places, events (personal or not), incidents, daily habits, emotions (likes/ dislikes), experiences or impressions.
- Provide simple 'for and against' arguments on a familiar issue.
- List the main points of a topic which they have seen, heard, or read about.
- Speak about their personal future plans or planned actions.
- Express an opinion or attitude in simple terms or make simple comparisons.
- Address (or respond to) invitations, suggestions, apologies, etc.
- Ask for clarifications or for help.
- Express a sequence of events using simple language structures using expressions like "at first", "then", "later", "finally" and conjunctions like "and", "but" or "because".
- To repeat something in a proper manner (showing that they understand how one speaks in which situations), to act out a dialogue or a role appropriately.
- Participate in an exchange assuming the role of speaker or listener, taking and giving the floor smoothly.

5. CONTENT AND STRUCTURE OF THE A LEVEL SPEAKING TEST

Duration	15-20 minutes
Mode of participation	Candidates are tested in pairs but do not converse with each other. They interact with the Examiner / Interlocutor.

Activity 1: Dialogue / Interview (5 minutes – 2½ per candidate)

This is a “getting to know you” task, which requires interaction between Examiner and candidate. This activity also functions as a *warm up* but unlike other level oral exams it is assessed. Each candidate is asked four (4) questions – two for A1 and two for A2 level – which are signposted for the examiner:

- For the A1 level, the examiner asks candidate A two questions from the A1 level category of questions.
- For the A2 level, the examiner asks candidate A two questions from the A2 level category of questions.
- Then, the examiner follows the same procedure with candidate B.

Activity 2: Talking about photos (5 minutes – 2½ per candidate)

This activity essentially involves a guided description of a photo or series of photos (or other visuals e.g. sketches, drawings) which are thematically linked. Candidates are asked to describe people, things and situations, talk about what they see in one or more pictures, find the differences, between pictures, talk about something that happened, tell a simple story, predict what is going to happen, etc. The activity comprises four (4) questions – two for A1 and two for A2 level, that belong to the same set.

- For the A1 level, the examiner selects a task and asks candidate B the two A1 questions related to the photo(s). Questions may involve identification or simple description of the photo(s), etc.
- For the A2 level, the examiner asks candidate A another two questions related to the photo(s), that is, the A2 level questions which belong to the same task as the A1 level questions. Questions may involve ‘find the differences between pictures’, ‘talk about something that happened’, ‘predict what’s going to happen next’ type of tasks, etc.
- Then, the examiner follows the same procedure with candidate A.

Activity 3: Giving and asking for information (6 minutes – 3 minutes per candidate)

This activity is based on multimodal texts (such as a poster, an invitation, an announcement etc.) and also consists of two parts.

- For the A1 level, the examiner asks candidate A two questions from the same task which the candidate answers using as his/her source one or more multimodal texts.
- For the A2 level task, the candidate, guided by question prompts, poses three questions to the Examiner relating to one multimodal text. The examiner answers each question posed by the candidate (the answers are provided in the examiner pack).
- The examiner follows the same procedure with candidate B.

NOTE: Grading in the A level speaking test occurs on many levels. There is an equal number of A1 level and A2 level questions throughout all activities. In addition, the activities themselves are also graded in terms of difficulty; thus, Activity 1 (dialogue in the form of an interview) is considered linguistically and cognitively less demanding than activity 2 which is in turn considered linguistically and cognitively less demanding than Activity 3.

Materials used in the test	
The Candidate Booklet	<ul style="list-style-type: none"> • information about the test and guidelines on how to carry it out, • the Speaking Test Assessment Criteria Grid, • six pages of colour photos consecutively numbered. Each page has a title reflecting the thematic and contextual arrangement of the photos, which constitute the visual prompts for Activity 2, and • five pages of multimodal texts consecutively numbered. Each page has a title reflecting the thematic and contextual arrangement of the multimodal texts, which, along with the question prompts for each multimodal text, constitute the prompts for Activity 3.
The Examiner Pack	<ul style="list-style-type: none"> • the Interlocutor Frame, • the test items, i.e., the questions for Activity 1 and the tasks for Activities 2 and 3, • the responses to the questions that the candidates ask the examiner in the A2 part of Activity 3. • potential trouble spots during the Speaking Test and how to deal with them, • the A level Oral Assessment Criteria and Rating Scale

6. POINTS TO REMEMBER WHILE CARRYING OUT THE ACTIVITIES OF THE A LEVEL SPEAKING TEST

Activity 1

- Choose the two A1 level questions from two different categories of questions.
- If the candidate fails to respond to the first A1 level question, quickly move on to the second A1 level question. If the candidate is shy, confused, etc., help him/her out (repeat the question, say it slower, show support, etc.).
- If the candidate fails to respond to the two A1 level questions, continue with the A2 level questions.
- Choose the two A2 level questions from two different categories of questions.
- If the candidate fails to respond to the first A2 level question, quickly move on to the second A2 level question. If the candidate fails to respond to the A2 level questions, do not insist by giving prompts, helping out, etc, but move on to the second activity.

Activity 2

- Use a different photo text page for each candidate.
- Show the candidate which photo text page he/she will be questioned on (open the Candidate Booklet on the page you have chosen in front of the candidate). Do not let the candidate find the page for him/herself.

- Do not choose A1 level or A2 level questions at random. Ask the two A1 level questions and the two A2 level questions that belong to the same task.
- If the candidate is embarrassed or reluctant to answer the A1 level questions, help him/her out (repeat the task, start with a cue, give an example to start him/her off etc.).
- If the candidate is embarrassed or reluctant to answer the A2 level questions, give him/her (them) an example but do not insist by giving prompts or adding extra questions etc.

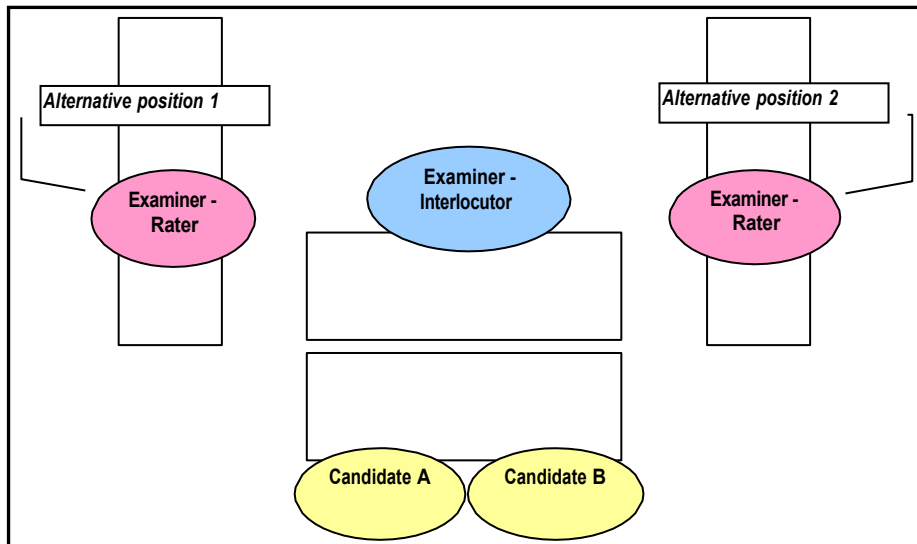
Activity 3

- Use a different multimodal text page for each candidate.
- Show the candidate which multimodal text page he/she will be questioned on (open the Candidate Booklet on the page you have chosen in front of the candidate). Do not let the candidate find the page for him/herself.
- Do not choose A1 level questions at random. Ask two A1 level questions that belong to the same task.
- If the candidate fails to respond to the A1 level questions, continue with the A2 level part of the activity.
- For the A2 level part of activity 3, point to the multimodal text the candidate is expected to ask you questions on. Do not simply give the number of the multimodal text.
- Provide answers to all questions the candidate asks you in a natural way. The answers to the questions are provided in the examiner pack.

7. THE SPEAKING TEST PROCEDURE

- Throughout the test, there are two assessors and two candidates in the exam room.
- Both assessors evaluate the candidate and fill in both parts of the “Oral Production Evaluation Form”.
- The assessor who has the role of **Examiner-Rater** (*Evaluator 1*) sits on the side and is silent. S/he listens, observes, takes notes, and rates each candidate’s performance on the spot, using the “Oral Production Evaluation Form”.
- The assessor who has the role of **Examiner-Interlocutor** is the one who sits facing the two candidates and who conducts the test, interacting with them. S/he rates candidates when they have left the exam room. So, besides being the Examiner, s/he has the role of *Evaluator 2*.
- The candidates are examined in pairs but do not talk to each other.
- The candidates take turns in doing the required task first. This means that if candidate A is the first one asked to respond to the question of Activity 1, it is candidate B that is asked to begin Activity 2 and candidate A that is asked to begin Activity 3.

- Assessors should change roles frequently. It is recommended that they change roles as Examiner-Rater (Evaluator 1) and Examiner-Interlocutor (Evaluator 2) when they have conducted the test with 2-3 pairs of candidates. However, the frequency of role changing is up to them.
- Both examiners conducting the test are equally responsible for carrying it out successfully.



8. THE ROLE OF THE EXAMINER

Responsibilities of Examiners

- To assess the candidates' oral performance by taking into account the level and purpose of the A level speaking test, as well as the characteristics of this age group.
- To create a comfortable atmosphere providing the candidates with sufficient encouragement enabling them to perform to the best of their abilities.
- To ensure test condition consistency by following the guidelines for examiner conduct.

Examiner conduct throughout the test

- Speak clearly, loudly and slowly enough for candidates to understand. Try to speak at a somewhat slower pace than normal.
- Always use English (even if the candidate slips into his/her mother tongue).
- Smile and have a friendly, cheerful attitude towards the candidates to make them feel at ease.
- Do not interrupt candidates while they are speaking as this might affect their confidence and their flow of ideas.
- Always assess taking into account what the candidate has managed to do rather than what the candidate has done wrong. Remember that this is a stressful and unfamiliar experience for the candidates and the language produced during the exam will not resemble a natural conversation.

Before the test begins

- Bring the candidates into the exam room, show them where they are supposed to sit, introduce yourself and your colleague, ask candidates' names.
- Explain the duration and procedure of the test (use body language to make your language more comprehensible) in order to prepare the candidates and to familiarize them with your speech pattern and the English speaking environment. **Use the Interlocutor Frame throughout the test..**

During the test

- Always speak clearly and slowly enough for children to understand. If you sense that they have not understood your instructions, repeat them more slowly and use body language to make instructions comprehensible.
- If necessary, make candidates feel at ease by telling them not to worry about their mistakes or words they cannot remember.
- Demonstrate sensitivity and allow candidates time to respond, moving on to the next task or candidate, when it is obvious that there will be no further response. Long pauses should be avoided since they will make the candidate feel uncomfortable.
- When each task is assigned, make sure the candidates understand what they are expected to do. You may check their understanding by asking "Do you understand this task?" "Would you like me to repeat?"
- Do not show that you disapprove of their performance when they give a wrong response, but do provide positive feedback ("OK", "right", "that's fine") when they manage to respond, despite errors.
- If the candidate gets stuck or seems unable to continue, try encouraging him/her by repeating the last part of his/her previous utterance, or prompting him/her by saying "anything else?"
- Do not correct candidates' errors.
- Be supportive. Never show displeasure, disappointment, surprise, even when the candidate has provided an unexpected answer.
- Use conversational signals (e.g., nodding of head, phrases like "uh hum") to mark participation in the exchange and to help it flow.

In using the material:

- You are expected to use a variety of activity pages, texts and task types, keeping the candidate's profile in mind.
- You are not expected to use all photos, texts or tasks, nor to use all of them more than once. If you feel that one does not work for you, don't use it.

At the end of the test

- Thank the candidates for their participation.
- Say goodbye and lead them out of the room.
- Take the completed evaluation form from the second examiner and fill in your marks.

9. POTENTIAL TROUBLE SPOTS DURING THE SPEAKING TEST

Remember that at this level candidates' language output is characterised by frequent instances of hesitations, extended pauses, false starts, lexical searching and planning. Therefore, special attention is required on the part of the examiner to phrase instructions slowly and clearly and to allow the candidate time to formulate his/her response.

PROBLEM	SOLUTION
What do I do....	Do what's listed below (in order of priority).
...if the candidate is very hesitant, pauses for too long?	<ol style="list-style-type: none"> 1. Repeat the candidate's last phrase with rising intonation. 2. Ask a few prompting questions (Is there anything else you would like to add...?). 3. Repeat the task instructions more slowly.
....if the candidate is very nervous/ tense and has difficulty in speaking?	<ol style="list-style-type: none"> 1. Smile, use body language, facial expressions and intonation to make the candidate feel more comfortable. 2. Make candidates feel at ease by telling them not to worry about their mistakes or words they cannot remember. 3. Try breaking down the question into more simple questions without paraphrasing or altering the original question. 4. If you asked the tense candidate to begin first, switch to the other candidate and then come back to the tense candidate.
...if the candidate draws a blank and seems unable to answer (<i>for activities 2 and 3</i>)?	<ol style="list-style-type: none"> 1. Repeat the question/ task more slowly. 2. If no response is forthcoming, move on to the next question/ task.
...if in activity 3, A2 level, the candidate uses the question prompts but asks an irrelevant or incomprehensible question?	<ol style="list-style-type: none"> 1. Do not show displeasure, disappointment etc. Repeat the correct question and provide the answer.
... if in activity 3, A2 level, the candidate does not use all of the given question prompts but asks a question with a similar meaning to the one expected?	<ol style="list-style-type: none"> 1. Do not show surprise. If the question is semantically appropriate we consider it as a correct response (e.g., if the prompt in the yellow box contains the words: <i>how much/ticket/cost</i>, the expected question is "<i>How much does the ticket cost?</i>". However, if the candidate produces the question "<i>how much is the ticket?</i>", this question is of equal communicative value to the original expected question and is therefore considered correct). Continue by providing the answer.

NOTE:

- Any extra help or guidance (as described above) given to a candidate should be taken into account in the assignment of the final mark.
- Remember that you are there to assess candidates and not to help them or teach them. It is very easy to slip into the teacher's role and supply the candidate with a word s/he is

searching for or to complete the candidate's phrase in order to keep the candidate going.

- Care has been taken to phrase task instructions using simple lexis and sentence structure. Do not change or add more information to task instructions.
- If a candidate does not understand a word in the task instructions, you may give a synonym if you are asked to.

10. INTERLOCUTOR FRAME FOR THE A1 & A2 LEVEL SPEAKING TEST

In order to ensure that all KPG candidates are treated fairly in the Oral Tests and undergo the same test-taking experience, and in order to reduce the variation in the talk of interlocutors (and the kind of accommodations they make), an Interlocutor Frame has been introduced for each level of the Oral Test. Other examination systems have introduced the same practice (e.g. Cambridge Local Examinations Syndicate), which they call Interlocutor Scripts. In essence, an interlocutor frame (or script – just like a script an actor reads from) spells out exactly what the interlocutor should say from the moment the candidates enter the room till the moment they depart. Research has shown (see Fulcher 2003) that interlocutor frames do minimize the differences between the talk of interlocutors and result in a fairer test.

Below, you can find the Interlocutor Frame developed for the A level speaking test. Please acquaint yourself thoroughly with the frame and use it to conduct the Speaking Test.

INTERLOCUTOR FRAME FOR THE A LEVEL SPEAKING TEST

Introducing ourselves (about 1/2 minute for both candidates) [NOT MARKED]	
Examiner:	Good morning/ afternoon. Welcome. Can I have your papers, please? <i>(Take them and give them to your co-assessor, making sure you don't mix up who is who.)</i> Thank you, please take a seat. My name is (and) this is another examiner (and this is an observer). S/he (/They) will be listening to us. Please speak in English loudly and clearly. You can ask me to repeat anything you don't understand, but only in English. So... What is your name? <i>(Write it down.)</i> And yours? <i>(Write it down.)</i>
Activity 1 (5 minutes for both candidates) – Dialogue	
Examiner:	Ok. Let's start with Activity 1. I will ask each of you some questions, OK?
Start with candidate A. Choose TWO A1 and TWO A2 questions from the ones given in the <u>Examiner Pack</u> and ask him/her.	
Examiner:	<i>(When your exchange with the candidate has finished.)</i> Thank you.
Examiner:	Now, let's go on with <i>candidate's B NAME</i> .
Choose TWO A1 and TWO A2 DIFFERENT (from the ones you asked candidate A) questions from the ones given in the <u>Examiner Pack</u> and ask him/her.	
Examiner:	<i>(When your exchange with the candidate has finished.)</i> Thank you.
Activity 2 (5 minutes for both candidates) – Talking about photos	
Examiner:	We can now go on with Activity 2. I will show each one of you a page with photos and I will ask you some questions, OK?
Start with candidate B this time.	
Examiner:	Let's start with <i>his/ her NAME</i> . <i>His/her NAME</i> , here is your page (<i>Open the Candidate Booklet on the page you have chosen in front of the candidate</i>) and(<i>choose the task from the Examiner Pack</i>)

	<i>and read out TWO A1 and TWO A2 questions).</i>
Examiner:	<i>(When your exchange with the candidate has finished.)</i> Thank you.
Examiner:	Now, Candidate's A NAME , it's your turn. Here is your page (Open the Candidate Booklet on the page you have chosen in front of the candidate) and(choose the task from the <u>Examiner Pack</u> and read out TWO A1 and TWO A2 questions).
Examiner:	<i>(When your exchange with the candidate has finished.)</i> Thank you.
Activity 3 (6 minutes for both candidates) – Giving and asking for information	
Examiner:	Now, let's move on to Activity 3. I will show each one of you a page with photos and I will ask you some questions. Then YOU will also ask me some questions about the photos, OK?
Start with candidate A this time.	
Examiner:	Let's start with his/ her name . His/her NAME , here is your page (Open the Candidate Booklet on the page you have chosen in front of the candidate) and(choose the task from the <u>Examiner Pack</u> and read out TWO A1 questions). Now you will ask me questions about the photos. (Choose one multimodal text from the same page). Look at photo X and use the words in the yellow box to ask me three questions about this photo. I will answer your questions (when (if) the candidate asks you his/her THREE questions answer them in a natural way).
Examiner:	<i>(When your exchange with the candidate has finished.)</i> Thank you.
Examiner:	Now, Candidate's B NAME , it's your turn. His/her NAME , here is your page (Open the Candidate Booklet on the page you have chosen in front of the candidate) and(choose the task from the <u>Examiner Pack</u> and read out TWO A1 questions by the candidate). Now you will ask me questions about the photos. (Choose one multimodal text from the same page). Look at photo X and use the words in the yellow box to ask me three questions about this photo. I will answer your questions (when (if) the candidate asks you his/her THREE questions answer them in a natural way).
Examiner:	<i>(When your exchange with the candidate has finished.)</i> Thank you. This is the end of the examination Candidate's A NAME and Candidate's B NAME . Have a nice day/ afternoon.

11. THE A LEVEL ORAL ASSESSMENT CRITERIA AND RATING SCALE

The new common rating scale for oral production consists of two main parts:

- **Part 1, 'Task completion'**, focuses on the extent to which the candidates have completed the set tasks. This part includes criteria which have to do with the degree to which the candidates responded appropriately and achieved the communicative purpose of the task. Candidates' performance is assessed **separately for each task**.
- **Part 2**, focuses on **overall language performance** and consists of criteria which focus on the quality of language output. The 6 criteria which make up this part relate to the **candidates' performance as a whole** during the test.

The **A level Oral Assessment Rating Scale** (see Appendix 5) consists of the following two parts:

Part 1: Criteria for 'task completion'

These are broken down into criteria for assessing activity 1 (*Dialogue*), activity 2 (*Talking about photos*) and Activity 3 (*Giving and asking for information*), and provide descriptors on a scale from 1 to 5, each point of the scale representing a different level of achievement, as discussed in section 2.2:

- **Point 1** describes the candidate who had a poor attempt at answering even the A1 part of the activity, gave a wrong answer or no answer at all. His/her performance is **unsatisfactory for A1 level**.
- **Point 3** describes the candidate who responded reasonably to the A1 level questions but had some difficulty with the A2 part, and whose performance is **satisfactory for A1 level**.
- **Point 5** represents a candidate who responded effectively to all questions of the activity and whose output is **fully satisfactory for A2 level**.

Part 2: Criteria for overall language performance ('Quality of production')

This part of the rating scale focuses on the candidates' quality of language performance on all activities of the speaking test. The criteria that make up the second part of the scale correspond to the components of oral communicative ability and are common across levels since they derive from a common theory of language and a common view of communicative language ability. These include:

- **Pronunciation and intonation:** whether the candidate pronounces clearly, stresses individual words correctly and uses appropriate intonation when forming sentences.
- **Lexical range and appropriacy of linguistic choices:** whether the candidate uses a sufficient range of vocabulary, appropriate for the situation as determined by the question/task.
- **Grammatical accuracy:** whether the candidate uses the language accurately.
- **Fluency:** whether the candidate produces language with spontaneity and with relative ease.
- **Communication strategies:** whether the candidate use strategies, e.g. clarification requests, use of synonyms, paraphrase etc., to overcome gaps in communication and facilitate the flow of conversation.
- **Cohesion and coherence:** whether the candidate's ideas are logically ordered and sentences appropriately linked.

The points 1 to 5 on the Likert scale for language performance represent the following:

- 1= Unsatisfactory** (OUTPUT UNSATISFACTORY FOR A1)
- 2= Partly unsatisfactory** (OUTPUT PARTLY SATISFACTORY FOR A1)
- 3= Moderately satisfactory** (OUTPUT SATISFACTORY FOR A1)
- 4= Satisfactory** (OUTPUT PARTLY SATISFACTORY FOR A2)
- 5= Fully satisfactory** (OUTPUT SATISFACTORY FOR A2)


The points on the rating scale are not **marks**. Each point on the 5 point Likert scale represents a different qualitative judgment of the level achieved by the candidate. This judgment concerns his/her overall language performance on the test.

Although all criteria are assessed on a scale of 1 to 5, each criterion has been assigned a **different weighting** depending on the level being tested. The **final mark** for the speaking test is thus calculated automatically on the basis of the examiner's assessment of each criterion on the five point scale and on the basis of the weighting factor that has been assigned to each criterion.

The rating scale includes descriptors for points 1, 3 and 5.

12. USING THE OFFICIAL ASSESSMENT FORM

There are two columns for marking: Column 1, on the left-hand side, is filled in by Evaluator 1 who assesses while the candidates are taking the test, and Column 2, on the opposite side, which is filled in by Evaluator 2 (the Examiner/Interlocutor), as soon as the candidates leave the exam room.

- Make sure the candidates' names and code numbers are on their respective forms.
- Both Evaluators mark the boxes in the columns in ball point pen (black or blue).
- Remember when you are assessing as instructed that a **1** on an activity indicates not merely that the candidate has no competence in English whatsoever or that s/he has not talked at all but that s/he does not have the particular knowledge or competence that an A1 level user of English should have.
- Since Evaluators record their marking separately, their ratings may differ.
- Do not mark the form before you have made your final decision on the points you will award.
- The overall rating for each candidate – the total mark on the test – is electronically computed, so there is no space provided on the Form for this.
- Make sure that you know how you will be marking the Assessment Form. Corrections are not permitted on the Form, which should not be wrinkled or damaged in any way. However, if you do make a mistake and must correct it, take it to the Exam Centre Committee who will help you deal with the problem.
- Fill in the appropriate boxes for each scale like this: 

13. EVALUATING CANDIDATES' ORAL PERFORMANCE AT A LEVEL A SPEAKING TEST SIMULATION TASK

A LEVEL SPEAKING TEST SIMULATION TASK

This task serves as an overall assessment of your understanding of the A level assessment criteria and your ability to apply them effectively in assessing the oral production of two candidates, as you would do in a real KPG speaking test.

Before viewing

In order to work on the simulation, you will need:

- the *A level Oral Assessment Criteria & Rating Scale* found in Appendix 5,
- the A Level Simulation Evaluation Form, which you will fill in during viewing, found in this section further down,
- the specific questions and tasks for the A level activities from the Examiner Pack used in the simulations, (see Appendix 1) and
- the actual materials for the A level tasks from the Candidate Booklet, i.e., photos and multimodal texts, used in the simulation, (see Appendices 2 and 3, respectively).

While viewing

While viewing, place yourself in the position of the Examiner/rater and rate each candidate's performance on the basis of the A level oral assessment criteria. You may wish to note down some examples of their language performance to help you justify your marks.

After viewing

Once you have completed your assessment, compare your answers with the KEY, which you can find in Appendix 4.

A Level Simulation – Evaluation form

	Dimitra		Marios	
	Comments	Mark (1-5)	Comments	Mark (1-5)
ACTIVITY 1 DIALOGUE 1-5				
ACTIVITY 2 ONE SIDED TALK 1-5				
ACTIVITY 3 GIVING AND ASKING FOR INFORMATION 1-5				
QUALITY OF PRODUCTION	Comments	Mark (1-5)	Comments	Mark (1-5)
Pronunciation and intonation 1-5				
Lexical range and appropriacy of linguistic choices 1-5				
Grammatical accuracy 1-5				
Fluency 1-5				
Communication strategies 1-5				
Cohesion & coherence 1-5				

APPENDIX 1: QUESTIONS AND TASKS USED IN THE A LEVEL SIMULATION

ACTIVITY 1 INTERVIEW

A1 LEVEL QUESTIONS

A2 LEVEL QUESTIONS

Personal information

1. Do you have a brother or sister? Is he/she/are they older than you?
2. When is your birthday?
3. What is your favourite colour?
4. How many people are there in your family? Who are they?
5. What do you usually have for breakfast?

16. Do you have a brother / a sister? Tell me about him/ her.
17. What kind of food do you like?
18. What are your favourite games?
19. What do you like about school best?
20. Who is your favourite cousin/ friend/ uncle/ aunt? How often do you see him/her?

My environment

6. Where do you live?
7. What is your address?
8. Is your house far from your school?
9. What time do you go to school every morning?
10. What kind of work do your parents do?

21. Tell us about your house.
22. Tell us about your neighbourhood.
23. Tell me about your favourite room in the house.
24. Where is your school? Talk about the area/ neighbourhood.

Work & leisure

11. When do you go to school and how?
12. What do you do at school?
13. Do you have a hobby? Tell me about it.
14. How often do you watch TV?
15. What kind of games do you play?

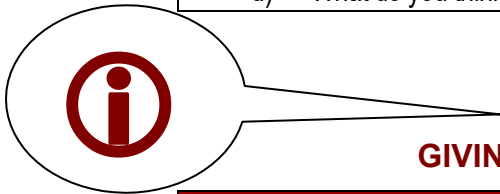
25. Tell us about your school friends.
26. What do you do on the weekends?
27. Which is your favourite sport and why?
28. What do you like to do best in the evenings?
29. Talk to us about something special you did last week.



ACTIVITY 2 TALK ABOUT THE PHOTOS

1. FAMILY (PAGE 6)
TASK 1.1
A1 questions
a) How many people are there in photos 1 & 2 (or 3 & 4, or 4 & 5)? b) Where do you think the people in photos 1 & 3 (or 4 & 5) are?
A2 questions
c) Compare photos 2 & 5 (or 3 & 4) (what they are doing, how old they are). d) What do you think the people in photo 1 (or 4) will do next?
TASK 1.2
A1 questions
a) How old do you think the people in photos 2 & 5 are? b) Where do you think the people in photos 1 & 5 (or 2 & 3) come from?
A2 questions
c) Let's play a game. Choose a photo and describe it to me. I will guess which one it is. d) What's the relationship between the people in photos 1& 2 (or 3 & 4 or 4 & 5)?
2. CHILDREN (PAGE 7)
TASK 2.1
A1 questions
a) How many children are there in photos 9 & 10 (or 6 & 8)? b) How old do you think the children in these photos are?
A2 questions
c) What are the children in photos 6 & 7 (or 8 & 9 or 7 & 10) doing? d) Compare photos 7 & 8 (or 6 & 10 or 7 & 9). What are the kids doing?
TASK 2.2
A1 questions
a) What can you see in photo 6 (or 7 or 8 or 9 or 10)? b) The same girl is in photos 6 & 9. What is she doing?
A2 questions
c) Let's play a game. Choose a picture and talk to me about it. I'll guess which one it is. d) What's the relationship between the people in photos 6& 10 (or 7 & 9)?
3. SPORTS (PAGE 8)
TASK 3.1
A1 questions
a) What are the boys and girls in photos 11 & 15 (or 12 & 14 or 11& 13) doing? b) Where are the boys and girls in photos 11 & 13 (or 12 & 15 or 14 & 15)?
A2 questions
c) Are all the people in photos 11 & 15 (or 12 & 13) of the same age? d) Which of these sports do you like most and why?
TASK 3.2
A1 questions
a) What can you see in photos 11 & 12 (or 13 & 15)? b) Are the children in photos 13 & 15 wearing the same type of clothes?
A2 questions
c) What are the people in photos 11 & 14 (or 13 & 15) wearing? d) What do you think the boys in photos 13 & 14 (or the girls in photos 12 & 14) will do next?
4. SCHOOL (PAGE 9)

TASK 4.1	
A1 questions	
a)	What do you think is happening in photo 16 (or 18, or 20)?
b)	Do you think that photos 17 & 19 are from the same classroom?
A2 questions	
c)	Compare photos 17 & 20 (or 16 & 18) (what the kids are doing, how they are feeling, etc).
d)	Do you think that photo 16 (or 20) is of a Greek classroom? Why or why not?
TASK 4.2	
A1 questions	
a)	Where do you think the children in photos 17&18 (or 16 & 20) are?
b)	What do you think the children in photo 16 (r 17, or 18, or 19, or 20) are doing?
A2 questions	
c)	Let's play a game. Choose a picture and talk to me about it. I will guess which one it is.
d)	What do you think the children in photo 16 (or 17 or 18 or 19 or 20) will do next?



ACTIVITY 3 **GIVING AND ASKING FOR INFORMATION**

1. BOOKS (PAGE 12)	
Task 1.1	
A1 questions	
a)	Which book on this page is about a horse and which about a trip ?
b)	Which of these books do you think are for children under five?
Task 1.2	
A1 questions	
a)	What does the cover of book no 1 (or 2 or 3) show?
b)	What do you think book 3 is about?
A1 questions	
c)	Which book is written by a woman and which book is written by two authors?
d)	Which book would you read during your summer holidays? Why?
2. INVITATION CARDS (PAGE 13)	
Task 2.1	
A1 questions	
a)	Look at all the cards. Which one is a birthday invitation and which on is a wedding invitation?
b)	Who is card No. 4 for?
Task 2.2	
A1 questions	
a)	How old, do you think, are the people sending card No. 6
b)	Look at all the cards. Which one is for very young children and which one for adults?

ACTIVITY 3

A2 LEVEL

POTENTIAL CANDIDATE QUESTIONS AND EXAMINERS' ANSWERS

BOOKS

Candidate question

Examiner's Answer

Picture 1

What is the title of the book?

It's Black Beauty

Where can you buy the book?

You can buy it at FNAC

Who is the book for?

For young children

Picture 2

How many pages does the book have?

It has 42 pages

Where can you buy the book?

On the internet

How much does the book cost?

It costs 5.50 euros

Picture 3

Who wrote this book?

Carol Halle

How much does the book cost?

It costs 9.70 euros

Where can you buy the book?

At your nearest bookstore.

INVITATION CARDS

Picture 4

When is the party?

It's on Friday 11 June

What time is the party?

At 8:00 pm

Where is the party?

At the school theatre

Picture 5

Where is the party?

At George's home in Glyfada

What day is the party?

It's this Saturday

What is the address?

12 Venizelou Str

Picture 6

Who is sending the card?

Sandra and James

When is the wedding?

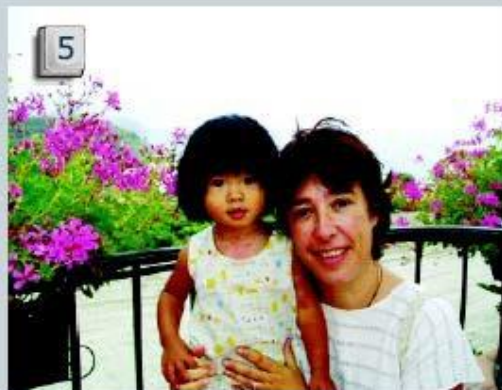
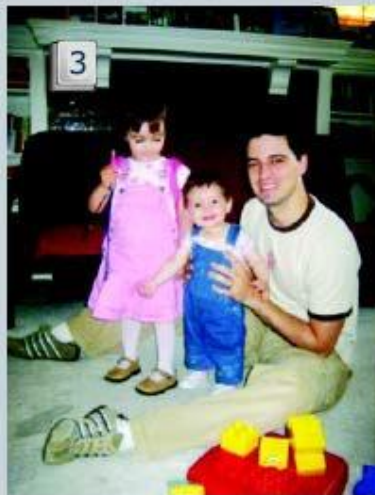
On Saturday, April 23

Where is the church?

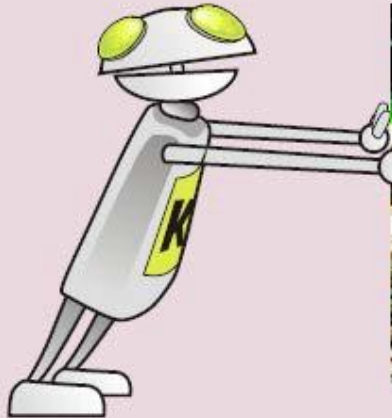
The church is in Ekali

APPENDIX 2: PAGES WITH PHOTOS FROM A1&A2 LEVEL CANDIDATE BOOKLET FOR ACTIVITY 2

Family



Children



Sports



School



Level A1 & A2 / Module 4

PAGE 9 / Activity 2

APPENDIX 3: PAGES WITH MULTIMODAL TEXTS FROM A LEVEL CANDIDATE BOOKLET FOR ACTIVITY 3

Books

1

GREAT ILLUSTRATED CLASSICS



Anna Sewall

Buy it NOW
at [REDACTED]!

Pages: 100
Price: 15 €

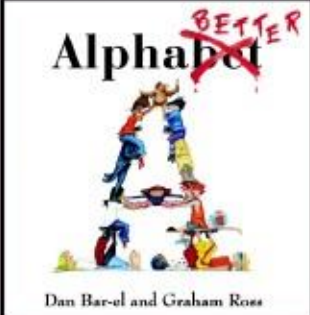
A classic book for [REDACTED]
[REDACTED]-an enchanting story!

- what title?
- where/ buy?
- who for?

2

The perfect book to learn the alphabet better!


Buy it now on [REDACTED] and save 50p!



Pages: [REDACTED]
Price: [REDACTED] €

Alphabet
BETTER

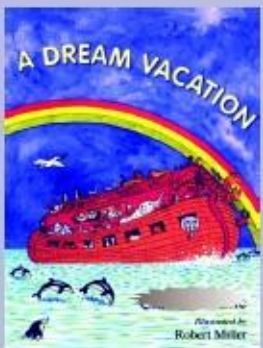
Dan Bar-el and Graham Ross



- pages?
- where/ buy?
- how much?

3

Buy it now
at [REDACTED]!



A DREAM VACATION

An exciting adventure story!

Pages: 65
Price: [REDACTED] €

Robert Miller

- who/ write?
- how much?
- where/ buy?

Invitation cards

4

party invitation!

From: class C1
To: All class C students

Come and celebrate with us the end of the school year, on **Friday**, **15** June at **7** p.m. at the **school hall**.

It'll be great fun. Don't miss it!

- when/ party?
- what time?
- where?

5

From: George
To: Helen

You are invited to my birthday party, this **Friday**, at 7:30 p.m., at **my home**.

Hope to see you there!

Home address: **123 Main St.**

1 Birthday Party

- where?
- what day?
- address?

6

From: **George and Mary Pappas**
To: George and Mary Pappas

We'll be happy if you join us on our wedding day, on **Friday**, at 9:00 p.m. at St John's church in **London**.



- who/ send/ card?
- when?
- where/ church?

APPENDIX 4: A Level Simulation KEY

TASK COMPLETION	Dimitra		Marios	
	Comments	Mark (1-5)	Comments	Mark (1-5)
ACTIVITY 1 DIALOGUE/INTERVIEW 1-5	Responded appropriately to all questions including the most important content points in her answers.	5 (2x1,5=3)	Responded appropriately to all questions including the most important content points in his answers. He was one of the few candidates who gave complete responses and included more information in his responses than was required by the question set.	5 (2x1,5=3)
ACTIVITY 2 ONE SIDED TALK 1-5	Responded appropriately to the A1 level questions but had great difficulty responding to the A2 level questions. Her responses to the latter were incoherent and irrelevant.	3 (1x1,5=1,5)	Responded appropriately to all questions including the most important content points in his answers, using the photos effectively.	5 (2x1,5=3)
ACTIVITY 3 MEDIATION 1-5	Responded appropriately to the first question of this activity; gave an irrelevant response to the second A1 level question. Had great difficulty forming the questions of the A2 level part.	2 (0,5x1,5=0,75)	Responded appropriately to all questions including the most important content points in his answers, using the multimodal texts effectively. Had no problem forming accurate questions in the A2 part of this activity.	5 (2x1,5=3)
QUALITY OF PRODUCTION	Comments	Mark (1-5)	Comments	Mark (1-5)
Pronunciation and intonation 1-5	Evidence of L1 accent but output generally intelligible.	4 (1,5x1=1,5)	No mispronunciations; some evidence of L1 accent.. Output fully intelligible.	5 (2x1=2)
Lexical range and appropriacy of linguistic choices 1-5	Used a limited range of basic vocabulary with occasional morphological errors, e.g., <i>childrens</i> . Message got across without much difficulty in activity 1 but not very clearly in activity 2 and 3.	3 (1x1,5=1,5)	Used a wide range of vocabulary and expressions well above A2 level, e.g., <i>...and probably I'm wrong, I don't know</i> . Lexis was appropriate to the situation and morphologically and semantically correct.	5 (2x1,5=3)

Grammatical accuracy 1-5	Many errors which display limited control of a few basic structures. Had problems in the use of prepositions, articles, subject –verb agreement, formation of tense, e.g., <i>in the school, are have lessons, they have a lessons</i> , e.g., <i>who are the page</i> , e.g., <i>how much the book</i> , e.g., <i>I like read some books</i> . A few attempts to self-correct but were not always successful, e.g., <i>and I have and they have the eh lessons</i> .	2 (0,5x2= 1)	Used simple structures correctly and was consistent in his performance. Very few errors were made, e.g. omissions, incorrect use of prepositions, e.g., <i>going for a Halloween</i> , e.g. <i>in picture 9 are four people, in nine children are four</i> which did not in any way impede communication.	5 (2x2= 4)
Fluency 1-5	Her output was characterised by frequent hesitations and long pauses which tire the listener.	2 (0,5x0,25 = 0,125)	The candidate was fluent, seldom paused.	5 (2x0,255 = 0,5)
Use of communication strategies 1-5	Had difficulty in overcoming gaps in communication or facilitating the flow of conversation through the use of appropriate communication strategies. Could not always overcome difficulties even after clarifications had been given.	2 (0,5x0,5 = 0,2)	He was able to ask for clarification and to self correct.	5 (2x0,5= 1)
Cohesion & coherence 1-5	Her speech was mainly incoherent, especially in activities 2 and 3, and not cohesively linked, e.g., <i>eh eh...doing are in the school in all pictures in page nine ...and I have and they have the eh... lessons but in two pictures we they are a festival</i> .	2 (0,5x0,25 = 0,125)	His output was coherent and sentences were cohesively linked with simple connectors.	5 (2x0,255 = 0,5)
TOTAL GRADE/20		9,75		20

Candidates' overall performance in the simulated A level speaking test

Dimitra is an A1 level candidate. She had difficulty responding or did not respond at all to the A2 level questions of activities 2 and 3. She had great difficulty forming questions in activity 3; she managed to form 2 questions which were incomprehensible. In general she lacked fluency, hesitated frequently and her output was characterised by frequent long pauses, reformulations/repetitions and very few instances of self correction. Many times her speech was incoherent and consisted of a string of unconnected word. She made basic mistakes in grammar and syntax (incorrect use or overuse of articles, omissions of prepositions, lack of subject verb

agreement, wrong use of subject etc.) Her vocabulary was limited and basic and morphological errors were frequent.

Marios is a clear A2 level candidate. He had no difficulty responding to all the questions asked. He formed accurate questions (activity 3) with ease. He was fluent, seldom hesitated, was able to ask for clarifications and self corrected successfully when necessary. He used a wide range of vocabulary appropriately and his errors in terms of grammar and syntax were extremely few and did not in any way impede intelligibility.

APPENDIX 5: A LEVEL ORAL ASSESSMENT CRITERIA & RATING SCALE

TASK COMPLETION			
	1 Unsatisfactory	3 Moderately satisfactory	5 Fully satisfactory
ACTIVITY 1 Interview	Barely responds to the questions, gives wrong or irrelevant answers or no answer at all.	Responds to the A1 questions effectively, including most of the main content points, but has difficulty with or may not respond to the A2 questions.	Responds to all questions in a fully satisfactory manner, including the most important content points in his/her answers.
ACTIVITY 2 Talking about photos	Has difficulty in replying even to the A1 questions of the task, gives wrong or irrelevant answers or no answer at all. Ineffective or no use of visual prompts.	Responds to the A1 questions of the task effectively, using the visual prompts and including most content points, but has difficulty with or may not respond to the A2 questions of the task.	Responds to both the A1 and A2 questions of the task in a fully satisfactory manner, using the visual prompts effectively and including all content points.
ACTIVITY 3 Giving and asking for information	Has difficulty in responding even to the A1 part of the task, gives wrong or irrelevant answers or no answer at all. Ineffective or no use of multimodal text.	Responds to the A1 part of the task effectively, using the multimodal texts and including most content points, but has difficulty with or may not respond to the A2 part of the task.	Responds to both the A1 and A2 parts of the task in a fully satisfactory manner, using the multimodal texts effectively and including all content points.

QUALITY OF PRODUCTION			
	1 Unsatisfactory	3 Moderately satisfactory	5 Fully satisfactory
Pronunciation and intonation	Articulation is unclear. L1 interference in pronunciation and stress is distracting and the output is often unintelligible.	Articulation is generally clear but with quite a few mispronunciations. L1 interference in stress and intonation is very evident. Limited control of phonological features.	Articulation is clear, but a few mispronunciations may occur. L1 accent is noticeable but generally the output is intelligible.
Lexical range and appropriacy of linguistic choices	Uses a few scattered words, makes inappropriate word choices or there is no response.	Uses a very basic and limited repertoire of mostly memorised words and simple phrases that are generally morphologically correct but not always appropriately used. The message gets across though not always very clearly.	Uses a basic repertoire of mostly memorised words and phrases reasonably accurately and appropriately. The message gets across clearly.
Grammatical accuracy	Makes constant errors of grammar and syntax which obscure communication or there is no response.	Uses a limited range of simple grammatical structures and sentence patterns in a memorised repertoire, but not always correctly. Basic errors are common and are rarely self-corrected, but the message gets across without much difficulty in most cases.	Uses some simple structures and a repertoire of frequently used routines and patterns correctly but makes surface mistakes which are occasionally self-corrected. Nevertheless, the message gets across clearly.
Fluency	No fluency; communication is impeded by exceptionally long pauses to search for words, or there is no response.	Manages very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions and words. Hesitations and quite long pauses are systematically present, which may tire the listener and affect fluency.	Makes him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident, but do not tire the listener. Maintains a simple flow of speech without too much effort.
Communication strategies	Does not maintain communication and cannot overcome difficulties even after clarifications have been given.	Has difficulty in overcoming gaps in communication or facilitating the flow of conversation through the use of appropriate communication strategies. Generally manages to communicate with excessive body language or after clarifications have been given.	Uses simple strategies (synonyms, paraphrase, body language) to facilitate the flow of conversation and overcome knowledge gaps. Occasionally requires additional prompting and support.
Cohesion and coherence	Does not organise his/her utterances in a logical way, produces incoherent speech or there is no response.	Organises information in a more or less logical way, occasionally linking words with very basic linear connectors (e.g., <i>and</i> , <i>then</i>). Hesitations and false starts are systematically present and occasionally disrupt coherence.	Organises information clearly and uses simple cohesive devices (e.g., <i>and</i> , <i>but</i> , <i>because</i>). Hesitations and reformulations are common and do not disrupt coherence.

1= Unsatisfactory (OUTPUT UNSATISFACTORY FOR A1)	2= Partly unsatisfactory (OUTPUT PARTLY SATISFACTORY FOR A1)	3= Moderately satisfactory (OUTPUT SATISFACTORY FOR A1)	4= Satisfactory (OUTPUT PARTLY SATISFACTORY FOR A2)	5= Fully satisfactory (OUTPUT SATISFACTORY FOR A2)
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