



BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ.

TITULO: the use of communicative activities to promote speaking appropriacy in a first grade secondary school group

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APPROPRIACY IN A FIRST GRADE SECONDARY SCHOOL GROUP”**

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A mi madre Elvia Dimas

Quien vela por mi formación académica y apoyo incondicional en cada momento, por esa muestra de amor de infante hasta mi adultez.

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INTRODUCTION

In this section of the document, the stages carried out for the development of this research are presented, based on personal and academic foundations. The topic selected for this pedagogical document is “The Use of Communicative Activities to Promote Speaking appropriacy in a First Grade Secondary School Group”, it is an investigation exercise focused on the promotion of learner’s oral communication, using the appropriacy sub-skill, through different communicative activities to increase their interest in speaking.

The secondary school where this investigation took place during the professional practice periods of seventh and eighth semester was the “Escuela Secundaria Técnica No.35”, with special attention on the first-grade group “C” which according to the characteristics, profile, and needs identified during the observation period, moreover, the learning styles tests, diagnostic exam, and a survey of likes and interests applied, seemed suitable for the model group.

This investigation process was important, to conclude training process as an English as a second language teacher, because it allowed me to approach towards my professional life, helping to forge my character as a competent teacher, always keeping in mind the objective of the study and the performance of the student through appropriacy oral communication.

Based on experiences as a teacher trainee, during different observation periods I identified that the English classes observed were not taught following a methodology, or focused on different language skills, they did not have a language focus. These situations were motivational aspects to strengthen my commitment as a future English teacher.

On the Specific Training Field: foreign English language 2000 mentions that:
the purposes of foreign language teaching in high school have been reformulated, focusing on the attention of the real learning needs that students at this stage of their life do are in a position to satisfy: understand what someone says in English

(to through a talk, song or other form of oral expression) and understand what that is read (whether in a book, newspaper, magazine, consumer products, advertising, instructions for daily use, among other sources), are basic skills that adolescents must develop in order to better access the command of a foreign language.

Based on the section “teaching a foreign language on secondary school”, this aspect was considered to promote speaking in English classes, it is a skill that becomes attractive to students which in most cases seemed to be their first contact with the language, which in the same way, could also result to be frustrating.

The process of this document was sequenced by three main stages developed through this investigation, which were; investigation, designation and vision. The investigation step is focused on obtaining information from the central theme; research strategy and activities that will favor the purpose of this research, focused on students speaking appropriacy.

Designation, it was a main step because in the process the strategy was designed to encourage students to speaking with appropriacy; communicative activities were considered to impact, and strategies for evaluating students’ performance.

Vision, objective allows to obtain ideas about different model sessions, in which the application of strategies favored the visualized topic, focused on the learner.

The methodology used was carried out sequentially, following the three established purposes, focused on the main objective that this pedagogical document seeks. The methodological steps taken in this work raised as a lineal process, each one has a flow-up: observation, Identification, research, adaptation, application, analysis and conclusion.

Each of the mentioned stages were worked on first-grade group “C”; adapting the objective of this pedagogical documents to the contents of the “Aprendizajes Clave 2017” program. In addition, part of the features of the secondary education

graduation profile, in the language and communication were considered. These aspects were implemented in mainly orally.

During the process of the pedagogical document, there were two main problems faced; the problem of Covid-19 which was a limitation that interfered on the results of this investigation, because it interrupted a future period of professional practice, where there were projected several model sessions and strategies that would favor the objective of the document. Moreover, another problem was that during the research stage, gathering information on the subject about appropriacy sub-skill was reliable since it was one of the less common sub-skills; in consequence, the research process implied plenty of reading and comprehension of authors and books variety.

Therefore, through this research and investigation, the capacity for analysis was developed; which were fundamental as a teacher trainee through the whole career. The observation capacity was also an aspect that was developed, which is considered fundamental in my formation as an English teacher training.

The interaction with adolescents of the model group was important to fulfill the objective of this topic. It was equally important to motivate students to participate orally during the English class in communicative activities. In order to attend these challenges, improving the learning environment became a key factor, because, making the student feel confident enough would help them to express opinions using the language.

Taking the previous situation into consideration , the learner roll was based on following indications and the teacher being the one, leading the activities is that presentation-practice-production approach seemed to be the most suitable to apply in this investigation, especially, because it was not a priority to change that dynamic under the use of control and semi-control activities.

The process carried out, allowed myself to put in to practice the traits of the foreign language teacher's profile. The methodological stages worked, carried

characteristics of these traits, such as, face and solve problems, provide feedback, notice student's needs, and develop analysis teacher trainee

This document was focused on promoting the acquisition of the speaking skill, it strengthened the knowledge in the skill and the appropriacy sub-skill. On the other hand, this investigation exercise allowed the adaptation of communicative activities based on the student's needs.

In summary, the present document is an exercise based on an investigation that put in practice previous theoretical knowledge acquired during the major moreover, to attend the focus group specific needs to impact oral communication being appropriate.

Through this document, will testify outcomes and students results achieved and the teacher trainee process. this theme was developed based on a personal interest and observed characteristics of the group where this research was impacted, implementing student's needs, all of this focused on fulfilling the study topic purpose.

I. STUDY CASE

The following pedagogical essay, is an investigation exercise that took place during the 7th and 8th semester of the major “Licenciatura en Educación Secundaria con Especialidad en Lengua Extranjera: Inglés”

The investigation developed applied in different practice periods and analyzed between the “BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ” and the junior high school where the practices made were “ESCUELA SECUNDARIA TÉCNICA NO.35”, focusing on a first-grade group.

The topic of this investigation came from a personal interest in teaching speaking skills, but in the same way, focused on a sub-skill such as appropriacy. Firstly, it was considered because was a fundamental skill for communication, personal performance for understanding and speaking in class. Secondly, how the communicative activities could motivate learners to practice the language by engaging activities in the class, impacted on speaking sub-skills.

The remarks made during a period of observations reflected, the interest of the language used in class, it came from students interest to speak and know vocabulary.

In the following sections of this pedagogical document, was integrated into information rescued about the junior high school where taken place to obtain information in favor of the topic analysis. Further, was described characteristics observed of the first grader's group and special needs. Finally, supported using the author's theory establish the results made and previous investigation.

To conclude, the following chapter were made investigation questions to the development of this pedagogical exercise, these questions focused on investigation application and impact process. Concluding, were answered by results and analysis with theory of authors leading to a conclusion of the exercise made.

1.1 Nucleus and topic line

In this section, the nucleus and topic line are presented where this Pedagogic document was suitable based on personal purpose and characteristics of the study topic selected, in addition to guidelines according to Secretaria de Educación Pública,(2002). *Orientaciones Académicas para la Elaboración del Documento Recepcional*, México DF, SEP.

Based on the SEP, the nucleus are three different. Firstly, “the adolescents”, secondly “The didactic competence of the normalist student for teaching English” and finally “The school and the context from which adolescent comes from”. Besides, the topic lines are: “Analysis of teaching experiences” then, “Cases analysis of common problems of school practice and the functioning of the school” and “Experimentation of a didactic proposal”.

Based on the purpose of this study exercise, the nucleus of this document were and “the didactic competence of the normalist student for teaching English” because the topic is fixed to the *Orientaciones Académicas para la Elaboración del Documento Recepcional*

To achieve the nucleus in this pedagogical document, it was taken into account the following sub-aspects based on “The didactic competence of the normalist student for teaching English”, that were fundamental for the development of this study.

- Design, organization and application of didactic activities.
- Application of basic strategies and forms of learning assessment.
- Development of skills and value training in the specialty.

These nucleus promoted the application of previous knowledge learned during other practice periods as a teacher trainee also, increased the use and skills development as a future English teacher, in the same way the process of this study topic were faced during the last scholar year in front of groups as a teacher trainee.

The topic line is based on personal purpose and it was “experimentation of didactic proposal” it promoted the application of strategies to achieve the impact on students. Under my perspective as a teacher trainee and needs were increased in this last scholar year, in favor for the future years as an English teacher. Based on that, this pedagogic document pretended the study topic selection and development to increase the capacity as an English teacher, also using skills as teacher trainee.

To conclude this section, the nucleus and topic line were part of the the investigation exercise fixed in this pedagogical document based on “Orientaciones Academicas para la Elaboración del Documento Recepcional”. The aspects and guidelines were important for the orientation of this study topic, because following them the analysis was done and fundamentally increasing the application of them.

1.2 School context and geographic location

The following section of this document describes the internal and external context information, referred to the personal in the school as an English academy, also the school conditions focused on external facts about the location around the school referred on the interaction between students.

1.2.1 The context

The school where the investigation took place is located between “Tuliapanes” and “Amapolas” in Santa Rosa 1ST Section San Luis Potosi next to the "Zacatecas" highway, using the CP. 78100. The official name of the junior high school is “Escuela Secundaria Técnica No.35th” and the code of the secondary was 24DST0040T. (Appendix A)

Around of the school were conflictive suburb such as: the Sauzalito and Salazares; these zones were knew for their gangs but did not affect the school population. Some learners came from different suburbs and city. The school population did not present student’s crews.

1.2.2 The location

Near to the school, the most important places are the supermarket "Bodega Aurrera" in front of the "Zacatecas" highway, also almost around the school the "Saucito" church is another important place to identify the location of the school. On the other hand, the common places that are next to the school are stores and houses, as the school is almost near to the highway the bigger places are just fields of ground on occupied pieces of land and some stores.

It was observed that the most common place where students usually went at the end of the day were snack stores; there were two in front of the school over "Amapolas" street, most of the school population gather in small groups and buy drinks or sandwiches at the end of the day, then a couple of students had small conversation.

Another place where students usually got together was the bus station over "Zacatecas" highway, in this situation was a reference point for students that come from "Mexquitic" also, as the previous places mentioned, by smaller groups the learners went and took the bus, and some of them were brothers or had family in the school.

Next to the school is a little park where some students usually went at the end of the classes, there were couples and groups of friends to spend time, even in front of this park over "Amapolas" street there is a "store".

1.2.3 School history

The story of this secondary school is interesting and important for the development of San Luis Potosí, based on the commemorative yearbook for the 10th anniversary, the official name of the "technical secondary school 35th" is in memory of "Engr. Jorge I. Carrizales Trujillo" founded by the teacher and ex-governor Carlos Jonguitud Barrios. An interview was applied to rescue the information obtained and amply the dates of the school, it was made to the principal Maria Del Consuelo Martinez Gómez

The information obtained from the interview applied showed that the main founder's objective were found school population, because as the suburb was new not all the zone was habited. In September first of 1982, the first graders' group began classes officially. The only problem faced during the first year of the school were the constructions works, since classrooms and principal areas of the school were still in process. (Appendix B)

During a talk given by the vice-principal, in the "Cosnejo Técnico Escolar" session, he mentioned that the name of the school was in memory of the first founder and principal "Jorge I. Carrizales Trujillo" who tragically died in México City in the earthquake in 1985.

Nowadays, "technical secondary school 35th" is one of the most important in the zone 03, the school population teachers, students and graduates feel proud to be part of the school, and generations by generations have received the school showing the growth in the zone and the impact for the families around the school.

1.2.4 Current physical conditions of the school

The secondary structure built out of blocks; it is an independent area divided in different sections like; a court, civic area, classrooms and parking for teachers. Moreover, the main building is used as a library, audiovisual classroom and different classrooms for workshop as music and computing, at the top, under those areas the first ground is the principal's office next to the social area. (Appendix C)

The school was made up of eighteen classrooms, in the same way, there were used for all the grad, regardless of the subject or the schedule, each teacher had a specific classroom to work the classrooms there were shared. Some of the classrooms did not have a projector and need a specific number of desks appropriate for each group. During an observation period, it was noticed that the illumination was favorable for the learners, and external sounds do not affect.

The English classroom did not have a projector, based on the observation period it was noticed that the classroom has excellent illumination, but on the other hand,

the windows were little for the big classroom it did not have good ventilation. The distribution of desks was a daily issue problematic, caused by internal disorganization; students did not have own desks. The whiteboard was not the main objective of the classroom, because around there were pasted flashcards, posters and information of the head teacher.

An External problem that affected the English class was the sound, around the classroom were teacher parking and a stationery shop. The external sound affected causing interruption, because the parking was on the back of the classroom when teachers arrived at the secondary school the electric door affected the class. Meanwhile, the stationary shop was next to the English classroom, which was affected by the sounds of external students.

1.2.5 School personal

According to the data base “Mejora tu Escuela”, the number of students was around 299 students and 56 personal attend to learners divided as was mentioned by different work areas. The principal of secondary technical 35th was Miss Ma. Del Consuelo Martinez Gómez, and the vice principal was teacher Ausencio Montes Salazar. In the same way, into the organization of the school appeared two coordinators who were responsible for the teacher's attendance, also the school had three “prefects” in charge of managing each of the students grade and one “social” area focused on learner’s needs.

The administration area was another important structure of the school, each grade had a specific secretary, three were focused on the grade administration, meanwhile, each principal has a particular secretary in fact; there were six secretaries working in the school. The personal in charge of the cleaning were four janitors who divided the work by zones. Thus, assessors appeared working as part of the personal, each group had a personal assessor, and in some cases these could share the same. It was observed that the relationship of teachers in the classroom, presented personal problems because in teachers population was divided by groups.

1.2.6 English academy

Technical 35th did not have an English academy yet. In the junior high school, five teachers were working as English teachers, however one of them has almost all the groups, and they work individually, during the "Consejo Técnico Escolar", was observed how English teachers worked, and the manner in which they attend different situations.

The head teacher, mentioned in the second "CTE" that, almost has all the hours in the secondary school schedule, during the sessions of "CTE" she always taken decisions and arguments about Students approach in the subject because the rest of the English teachers were not present. She is the principal teacher of the subject in the school.

The Observations made during the workshop "Nueva Escuela Mexicana" were referring to the impact and development of impact on learners, head teacher was the unique English teacher that participate during the journeys, it affected because the analysis of the subject was not the main important during the workshops, it was not a relevant topic for the session. The objective of the workshop was not able for the English subject, the rest of the teachers were not present all the day, caused by external schedule in other schools.

1.2.7 Description of the practice groups.

The groups participating in this study were "B" "C" "D" and "E" all of them were first grades, a specific characteristic was that in each group, the number of learners was less than twenty five learners per classroom, and most of them were beginners. Just one student has an English level of A1. The following paragraphs are to describe the observations of each group and their needs identified on specific students.

In the first grade group "B", they were twenty-four students; ten were girls and fourteen boys. The learning style of the group were kinesthetic and visual. Was identified in the group three repeaters Students. (Appendix D). The group needed semi-control activities and maintain their head leaders focused on the class,

preferably work individually. Into the group, one student was diagnosed with (Asperger syndrome) and two students present epileptic attacks. This information was notified by the head master. For the learners who were attracted to visual material and dynamics, especially role-plays and games, it was found that they do not like readings.

First-grade group "C" was integrated by fifteen girls and sixteen boys in total they were twenty-two learners. A special characteristic of this group was the variety of learning styles, in this group was found the following: six students were visual, five auditory, and seven kinesthetic. This group had an appropriate English level, the majority of the learners took English class in elementary school. The problem was that only there were two or three English sessions. (Appendix E). They were so organized and responsible for themselves. The group "C" preferred to work in teams or pairs and enjoy learned with audios and videos, making conversation or drills, tasks were not conducive activities to learning.

The group "D" was another variety of learning styles where seven students were visual, five auditory, and five kinesthetic the group is completed by eighteen students which six were girls and twelve boys. (Appendix F)

They liked to work with activities and songs, this group was not flexible to work in teams, because as almost all of them were boys they were always playing or talking. Besides a specific characteristic of the group was that they do not like working in control activities, pairs and groups. They needed control activities and individual tasks.

The group "E" had twenty-two learners where the major number of students were visual (ten), six auditory, and six kinesthetic. Their characteristic as group was that they needed control activities and to be monitored all the time, because some students were intensive and caused interruptions during the English class, moreover the group was "bullying" they were a break group. (Appendix G)

1.3 Relevant social and academic characteristics

In this section of the pedagogic document, is integrate by a description of the study group, where the impact of the study topic took place, to develop the pedagogical essay. Also, presents what the Students like, motivate and their needs.

The Information was investigated based on the survey performed during the observation journal, are presented in the following paragraphs. Furthermore, the results of the linguistic needs from diagnostic test results applied were focused on skills, and lastly the identification of the kinds of learning styles results.

1.3.1 Focus Group description.

This pedagogic document was focused on first grade group “C” to affect the study topic. The reasons were personal as future English teacher and scholar in favor of the learners and this research. They were considered the best group to manage, also the ideal group in different characteristics like: attitude, motivation, respect.

A particular characteristic of the group “C” was that compared to the rest of the groups it was around twenty to twenty three students, as aspect which facilitated monitory them during the application of the strategies and model sessions. Therefore, the learners worked in small teams and pairs by semi- control and semi-free activities, Based on the observation, this group reflected friendship and classmate’s support, they responded to the activities in class and they were active participation.

There were problematic students, an A1 level according to the diagnostic test results based on Cambridge University, (2018) *“sample papers”*. The rest of the group had basic knowledge of the language, this was an aspect taken into consideration because it was a group focused on learning in different ways. (Appendix H)

Based on the diagnostic test, the highest areas of the group “C” were vocabulary with 8.6 and writing 6.9, the worst being listening. This information was considered

focus on the group on a specific skill and sub-skill. Group "C" consisted of twenty three learner, the majority of students were girls being twelve, and the rest seven boys, another aspect analyzed in the group was the learning style, predominant styles were two, visual and kinesthetic, with ten learners in each style. They enjoy learning with songs, projects, role-plays, dynamics, and conversations.

Learners responded to activities and dynamics, during the classes it was observed that most of them participated and six learners used the target language which pushed the rest of the group however they felt more confident using their mother tongue. Another important point was reflected in student's behavior, because as the majority gender in the classroom were girls caused attention, control, and organization in the class.

To conclude, the class profile and personal interest of the focused group were the main aspects considered to development the following chapter and further steps on this investigation. Although, it happened not to be the best group English level, their attitude towards learning as a group was high and they were motivated to work in class.

1.3.2 Group learning style

At the begging of the school year, in the secondary school, the social area applied learning styles test to know kinds of students per group (visual, kinesthetic and, auditory) focused on first graders students, identifying specific learning styles.

Model test was applied the per groups at the audiovisual classroom, the school designed it and the learning style results appeared depending on the kind of answers at the end of the test. In the first CTE "Consejo Técnico Escolar" the learning style results presented by "trabajo social" department and discussed by teachers form different signatures, identifying the students' needs based on observations and previous information.

The groups' results were compared focused on quantity of learning styles students. The objective of this information was to know the class profile of each group and included the styles of the students in lesson plans.

The results of the groups were shared to the head teachers, in the following paragraphs is described the results obtained from the Diagnostic test. The information used to know the profile of each group and it focused on the focus group.

The result of the first-graders group "B", almost the middle part of learners in the classroom were kinesthetic with 45%, secondly the visual were 32%. The smaller part were auditory kinesthetic with 5%. (Appendix I). The results of the model group "C" were, kinesthetic and visual learners divided in the same way around 37% thus auditory learners were the minimums percentage in the classroom. Finally, one student was visual and auditory. (Appendix J)

Almost all the learners of the group "D" were visual with 14%; kinesthetic appeared with 27%, finally auditory that it was equal 22%. (Appendix K) In group "E" the learning style that dominated the most was visual with 44% meanwhile in the second place there were kinesthetic and auditory, both were the same result, finally just 6% present more than 2 styles. (Appendix L)

To conclude the learning style results, reflected that students who presented more than one learning style were minimum about 7% per group. The predominant styles on first graders were visual followed by kinesthetic. Based on the information, it was helpful to identify the needs of students and adapted the classes based on the learning styles according to the results focused on the material and new strategies during the period of practice.

To know and identify likes and dislikes of the students, it was necessary to apply a survey focused on learners interest and likes about the language and personal information, also according to head teacher references, was noticed specific information about needs of the students or possible problems during the professional practice periods.

For the learners' interest, it was necessary to conduct a survey, which reflected ways to learning English, and references, personal likes and interest and leisure activities. The objective of this tool was about how students prefer learning. Firstly, the range between the students was twelve to eleven years old, except for five students who were repeating grade of thirteen years old. (Appendix M)

Based on the results obtained, students preferred learning the language through speaking, listening, and writing activities. The information reached showed they were interested in the English class, mainly in; dynamics, games, songs, role-plays, conversations, using books, posters and, flashcards.

Moreover, the students were attracted in the following topics; YouTubers, streamers, music – songs, sports (football soccer and basketball), videogames, hobbies (read, play study), movies and netflix.

In conclusion, the information obtained and the previous learning styles were important during the development and lesson planning of the model sessions in the practice periods for adapt them; focusing on attractive and interesting class based on the preferences of the learners.

1.3.3 Linguistic needs

The following part of this pedagogic document is to present the results of the diagnostic test applied to learners at the beginning of the scholar year. Later on, the needs and the English level about the language of the students are analyzed.

The diagnostic test was applied for all the first graders, where the results reflected their elementary school knowledge and the English level. In the case of students that had English class previously, their presented a higher level than the rest of the students only in "vocabulary and writing".

The diagnostic exam was taken from Cambridge Sample papers 2018 and a previous diagnostic test from the head teacher, because the head teacher's exam

was just focused on vocabulary and it did not measure any language skills. Therefore, the test incorporated basic vocabulary and three language skills; listening, reading, and writing.

Most of the secondary school students did not have English class when they were in elementary school. However, some learners had private English class. Based on that, the diagnostic exam was adapted to provide more accurate information.

The exam structured in six stages, each one focused on specific skills, which were writing, reading, vocabulary, listening, vocabulary and the last part on reading. Reading and listening parts composed by five questions each. Meanwhile, writing section was the only skill evaluated with ten questions, and vocabulary focused on translating thirty concepts.

The items projected to the whole group and the students answered by writing the letters or words in an answer sheet. The diagnostic test results showed that vocabulary and writing were the highest skills, on the other hand, listening and reading were the lowest. (Appendix N)

As conclusion, the information and results were helpful for students' identification needs, moreover knowing the kind of strategies and skills needed to develop during the practice period. The graphics were compared to select the group study, the results obtained were low, however, as they were beginners and some of them it was the first contact with the language, the results obtained were acceptable.

1.4 Description of the case being study

In the following part of this investigation, it is described the aspects obtained for the development of this research, based on; personal teacher trainee interest, model group description, diagnostic test results and, learning styles. The process that this document has taken focused on the elaboration during the semester in steps and objective implemented.

1.4.1 Identification of topic study

The title obtained of this research came from personal interest about speaking skill, to develop strategies and tools in favor of promoting the use of a second language in learners. As it was observed, learners had problems to achieve the objective during English classes' leads to; they did not identify grammar tense and vocabulary. It caused difficulties during application of useful model sessions that affected the language focused.

In the observation journal, it noticed that complex skill for the learners during the class was speaking, as a result, learners did not understand simple instructions or commands, and it demotivated interest in the activities. Although, for them was interesting listen to conversations between teachers trainees in the classroom, and it motivated them for success themselves.

Speaking skill was considered an attractive and interesting skill to teach, in the way, communicative activities and improve speaking activities were implemented. The Appropriacy sub-skill selected in this investigation came from personal interest, due to; it is not one of the most common used in speaking skill. It was a main concept for the development of this research, and caused interest on increased use of; situations and context to attach speaking.

1.4.2 Purpose

The application of this study intend to develop English teaching skills being a specialist in speaking, focusing on appropriacy sub-skill. Furthermore, was implemented English teacher trainee knowledge, fixing the teaching style in the professional practices.

The analysis of real communicative activities developed the teacher trainee capacity to achieve the goal per class during the journal practices, it measure the impact and pretended to achieve a teacher attitude to work in front of the group and face student's needs. In fact, speaking skills is not easy for learners L2 based on the culture context. This research was focused on use communicative activities that

engage and motivate learners to speak depending on the place, situation and, kind of conversation. Adapting correct vocabulary and phrases.

This study exercise was a self-challenge to increase learners sensitive to produce oral communication, using; body language, facial expressions, vocabulary and, intonation. Besides, sub-skills as fluency and accuracy. The speaking skill was the most difficult for them to acquire but, the most attractive to develop in the English classes, it caused interest for understood conversation, main ideas and, respond during speaking activities.

As teacher trainee role, was necessary provide positive feedback and correct students' errors. Another point was to motivate learners, the medullary challenge as an English teacher trainee was motivation. This research promoted it in favor of using strategies and tools to work with adolescents.

1.4.3 Action plan

Once identified the information main aspect that each section reflected, this part presented the main steps that this document used to develop this research. The pedagogical documents followed a sequence of steps during the last scholar year.

First as a personal interest it was identified the main concepts that attended during this investigation. This part begins with a reading investigation about main concepts. Based on that during the observation period it was identified student needs and characteristics of each group that were selected for the process, according to the characteristics the focus group. The next step was an analysis of the information gathered, focused on possible ways to attached the objective of this research in favor of the learner.

During the professional practices period, it was applied a different communicative activities focused on affect the oral communication on the classes of the group C, in the same way it pretended promote the use of appropriaicy sub-skill, based on speaking aspects as vocabulary different contexts and situation where the students

practice the language. Thus increase their sensitive of use body language to express themselves.

To develop the communication in a strategy class was designed to motivate learners to speak in class; it pretends to increase oral participation using the language acquired. The objective and ideas obtained as conclusion of this section were developed during the following chapter, focused on achieving this research. The objective in the same way, as personal and academic these purpose pretend develop during the practice period and the last semester as teacher trainee.

1.5 What is known about the topic?

This section of “The use of communicative activities to promote speaking appropriacy in a first grade secondary school group”, is integrated by key concepts that are necessary for the development of it study topic. The concepts presented are in sequence way, and in order of hierarchy.

According to Harmer (1991), “Speaking and writing involve language production and are therefore often referred to as productive skills. Listening and reading, on the other hand, involve receiving messages and are therefore often referred to as receptive skills” (p.12)

English language teaching structure is composed of four skills such as: listening, speaking, reading and writing, all of them are the macro skills in a language, also divided in two parts, the first one is known as receptive skills they are reading and listening, and productive skill speaking and writing.

Boonkit (2010) “while reading and listening are considered to be the two receptive skills in language learning and use, writing and speaking are the other two productive skills necessary to be integrated in the development of effective communication” (p.1306).

1.5.1 What is speaking?

As previously mentioned, speaking is the skill selected to develop this study topic. To begin this section it is necessary to know what is speaking and all the aspects that involve this productive skill, many authors define it as:

Speaking is one of the four language skills: reading, writing, listening and speaking. Speaking and writing are productive skills. That means that unlike listening and reading, they involve producing language rather than receiving it. Very simply, we can say that speaking involves using speech to communicate meanings to other people. (Mary spartt, Alan Pulverness and Melanie Williams, 2005 p.48)

Speaking is the most complex skill of the communicative process, based on it requires a learning process from the input to output where the principal goal is to achieve the communication spoken. In this process the message is received, analyzed and finally transmit a new message. The learners should make themselves communicative efficiently using this skill supporting it with speaking sub-skills.

Speaking is considered by many to be the fundamental skill in the second language (L2). In what is often referred to as the productive skill approaches to language teaching, speaking is the main skill by which a language is acquired and it is almost certainly so at the beginning level". (Lazaraton, 2014 p.106)

Speaking in fact, is one of the most important skills in English language teaching, this skill involves macro skills and speaking sub-skill to obtain a successful communication, on the other hand, is an attractive skill and most interesting for L2 learners, creating passion to be a speaker. Ur, (1996) says that:

Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to a 'speakers' of that language, as if speaking included all other

kinds of knowing, and many if not most foreign language learners are primarily interested in learning to speak. (p.120)

1.5.2 Characteristics of speaking activity

Speaking has different purposes based on the kind, it could be to speak quickly or to be coherent in a conversation, but all of them have characteristics to obtain a good speaking activity. Hughes (2011) comments the different functions where teachers could focus when are working on speaking skill in the class:

When the spoken language is the focus of classroom activity there are often other aims which the teacher might have. For instance, a task may be carried out to help the student gain awareness of, or to practise, some aspect of linguistic knowledge (whether a grammatical rule, or application of a phonemic regularity to which they have been introduced), or to develop productive skills (for example rhythm, intonation or vowel-to-vowel linking), or to raise awareness of some socio-linguistic or pragmatic point (for instance how to interrupt politely, respond to a compliment appropriately, or show that one has understood). (p.6)

Participation and motivation are fundamental for an English language teaching. During a speaking activity it has to increase, relying the fact on that the learners have a goal to achieve, that is communication, but not using their mother language. It produced learners' frustration and risk to mistake.

In the following four points, Ur (1996) presents characteristics of a successful speaking activity:

- **Learners talk a lot.** As much as possible of the period of time allotted to the activity is in fact occupied by Learner talk. This may seem obvious, but often most time is taken up with teacher talk or pause.
- **Participation is even.** Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

- **Motivation is high.** Learners are eager to speak: because they are interest in the topic and have something new to say about it or because they want to contribute to achieving a task objective.
- **Language is of an acceptable level.** L earners express themselves in utterances that are relevant easily comprehensible to each other, and of an acceptable level of language accuracy. (P.120)

As the use of speaking in English language teaching involve the use of new language and practice, not all the learners are always motivated to participate during a speaking activity even for some learners the use of other language could be frustrating. In this case to attach all of this problems Penny Ur (1996) gives the possible four problems with speaking activities:

- **Inhibition.** Unlike reading, writing and listening activates, speaking requires some degree or real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.
- **Nothing to say.** Even if they are not inhibited, you often hear learner complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.
- **Low or uneven participation.** Only one participant can talk at a time if he or she is to be hears; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while other speak very little or not at all.
- **Mother-tongue use.** In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult

to get some classes -particularly the less disciplined or motivated ones - to keep to the target language.(P.121)

1.5.3 Motivation for speaking participation

Motivation in English Language teaching is a fundamental aspect for L2 learners that is the way that learners could be interested in the English class. The motivation is difficult to measure on learners, no one can affirm how much are students motivated in the class or activity. Ur (1996), defines motivation as:

The abstract term 'motivation' on its own is rather difficult to define. It is easier and more useful to think in terms of the 'motivated' learner: one who is willing or even eager to invest effort in learning activities and to progress. Learner motivation makes teaching and learning immeasurably easier and more pleasant. As well as more productive: hence the importance of the topic for teachers (p. 274)

1.5.4 Aspects of speaking

As previously seen, speaking involve a lot of aspects for a successfully communication, it comes from speaking sub-skills input and output but not only are all of them the main aspect of speaking. Another side of this skill is body language, e.g. during a speech the gestures and body language the speaker express himself/herself provides the clarity of the message or eye contact transmit security for the speaker to the audience, and if exist interaction the message and the impact are totally received. Mary et al. (2005), mentioned:

We can see that speaking involves a lot more than just using grammar and vocabulary accurately in speech. When we speak we constantly have in mind the person we are speaking to and our wish to communicate our meaning successfully to them. We use interactive strategies to help us achieve this". (p.34-35)

1.5.5 Speaking sub-skills

In English language the four skills are conformed of sub-skills, in this case speaking has a lot of sub-skill such as: Accuracy, Fluency, Pronunciation, Appropriacy etc, the objective of practice language using sub-skills is that language could be easy to practice and effective communication. (Mary et al. 2005), identify different sub-skills:

Speaking involves a range of different subskills. Learners can benefit from practice in each of these to develop their speaking. We can help our learners get this practice by focusing regularly on particular aspects of speaking, e.g. fluency, pronunciation, register, grammatical accuracy, body language, interactive strategies, interactive speaking (e.g. conversations, discussions), speaking at length (e.g. presentations, giving points of view, etc.) (p.35)

The importance of teaching a sub-skill during a lesson is to improve an ability, managing the skill better and help learners increase their level, it happens when students have problems or difficulties to manage a specific skill. The most common sub-skill used to support speaking are; accuracy, fluency, coherence and appropriacy.

Accuracy. A sub-skill most used in English language teaching, the objective is the use of language spoken grammatically correct, grammar is considered for people the main aspect to learning.

Fluency. For many speakers it is the fundamental sub-skill for a successful communication, in fact this sub-skill allows express yourself using fluid language. The aspects that attend are; decrease the use of fillers as pauses and silence periods.

Coherence. Is a sub-skill presented implicitly on writing, the purpose is to give a clear message. This sub-skill is used to mix with fluency, focusing on express clearly.

Appropriacy. It is not a common sub-skill used in English language teaching, but it promotes to be appropriate, refers to the correct use of language based on situations and contexts where it takes place, furthermore it helps to identify kinds of conversation using formal or informal language.

The importance of teaching sub-skills is to help learners increase the use of the skill by pieces. In this case, by sessions the skill attached could be divided into sub-skills to facilitate the control and promoting a successful communication. As Bahrani & Soltani (2010), mentioned:

Teaching vocabulary and grammar seem to earn more attention than the skills needed to use this vocabulary and grammar. Skills are of course an essential part of communicative competence; however, skills themselves are often not explicitly taught but rather left to the language learners to pick up with practice and language use. (p.25)

1.5.6 Appropriacy

Appropriacy sub-skill is one of the sub-skills discovered in the previous investigation, and the principal for the development of this investigation. To know what appropriacy is, first of all we have to understand the meaning of this term. Cambridge English (2015), defines as: "Language which is suitable in a particular situation; e.g. it might be appropriate to say Hi in one situation but Good morning in another. See inappropriate, formal language, informal language, register" (p.3).

In other words appropriacy in classroom relates to use specific language could be formal or informal depending on the conversation kind where the task is focus. Lackman (2010), defines appropriacy as: "Students practice using language appropriate for a situation and making decisions about formality and choice of grammar or vocabulary" (p.3)

The use of appropriacy is a sub skill that focuses on the correct use of language based on situation and context, it promotes to adapt vocabulary depending on the grade of formality, identifying the type of conversation. Talukde (2016) says about:

This refers to the degree of fit or suitability that there is between a piece of language and the social context in which it is used. When the piece of language matches the social context it is said to be appropriate. When it doesn't match it is said to be inappropriate. To match, it needs to be of the equivalent degree of formality. Appropriacy can be seen in pronunciation, vocabulary, grammar or discourse. The terms appropriacy and appropriateness are often used interchangeably in this meaning. (p.103)

1.5.7 How can we help learners develop a sensitivity to appropriacy?

Appropriacy for L2 learners could be difficult, because involve different aspects of speaking, as vocabulary and practice. In the follow points Howarth (2019), mentions three aspects to increase appropriate sensitive in learners.

- **Teacher functions.** Most of the distinction between what is and isn't appropriate can be most easily demonstrated through teaching functions 'social' language (e.g. making request). When teaching functions be sure to focus on context in which you would use particular functions and with whom you would use them.
- **Teach neutral exponents first.** Most learners will be safe and able to function if they can use neutral language appropriately, so I teach this first. For example, "can you tell me the time please?" is more generally applicable than "would you mind telling me the time, please?" or "what's the time?"
- **Practice transformation.** Practice transforming language to neutral to informal etc. My students find this fun and interesting and it is a good way of raising awareness of different possibilities within the same context.

To develop appropriacy in the classroom is fundamental the use of chunks, it refers to short pieces of grammar during the lesson. As all the English classes should get a language focus, the application of this sub-skill is essential the context where it takes place. The implication of contexts are fundamental to practice this

sub-skill, focusing on use correct vocabulary in the case of formal or informal conversations.

1.5.8 The nexus between appropriacy and context.

In this part, the main question to attend is the following; does the student really work in real context? This aspect comes from the previous investigation of appropriacy sub-skill based on a characteristic of improve that skill focusing on a specific situations and contexts.

For learners (L2) it is impossible to expose them in cultural contexts or real situation of native speakers, the most similar contact to real context would be to adapt the class in a context e.g. turn the class into a cafeteria using tables, menus, posters, coffees, waitress and costumes. Where the learner based on the language focuses using a piece of grammar, practice ordering and uses specific phrases or vocabulary. Penny Ur (1996) says that:

Another possibility is to base the language round situations: these are topics 'brought alive' as it were, and integrated into some kind of communicative event. Thus the Unit 1 mentioned above might integrate into the topic of 'home a situation where someone is showing a visitor round their home, describing the different rooms and furniture; similarly the topic of 'family' might be contextualized by showing the same host introducing the visitor to members of the family" (p.90).

To conclude this question, this case appropriacy sub-skill is focused on the context where the language takes place. The nexus of context and situation with appropriacy is relevant for the implementation of the correct language.

1.5.9 Communicative activity

This main concept is key to the development of this investigation and fundamental for the application of it. Based on the characteristics of the model group like conversations and practice of the language, attractive activities motivate learning.

In this section, communicative activities are presented as well as their function in the classroom. Cambridge English Language (2015), defines it as: “A classroom activity in which learners need to talk or write to other learners to complete the activity, e.g. a role play” (p.8). Furthermore, according to Gao (2008), “By a “communicative activity”, we mean motivated activities, topics, and themes which involve the students in authentic communication. In communicative activities, students will find themselves in various real-life situations where the target language must be used” (p.14)

The communicative activity just could be written or orally, it only works as output. All of them are applied in the classroom, sometimes in small groups, trios or pairs, this last one is the most popular and efficient. Due to the fact that the communicative activity objective is to receive a message and send a message, the communicative activities could be motivating and interesting for the learners to practice the language. According to Jim Scrivener (2005), “The aim of communicative activity in class is to get learners to use the language they are learning to interact the realistic and meaningful ways, usually involving exchanges of information or opinion” (p.152).

The use of communicative activities in class is a good strategy for teachers in the manner that it develops input and output student production, on the other hand, the implementation of speaking skill or sub-skills with communicative activities should be essential for an effective communication. Bahrani & Soltani (2012), refer that:

Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself. Accordingly, it is essential for the teachers to know what strategies to use to develop speaking skill. (p.27)

1.5.10 Types of communicative activities

The objective as previously mentioned focused on communication in the classroom implementing the participation by pairs exchange ideas, furthermore

focused on controlled piece of language. Here are some examples of different communicative activities.

Picture different task.

Chaining roles.

Pyramid discussion.

Role play.

Real play.

Simulation.

Group palming task.

1.5.11 PPP Method

To concert this investigation, in this last part of the section the present methodology is implemented during the development of this study topic. This section is focused on the importance of Input and output for learners L2.

Presentation, Practice and Production (P-P-P) is a methodology most used for learners (L2) when the contact with the language is the first; it is focused on language practice at the end of the lesson. This methodology implies the use of input and output during the three stages, all of them allows for students to use of language in specific situations and ways. Harmer (1999), says:

In PPP classes or sequence, the teacher present the context and situations for the language (e.g. describing a robot), and both explain and demonstrate the meaning and form of the new language ('can' and 'can't') the student then practice making sentences with 'can' and 'can't' before going on the production stage in which they talk more freely about themselves ('I can play the viola but I can't play the drums') or other people in the real word (e.g. 'My girlfriend can speak Spanish' etc.)" (p.31)

1.5.12 PPP stages

Most of teacher use this methodology to give a sequence to their sessions, in fact, the opportunity that allows it is the application of different strategies during the

stages and skills. Moreover, the variation of context during the context is another aspect fundamental for the planning. Richards (2006), mentions:

The P-P-P lesson structure has been widely used in language teaching materials and continues in modified form to be used today. Many speaking- or grammar-based lessons in contemporary materials, for example, begin with an introductory phase in which new teaching points are presented and illustrated in some way and where the focus is on comprehension and recognition. Examples of the new teaching point are given in different contexts. This is often followed by a second phase in which the students practice using the new teaching point in a controlled context using content often provided by the teacher. The third phase is a free practice period during which students try out the teaching point in a free context and in which real or simulated communication is the focus. (p.8)

The step of this approach is considered adaptable depending on teachers' style of planning and aim, but for P-P-P approach it has a sequence in the same way, an objective and purpose for the specific stages, according to Richards (2006), the P-P-P structure is defined in the following words:

In a typical lesson according to the situational approach, a three-phase sequence, known as the P-P-P cycle, was often employed: Presentation, Practice, and Production.

Presentation: The new grammar structure is presented, often by means of a conversation or short text. The teacher explains the new structure and checks students' comprehension of it.

Practice: Students practice using the new structure in a controlled context, through drills or substitution exercises.

Production: Students practice using the new structure in different contexts, often using their own content or information, in order to develop fluency with the new pattern. (p.8)

Based on the characteristics described in this section of P-P-P approach, was considered the teaching style to impact on the model group, and to manage the sequence focusing on student's needs and interests. It was thought as it due to the learners being beginners, also to adapt different contexts of the class to improve a communicative class. The following paragraphs describe the steps of P-P-P under personal criteria to achieve the purpose in the class.

Presentation. This first one step of the methodology is to present the input, the common skills used are listening or reading, in this case it could be activities like; conversation, videos, posters, etc. from this stage the language focus has to be implicit in the whole class. The best kind of activities to manage the class are controlled activities, it facilitates the control of the group during the activity.

Practice. During this stage, the use of language appears in semi-controlled or controlled way, macro skills used should be mix like writing and reading or listening and speaking, where students implement their learning process it could be individually. It could be considered the fundamental part of the class; the teacher guides to students in the learning process and furthermore presents the language focus.

Production: it is the output, production stage allows to use the language in a semi-free or free way to learners. The macro skills used are the productive skills, the kind of activities could be conversation, letter, text, simulation, real-play, interview etc.

As conclusion of the topic, the main concepts for this research were based on different information of authors. The independent variants of the topic also were described depending on the research needs, it comes from the investigation made and doubts about the topics. All of this information was necessary for the following chapter where the investigation of this document continued.

1.7 Key questions this case will attend

The next questions were the result of the first chapter based on the investigation made. These key questions are developed in the following chapter; to investigate more about the topic, application, and analysis of results obtained.

- How can I develop speaking appropriacy using communicative activities in 1st grade group C?
- What tools can be used to measure speaking appropriacy with communicative activities?
- How was the reaction of 1st grade group “C” learners to speaking appropriacy sub-skill?
- What was the impact in speaking appropriacy sub-skill using communicative activities in 1st grade group C?

II. TOPIC DEVELOPMENT

This pedagogical document chapter was focused on answering four questions for the development of this research, these questions came from the conclusion of the previous chapter. The key questions were answered by the investigation of main concepts that this topic attend, based on student characteristics and interest of group C and previous observation.

The following sections of this chapter presented an investigation question answer; these followed a sequence in order that each one allowed to respond the next. The first question was an investigation answer of the independent variables, second presented tools to impact this study topic, next, the impact description and finally an analysis answer.

2.1 How can I develop speaking appropriacy using communicative activities in 1st grade group “C”?

The answer to this question is theoretical, based on independent variables of the study topic by communicative activity and appropriacy, pretended impact on oral production learners. Focused on model group characteristics and the known of the topic in the previous chapter, it was answered and fundamental for identification of the communicative activities based on different authors.

As defined in write the topic a communicative activity should be interesting and funny to engage learners in the task but also pretending real communication in the class. Appropriacy pretends the use of correct vocabulary based on the situation and context of the conversation. Acoording to Scrivener (1994) mentioned that: “Communicative activities are not simply grammar-practice activities, for although you could offer likely grammar or vocabulary before the activity; the main aim of the students in achieving successful communication rather than accurate use of particular items of language” (p.153)

Based on students of the group C characteristics, they preferred learn working on; conversations, work in pairs and groups, dynamics all of this aspects were taken into consideration together the dependent variables for selection of the following communicative activities.

2.1.1 Changing roles.

This is an activity to improve speaking sub-skill, where the students can practice talking about themselves sharing personal information or daily activities practicing in small groups or pairs work using different kinds of situations and contexts. In the follow lines Lackman (2010), presents a way to apply:

This is a good activity to get students to practice using different language in different situations. To use it in class, teachers first need to choose a general speaking task or function, one that could be used in different situations with different people. (p.9)

The learners of group “C” enjoy work in speaking duos, this activity would increase their ability to speak using the speaking aspects and practice conversations in different contexts during the class. Lackman (2100), gives a way of apply this activity in the class and the teacher functions during the activity to provide clarity in the conversation:

An example of this could be telling someone about your weekend, or about your hometown, your job, etc. Then the teacher needs to figure out some role plays that will introduce different situations and characters so as to encourage the learners to adapt their language to something that is more appropriate. (p.9)

2.1.2 Pyramid discussion.

The application of this activity promotes the communication in small groups, the objective of this activity is that all the participants can listen and speak during the activity; it allows learners to have many chances to speak and participate. In the previous analysis of the model group was identified and mentioned that some of the

learners were fairly to speak in front of the group. According to Scrivener (2009), says that: "A 'pyramid discussion' is an organizational technique that works particularly well with simple problem-based discussion and especially with item-section task, e.g. 'what are the four most useful things to have with you if you are shipwrecked on a desert island?'" (p.154)

Pyramid discussion is a good activity that engages the group "C" in the activity, because at the end of the activity it suggests to discuss with the whole group, sharing different options. Scrivener (2009) suggest the following example for pyramid discussion activity:

- 1 Introduce the problem, probably using a list on the board or on handouts.
- 2 Start with individual reflection-learners each decide what they think might be a solution.
- 3 Combine individual to make pairs, who now discuss and come to an agreement or compromise. If you demand that there must be an agreed compromise solution before you move on the next stage, it will significantly help to focus the task.
- 4 combine the pair to make fours; again, they need to reach an agreement.
- 5 join each four with another four or-in a smaller class- with all the others.
- 6 when the whole class comes together, see if you can to reach on class solution. (154)

Another positive characteristic was the viable use of situations to talk during the discussion, it promoted topics based on students likes as was mentioned, which motivated them to share their opinions or ideas, it could be about: youtubers, music, artist etc.

2.1.3 Role-play

Crookes & Chaudron (2001), define the term as: "Students act out specified roles and functions in a relatively free way; distinguished from cued dialogues by the cuing being provided only minimally at the beginning, not during, the activity". (p.35)

This communicative activity promotes learners to practice speaking in pairs, as they are a participative group it activity could impact on their oral production in the class. For them is attractive to work in pairs about personal information or likes, according to (Scrivener)

In role-play, learners are usually given some information about a 'role' (e.g. a person or a job little). These are often printed on 'role cards'. Learners take a little preparation time and then meet up with other students to act out small scenes using their own ideas, as well as any ideas and information from the role cards. (p.155)

The motivation and attitude of the group "C" was a particular aspect that characterizes the leaners, as it was mentioned and observed in the previous chapter. Participation is not a problem for them because the interest for the class always pushed them to stay active. Ur. (1996) says that:

This is virtually the only way we can give our learners the opportunity to practice improvising a range of real-life spoken language in the classroom, and is an extremely effective technique if the students are confident and cooperative; but more inhibited or anxious people find role play difficult and sometimes even embarrassing (p.133)

The characteristics mentioned of the model group and these aspect of role-play, fix in the way that would impact the objective of this study topic and learner's oral production. The model group needs and likes was described in the previous chapter, but are important for the selection of this real-play communicative activity.

2.1.4 Real-play

This activity allows to learners use the language that they acquire and use in different context during the class, as a characteristic of communicative activities it promotes the real situations life based on contexts, depending on the language focus. In this activity, a situation is presented, and working in pairs students should share information. As Scrivener (2009), mentions: "a powerful variation on role-play

is real-play, in this case, situations and one or more of the characters are drawn not from cards, but from a participant's own life and world" (p.158).

This communicative activity helped to focus group "C" practicing the language through the class for real situations due to for them were attractive work in the role-plays as you can check in focus group description

2.1.5 Simulation.

Crookes & Chaudron (2001), defines simulation as: "Activity that involves complex interaction between groups and individuals based on simulation of real-life actions and experiences". (p.35)

The group "C" were participative; this communicative activity could engage them in participating in oral production. A particular aspect of the learners is that they are visual, as you can see at learning styles results, in the previous chapter, simulation suggests using different contexts or situations during the activity in the class. Ur (1996), "mentioned that "In simulations the individual participants speak and react as themselves, but the group role, situation and task they are given is an imaginary one it increase the use of language depending on the context in the class" (p.132). This activity affected the group "C", because it was an activity where all the students speak and participation is even, is consider adapting to a situation that the group profile like to engage during the communicative activity.

A characteristic of the learners is that they respond to any activity in a positive way because they respect their classmates, the relationship is based on friendship and respect, the dynamics in class are their preferred ways of learning, this communicative activity would work for them Scrivener (2009) says: Simulation is a really large-scale role-play, role cards are normally used, but there is often quite a lot of other printed and recorded background information as well- newspaper articles, graphs, memos, news flashes, etc. (p 159).

These five activities were designed by scrivener, Ur, and Lackman, all of them focus on developing speaking skill. The task taken from these authors meet the

previously described characteristics of a communicative activity, such as; information gap, express ideas or opinions, varied use of situation and context, and interaction in pair work or groups.

The model group characteristics were considered especially for the selection of communicative activities presented, the aspects for it were; based on students' preferences to learn, interaction in partners or group, conversations, funny activities, speaking activities.

The communicative activities described in the previous lines are intended to be adapted to work on the following questions, in favor to impact on oral communication of the model group 'C'. A positive aspect of these communicative activities were that all of them allowed the use of adaptation based on specific situations and variable contexts. These aspects obtained for this first answer was necessary for the adaptation in the following questions.

In conclusion, adapting these five activities was necessary to use the independent variables mentioned, based on the contents of the professional practice period, February to March 2020. These communicative activities were adapted focusing on speaking sub-skill appropriacy, depending on the context of the session. Each activity applied one per week in model sessions, focused on affecting learners' communication in focus group classes, using this mode of application allowed analyzing the impact of the communicative activity in the following questions.

2.2 What tools can be used to measure speaking appropriacy with communicative activities?

Following the information gather in the previous investigation question, the next question center on defining the tools, that while motivating the students could gather evidence of their progress at the same time. Considering previous communicative activities, there were defined three tools for keeping track of student's

improvements. These proposed tools were designed focusing on increasing the learner's interest impacting their motivation.

The main tool focused on following the speaking appropriacy participation in the class. Moreover, it pretended to motivate students. Another instrument that supported learner's work evidence was toad chart to register daily work and, the last tool was created to correct and manage learner's behavior it was titled "the behavior flag".

2.2.1 "Mario Kart's chart" tool

Mario kart's chart was the principal tool that measured the participations quality focused on speaking appropriacy established on teacher trainee's criteria. In the same way, through the communicate activities applied there were several appropriacy trades which also tried to motivate learners to speak in class. (Appendix O)

The previous communicative activities were adapted to impact the sub-skill, and should increase learners' oral communication; these activities were applied one per week through the practice period. The model session distribution allowed to identify the study topic effect. Moreover, the Mario kart chart was a specific tool focused on keeping track of the learner's accurate participation by following the points.

The requirements to get the participation sticker were five; Use of language, Communication, Body language, Suitable and Social Context. Each of these aspects had specific characteristics related to speaking skill, two of them were based on speaking appropriacy, which were the "suitable" and "social context". These parameters consisted on:

Use of language: The participation must be in the target language: English

Communication: Learners exchange ideas or information during the activities expressing opinions, in fluent way without pauses, fillers and silent periods.

Body language: Use of facial expressions and body movements.

Suitable: The learner should use the vocabulary 'formal or informal' depending on the specific situation or conversation.

Social Context: The participation should be according to the context in the class.

Based on these participation requirements, learners developed their awareness for speaking appropriacy during the communicative activities presented. The objective was to increase the use of the sub-skill in the situations and context where the class was. According to Talukder (2016), "The appropriateness in speaking in formal, informal and neutral situations in a conversation will show their ability in understanding the context and situation of the conversation in English" (p.104)

These criteria were presented to the learners at the beginning of the practice period together with Mario karts' chart, each aspect of the chart was explained and the objective emphasized that for obtaining a participation sticker it should achieved all the previous points. The chart has the name of all the students divided into horizontal lines, in each blank, the students stick thirteen stickers participation. The period of time this chart was displayed was through the practice period of February to March 2020.

As part of attending motivation Mario kart's chart was to make learners confident to use the language expressing their ideas, sharing opinions based on appropriate language. Mario Kart's chart came from learner's interest, it was a mobile game named Mario kart, and it was about racing, where some characters compete to win medals. The game became popular and interesting for the focus group; all of them played and knew it. For some learners the chart was attractive, students made question for the chart such as:

Student N: "Do you like Mario kart teacher?"

Student W: "¿En verdad juega Mario kart teacher!"

(Really do you play Mario kart teacher?)

Student K: “Vamos a jugar una copa”

(Let's play a race)

Student C: “¿Que personajes tiene teacher?”

(What characters do you have teacher?)

Student D: “Yo soy nivel 23 teacher, ¿usted qué nivel tiene?”

(I am 23 level teacher, what level you are?)

Based on the comments made and interest of learners the tool taken into consideration to increase oral communication using appropriacy sub-skill motivating them to participate. As was difficult work with adolescents because not all the adolescents have the same preferences, but in this case, Mario kart was adapted on their interest. According to Ur. (1996) mentions that:

For inexperienced teachers, classes of adolescents are perhaps the most daunting challenge. Their learning potential is greater than that of young children (see Unit One), but they may be considerably more difficult to motivate and manage, and it takes longer to build up trusting relationships (p.290).

In this case, Mario kart was an opportunity to engage with them based on a common interest between teacher trainee to students; it considered an opportunity to increase learner motivation to collect all the stickers on the chart.

2.2.2 Secondary tools used

The tools proposed in this section implemented to be a followed-up process through the professional practices and the model sessions, also support the evidence and to register the development of learners on this research in the practice period.

The tool aimed to register work in class and homework, has the name of this tool was Toad's chart. It was designed to evidence the student progress in daily work, based on teacher single at the end of the session it reflected that students worked in class. The aspects considered to obtain it singles were: Achieve the objective of the class, neat on activities, clear class notes and topic and date.

The use of Toad's chart allowed control the learner's activities and manage time check. The progress of learners in the chart controlled in a checklist at the end of the journal practice to evaluate their work. (Appendix P)

The criteria aspects for evaluation taken in favor of the study develop focusing on increasing the impact presented in favor of the learner. In the criteria chart, was considered the participation in class with 25% because it was the main. (Appendix Q)

The behavior flag was a tool focused on controlling the students discipline in the class, depending on the group noise or indiscipline the flag point up based on the teacher criteria. It allowed to the teacher trainee control the group in the class without internal distractors and interruptions. This tool was the Mario Bros flag, at the base there was a tube that allowed the tip of the flag to go up or down. (Appendix R)

What happened if the indiscipline of students passed the limit? To maintain group behavior in the activity or focused on the class, the penalty for them was extra homework or vocabulary quiz, as Harmer (1998), mentions "Getting students to do various kinds of homework like written exercise, compositions or study is the best way to encourage student autonomy" (p.9). Using this kind of correction, students controlled themselves and the correction had a purpose.

To conclude, the tools presented in this section evidenced the learner's progress during the application of the communicative activities and the impact of speaking appropriacy .The medullary tool obtained was Mario kart chart, based on the sub-skill characteristics of this research, pretended measure the impact on oral communication and increased the characteristics mentioned of appropriacy of the focus group.

For the following questions the results obtained from the tools and the secondary were fundamental, based on that, the following questions answered based on the impact of speaking appropriacy and the achievement with these.

2.3 How was the reaction of 1st grade group “C” learners to speaking appropriacy sub-skill?

This question of the research, was answered by the analysis of four model classes, in which the communicative activities were applied and adapted to impact the learner’s speaking appropriacy in the focus group. The practice period of the application was February 17th to March 13th at the Escuela Secundaria Técnica No.35.

The following paragraphs reflected the students’ reaction to the communicative activities and the impact of Mario kart chart on participation. The order of the model session were described in sequence of communicative activities application.

Due to Covid-19 the last professional practices week was interrupted, it caused that the final model session was not applied. The main aim of this session would have been a communicative activity (role-play) as closer of all the practice journal, focused on speaking appropriacy.

2.3.1 First session “discussion”

The analysis session of the first week applied on Friday 21st February 2020. The topic of the third class was "Discussion" and the main aim was; "talk about favorite's leisure activities sport" the model class was applied in the first-grade group "C" at the last hour of the schedule 12:20 to 1:05 pm.

The methodology implemented for the class was Presentation Practice and Production, the step missing was wrap up, because at the end of each day the last class had five minutes less. (Appendix S). Learners came two or three minutes later to the classroom, the session began reinforcing the week's vocabulary as warm-up

activity, its vocabulary was about likes and dislikes and phrases to give personal opinion.

The group was engaged in the class sharing previous knowledge randomly, flashcards and questioning where the tools to manage the task and help learners to remember keywords. The main problem in this step of the class was about learners' delays, because a group of learners came 5 minutes later than the rest of the group, it was a distractor for the class. (Appendix T)

In the presentation stage, students worked using the course book "yes we can" one on the page 66, during this activity students analyzed a conversation about two friends talking about their likes and do not like, identifying the main ideas of the characters.

The activity of the presentation stage started reading a conversation, two learners were volunteers to participate and the rest of the group followed them. Once they read the dialogue, learners' underlined key words and information expressed. In this activity learners identified expressions like; I love it, because, I like, etc. On the other way, learners discovered unknown expressions for them as; I am afraid, I see you love, it is very good. Next, students listened again to the conversation just to complete missing phrases and reinforced it. At the end of the stage, three students received participation's sticker, for participating in the reading and share their ideas of the previous conversation.

Continuing in the class, the next step was the practice stage where students worked answering four questions based on the previous conversation. This activity was adapted from the book to work on the notebook to improve learner's participation, this activity was controlled way. At this point of the class learners had problems understanding the meaning of the question, based on that aspect, the activity in controlled way was helpful to conclude the activity on time.

The questions were answered one by one, at this point in the class it was noticed that almost the middle of the group did not participate, just copied the answer. During

the participation in the activity, students had problems interpreting the answers specifically in the question about; Does Anna's friend like swimming? Also, what favor does Anna's friend ask her? In these two questions, students first understand the meaning, then they came back to the paragraph in the conversation to analyze the information, finally reached an answer.

The participation increased for two students more, for landed the practice stage was reinforced the activity based on student likes. Using plural way were the examples to exchange personal information of the group because they were engaged on use themselves to give examples, in that way learners interested on the examples. Finally, the activity passed the time designed around five minutes more, timing was about 20 minutes in the practice stage. This problem affected timing of the session, the model session was losing ten minutes. The production stage just has ten minutes for the application

For the last step of the class, it was applied the communicative activity 'real role' adapted to impact on learners oral communication based on the class context. When learners received the instruction of the activity it was not clear, the presentation of the communicative activity was about three slides of different activities in specific places, each one. The objective was to discuss in groups of three questions and selected a place according to the leisure activity. In the worksheet learners responded on the chart based on their point of view, "where can I practice it?" Given opinion and a reason. (Appendix U)

The activity was free to promote the communication in the groups, instructions were explained and presented a main example of the activity. The class almost finished based on that fact, for every situation students had two minutes to talk and respond the chart, some learners finished the activity after the school's ring sounded. At this point in the task, some groups still did not understand the dynamics of the activity.

The behavior of the learners changed meanwhile the task was applied, it was observed on their attitude because they felt frustrated, because learners did not

understand how to answer the activity. When the ring sounded, at the end of the class just five students received the participation sticker but they did not paste on the participations chart. Quickly the activity was checked on the notebook and the worksheets. The rest of the group just gave the worksheet and some students left off the classroom.

It was considered that students were not engaged in the topic, but at the end of the session in the model activity the group lost control. It was so confusing and difficult for them, the English level was not adapted to them. Another fact that affected the session was the use of keywords or provided a bank of words. In the activity just six learners participated according to Mario kart chart criteria, the class finished and the rest of the group leave without the Toad's chart single.

The aspects to develop on the next session were; classroom management to register students participation, also motivate them to participate during the activities. The solution was to use different ways for Mario kart chart during the class, engaging students' attention on participate more. As the use of context was important to achieve the session goal, it was necessary to implement in the class scenarios or visual material to facilitate engagement in the class. The use of vocabulary was essential to achieve the task during it, was an important aspect to develop during the following model session to obtain better results.

Material was important to support the students' attention in the class, some of the learners in the group were visual, and this point was in favor to engage them. Moreover it, was necessary to apply in this pedagogic research the use of context to support speaking appropriacy.

In the provide steps not all students worked, was necessary to include students on the back to increase participation and not focused on the same learners, in the same way, develop classroom management distributions places. Was necessary to adapt different ways to manage Mario karts chart to increase participations in the class, give the stickers during the session not at the end of the class, because in

that manner students were kept motivated to obtain the sticker in the class, it was important to adapt the activity to their English level.

The participation sticker was received at the end of the session when the whole model session finished however, it was wrong strategy because the learners were not aware if they have won the participation sticker and some of them lost interest for the session and did not participate during the real-role activity.

In conclusion, the participations result was not the expected; it reflects that the communicative activity did not work, as was reflected previously it was not accorded to their English level or too complex for them. The participation in the classroom reflected on Mario kart's chart was just eleven that learners earned the participation from a group of 23 learners. Bahrani & Soltani (2012), mention that:

...A completely different reason for student silence may simply be that the class activities are boring or are pitched at the wrong level. Very often our interesting communicative speaking activities are not quite as interesting or as communicative as we think they are and all the students are really required to do is answer 'yes' or 'no' which they do quickly and then just sit in silence or worse talking noisily in their first language. (p.26)

These comments were taken into account to reflect about the impact of this communicative activity and focused on the following three model session.

Speaking appropriacy was not clear during the real- role task, the sub-skill was visible in the activity but no applied correctly. For the next class was necessary to adapt better the communicative activity focus on impacting appropriacy.

2.3.2 Second session “make a plan”

The following section of this pedagogic document is to present the second model class analysis, which was the fifth session of the second practices week, applied on Thursday 28th, February 2020 in the first-grade group "C" this class was in the third module of the schedule at 8:40 to 9:30. (APPENDIX V)

The main aim of the class was "to identify questions to understand a conversation", the skills used in this class were listening, writing, and speaking. Presentation, practice and production were the methodology implemented in the class. The class started without problems and distractors, it was on time.

The class started by applying a warm-up named "mime". In this activity, the learners were talked about different expressions and writing on a piece of paper, in front of the group. They made the gesture using body language these expressions were: "OMG, I do not remember!", "I am so sorry", "Very funny!", this activity was for engaging learners in the class, three of them were volunteers meanwhile the rest of the group must have guessed the possible expression, these expressions were written on the board to identify the expressions. (Appendix W)

In this activity, students responded to the dynamic giving some ideas and sharing possible gestures for the expression, the timing of this step was around five to seven minutes. More than the middle of the group was participating in the activity; these kinds of dynamics engaged them to start the class.

The next step was presentation step, it had the main aim to 'identify specific vocabulary in a conversation'. In this part of the class, learners worked on listening skills, identifying different kinds of conversations about three topics. This activity was taken from the Couse book "Yes we can 1 secondary" Before starting the reading learners analyzed three different pictures, these images were a cooking class, make plans, excursion, and soccer match, under the picture must be selected the correct option of the picture.

Once was detected the situation in the image, learners followed the pre-listening following the dialogue of each characters identifying unknown vocabulary, in this case were vocabulary relationated with questions and phrase to express likes and do not likes, the activity was managed in control way to monitor learner doubts.

At the beginning of the listening students did not understand the activity, because in each conversation it was necessary to order in sequence, the track was

reproduced two times and the last one to reinforce the answers. To conclude the presentation stage, learners underlined phrase to express likes it was to introduce the next step of the class, the participation in the presentation stage was minimums just three o two learners were engaged.

In the practice stage, were presented three different flashcards about park, house, and supermarket; the objective of the step was to create a conversation, the activity was controlled way, in pairs, writing a date based on the place and using previous leisure activities seen in the last class.

In order to engage them to participate, the date was between two classmates like learners "D" and "W". First, they selected a shopping mall to create the conversation. Each one of them selects their favorite leisure activity and others that they hate. They started to build the date, the rest of the group adapt the expressions of the previous stage to fix based on their information likes. The participation increased because for them it was interesting to know about their classmates.

Student 'W': Hi! What do you want to do?

Student 'D': "I would like to go to the movies"

Student 'W': "Do you like go to Cinemex or Cinepolis?"

The participation in this task was better than the previous stage, the number of participants were seven, but just five of them received the sticker. The strategy to give the participation stickers during each step did not apply because not all of the participants achieved the criteria to obtain a participation, this aspect demotivated some of them but the rest continued working.

The production stage was applied in the communicative activity, it was a pyramid discussion adapted to fix in the class. The activity was managed in semi-free activity working in pairs, the main aim of the step was to use phrases for a specific situation, the task was similar to the previous exercise, but in this case, learners just talked adapting the vocabulary in the place sharing their opinion. Students worked in pairs making a plan based on their likes and dislikes, adapting activities that correspond to the flashcard, the place selected was at the park, it was observed that learners

selects activities according to the context as; run, read, play soccer, read a book and walking. (Appendix X)

The communication in this activity was acceptable but not all the pairs used the language, the rest of them adapted short phrases in the conversation. Learners were engaged in the activity because for them it was an attractive practice, to work in pairs and get to know about their classmates.

Once the activity in pairs finished, students come back to their seats and started the discussion sharing their previous ideas, at this point of the class almost to conclude, seven pairs had finished the conversation and the rest did not, because they needed more or time. At the end of the activity, some pairs passed in front of the class to share their conversations and received the participation sticker, finally ten learners got participation in the activity.

To conclude this step, the context changed to organize a meet at home, quickly learners participated giving their point of view about what kind of activities they could.

Student 'L': "I like to watch movies"

Student 'D': "I prefer to sleep"

Student 'C': "I would like watch football soccer"

Student 'k': "yo hago una fiesta"

(I plan a party)

The communication during the activity was the expected, learners responded to the activity, just five comments were in the mother tongue. In this case, they did not receive the participation sticker. To close the topic, learners passed to check the activity and received the participation sticker in the class. At the end of the activity, students made positive comments in favor of the class and the activity, when they received the sticker it was pasted on the Mario kart chat.

The aspect that was consider important to establish for the following model class was motivated them to speak, focused on increasing the participation using the

language during the class, it was an important aspect to consider an effective class focusing on Mario kart criteria. Analyzing the class it was observed that student participation increase during the practice stage when classmates started to act in the activity, based on that, was necessary to use situations of learners referring to their likes and do not like, this strategy was noticed because for them was interesting and easy to engage in the class.

To encourage learners to participate during class on the activities, it was considered to give positive feedback at the end of the activity, also remind the Mario kart criteria to obtain the participation sticker, and the percent of participation as final grades. Bahrani & Soltani (2012) says that:

Giving positive feedback also helps to encourage and relax shy students to speak more. Another way to get students motivated to speak more is to allocate a percentage of their final grade to speaking skill and let the students know they are being assessed continually on their speaking practice in class throughout the term. (p.26)

The material in class was important, as the group were visual it supported the context of the class. For the following session the situation or context of the class were adapted by tics, this in order to support the context of the class in favor to learners' attention.

In the pyramid discussion the use of the context during the communicative activity impacted learners, changing the context of the shopping mall for leisure activities at home, was necessary to adapted cored by them. The goal in this model session was, 'learners identified kinds of activities they would do in a place arranging a date with a friend using specific expressions'. Some of them achieved the objective and others did not, it was necessary to focus on increaseing the motivation to speak and adapted a way to manage the sticker participation.

In conclusion, eight pairs at the end of the class revised the conversation of the activity and work in class, in total 16 students worked effectively and this result were

in favor of the session. On the other hand, the communication during the activity designed was good however even though learners presented fluency they still had grammar mistakes.

Comparing this model class to the previous session, the results were better but not the best. The participation of learners was essential to consider how it impacted in the activity designed for the students, in fact, just half of the group was interested in the class and it was reflected on the results. For the next model session the observations noticed from this class were applied and also ones from the previously. In the same way focusing on development efficient participation for the following communicative activity.

2.3.3 Third session “what do you do...?”

In the following paragraphs it was analyzed the third communicative activity applied on Thursday, March 5. The communicative activity adapted for the class was "Changing roles" applied to first graders of the group “C”, at the hour 8:40 to 9:30 based on the schedule. The main aim of the class was “make phrases to answer situations based on the question”, the methodology used was presentation practice production. (Appendix Y)

The learners arrived to the classroom three minutes late, caused by the class before of English module. The class began with the warm-up stage; the activity applied was a practice of spelling verbs, on the board was projected three basic verbs; read, run, and dance. First of all, based on the picture learners guessed what verb it was? Then spelling it. The class aimed to engage the students in the topic, the participation was acceptable, students respond to the activity making comments, and this activity was interesting because the dynamic of the followed sessions was a spelling contest. The timing of this activity was around five to seven minutes. (Appendix Z)

In the first step of the methodology it was used “presentation”, the objective of it was "to make the question" as reinforcing of the previous classes, learners shared the different ways to make a date. The context used in this step was the cinema, it

was presented in a flashcard, and first, they were questioned to identify the place then focusing on appropriacy, what type of activities could be made at the cinema? Identifying the vocabulary. At the beginning of the activity, learners created different kinds of question, based on the picture.

The participation was acceptable in this part of the class, learners presented grammar mistakes but they were corrected in the same moment of the activity questioning them. During the activity was observed that learners engaged in the class, some students were volunteers to make questions and it motivate the rest of the class to pay attention, this strategy, was a result of the conclusion of the previous analysis session number two.

In this part of the class, learners responded in a good way to the activity, more than half of the class were engaged in the activity and two learners received the participation sticker, based on that the rest of the group increase their participation for the next stage of the session and it was reflected at the end of the same activity.

The next step of the class introduce using a projector, this activity was performed using a PowerPoint presentation of and it was adapted from the course book "yes we can 1 secondary".The activity was managed in the control way. In the activity, there were presented three situations in three specific contexts, the learners created a question based on these situations, the main aim of the step was "create a question for the situation"

The impact of this activity was focused on appropriacy, the activity was presented by slides and learners received specific vocabulary based on the picture, then observed the picture and create a specific question for the situation using the notebook. Next, using the question identified of the previous picture situation, it was selected one of three possible situations. It was similar to the presentation's task, but in this case, the activity has a specific context and three possible situations. The activity applied was in semi freeway; just they made questions about the vocabulary or instructions.

Learners received the instructions about the activity, for them it was not clear and it was difficult to understand, the timing needed to explain was around four minutes. As it was difficult for them to understand the dynamics of the activity, the first exercise was answered in-group.

Firstly, they observed the picture sharing ideas of the place, learners identified quickly that the place was at the cinema, then in the same slide was a bank of words, the learners used these vocabulary to create questions about the place e.g. "Well-not sure- Do you? Horror / romantic movies-Do you-grate", they had one minute to build their answer and compare in the following slide. The next one, they shared question and compared the answers, at the top of the slide was an example of the question. Secondly, on the same slide were presented three different situations that only one of them was according to the picture.

Students read one by one and quickly associated the question to the situation based on the picture. In fact, three learners received the participation because they were the most participative and used the language during the activity according to the Mario kart criteria.

The next two exercises were managed in a semi control way, this time the learner received the introduction of the situation by questioning them and aided with the vocabulary in the bank of words. The end of each situation, they compared their answers and identified the situation. The rest of the activity kept being performed in the same way.

At the end of the step, the learners were about easily identify the situation of each exercise, however, when they shared their questions there were grammar mistakes, which were corrected during the step. The participation was good, learners responded participating, and ten stickers more were granted. The objective of the step was achieved and successful.

At the end of the session, during the production stage, the activity applied was "changing roles" based on a communicative activity adapted to impact speaking

appropriacy. The activity was focused on establishing a conversation using the context of the situations depending on the place, these places were; "pool party" and "barbecue invitation". The contexts were attractive for the learners. Working in pairs, they practiced according to each situation based on the picture.

The first situations were; "barbecue invitation" it was an example in the following way, three students in front of the class responded to the questions made by the rest of the group.

Student 'W': "do you like to go to my birthday?"

Student 'K': "Yes, I like" and "sure, why not".

Student 'N': "do you like eat meat"

Student 'K': "no, I don't like"

Student 'C': "do you like guacamole"

Student 'k': "yes," we love"

At the end of the participation, students received their sticker of participation, they were N, K, LA, J, W,

The second situation was about "invitation to a pool party" the volunteers were students L, B, and D.

Student 'D': "Do you like to go to a party"

Student 'B': "yes I would like"

Student 'V': "do you like swimming"

Student 'B': "I don't like"

Here was noticed a grammar mistake during the conversation and also some fluency aspects to develop, to give feedback was considered positive motivation them to participate, the grammar mistakes were corrected at the end of the activity when the conversation finished, according to (Mary spartt, Alan Pulverness and Melanie Williams, 2005)

In controlled practice activities, the teacher usually corrects learners' accuracy, as accuracy is the purpose of these activities. In fluency activities it is advisable not to correct learners immediately. In this way learners are given the opportunity to focus on communicating their message. (p.50)

The objective of the activity was to impact speaking appropriacy, each situation was about parties but in a different context, the learners adapted the questions focused on activities made in the place. Before leaving the classroom, they received the homework, the assignment was to take a picture of any place, and write five questions based on what type of activities they could do there. The purpose was just to reinforce the class, and check grammar mistakes.

To conclude the class after each participation learners received their participation sticker and put up on the Mario kart's chart, it motivated the rest of the class to make questions or be a volunteer. In fact, during the activity, sixteen learners got the sticker, which reflected that the activity worked.

The wrap-up was used to check the participations and the work in class, three students did not finish the activities. At the end of the class, learners made positive comments about the class as, "the class was interesting and funny" another was "I like to learn speaking in class"

The reaction of the learners was positive, the learners responded to each step of the session, but the participation increased before the production stage, it was considered that to be a result of the impact of the activity. The activity designed to attach in speaking appropriacy impacted on the interest of learners, as it was reflected on the participation and the stickers earned won during the exercise.

The participation also reflected that learners were motivated to speak in class using the language in the different exercises. The problems faced during the session were analyzed focused on accuracy, learners presented problems to structure the question, never the less the objective of the class was achieved, and the communication during the communicative activity was suitable based on the context and the specific situation.

On the other hand, students needed more vocabulary during the practice and production stage, despite, the vocabulary provided as a bank of words learners presented problems to understand, it reflected that the English level was not

accurately to their level, as it was observed during the practice and part of the production stage.

The second aspect, to continue the work on were material and classroom management was used. The presentation in this session was attractively made on PowerPoint, which showed to be attractive for them, but it could also be boring, for the next model session, the material could be adapted using the same tool, but implementing new strategies to increase the interest of learners.

The way in which the participation was registered was successfully the strategy was implemented as a conclusion of the previous analysis of the second model class. It was better because in this manner each exercise or participation, during the stages of the classes promotes the analysis of the participation made.

The participation evaluated was better and in the same manner, it caused motivation for the classmates. For the following model session and classes it would be necessary to continue to manage this register way.

The third model class concluded that the communicative activity affected the first graders of the group "C", promoting speaking appropriacy during the application of it. The results obtained at the end of the class reflected an increase in participation during the class and communication in the same way. The total number of participation stickers earned were 18.

As a conclusion, the participation has increased due to the learners participating in making questions using language appropriacy, students' present problems regarding fluency and grammar during the application of the communicative activity, but the vocabulary used at the moment of creating the question was suitable. The participation of the third model class increased compared to the last two model classes, and it was reflected on the Mario kart's chart.

2.3.4 Fourth session "unexpected conversation"

In the following session of this pedagogical essay was presented the last model class titled simulation, it is a communicative activity adapted to impact on speaking

appropriacy applied on Thursday, March 19th in the first-grade group "C", in the third module of the schedule at 8.40 to 9:30. The methodology applied for the session was presentation, practice, and production. (Appendix AA)

At the beginning of the class, the head-teacher explained the evaluation criteria because learners were confused about the final grades, the timing taken for this regard was around five to ten minutes, and it affected the class on student's attention and timing.

The steps of the class started in the presentation stage were based on a video, the way to engage students to the topic was through watching a video about different ways to order in a restaurant, the main stage was 'identify phrases or expressions to make an order in a fast-food restaurant'. The attention of students was focused on the video, for them it was interesting. At the end of the video students made a brainstorming about the conversations on the video. Student commented ideas about the video identified that the place were at Mc. Donald's or Burger King, furthermore they identify different kinds of restaurant and what language was used in the place. (Appendix AB)

In the same stage but a different activity, Students identified the previous expressions used to order, from the video to order, and phrases to use in a five stars restaurant. This activity was presented through the projector, the chart was about the expression used by customer and waitress, on the board learners wrote the letter "f" for formal and "I" for informal also "B" for both depending on the expression used by the character in the restaurant. In this activity, ten students participated. Students responded to the activity in a good way and the participation reflected that the group was engaged in the class.

In the following stage of the class, learners worked to complete a conversation using the previous expressions based on the place, but they practiced the previous vocabulary in a different context. In this case, it was at a five stars restaurant. The activity was managed in a semi-controlled way in the group was working on the

board and the notebook. The task assigned to the learners was to use the previous expressions to fill in the blanks adapting the vocabulary to the characters.

Learners felt engaged and start participating, five of them received a participation sticker on the class, and they adapted the phrases to the situation between costumers and waiters using the appropriate vocabulary at the restaurant. The students wrote their conversation in the notebook the end of the stage learners shared their conversation and passed to the front of the class to create a general conversation in a group. The participation in this stage increased when learners received the participation sticker and put it on their name at the Mario kart chart. It motivated the rest of the group to participate in the followed stage.

In the production stage, students work in groups to three practicing the vocabulary in a simulation, the main aim of this communicative activity was 'to establish a conversation in different kinds of restaurants'. The activity was applied to project a picture of the place, these pictures were; Burger king, tacos stand, and Gusteau's restaurant. Identifying the context the learners adapted the vocabulary and created a mini conversation with the task of ordering in a restaurant, the roles were a waiter and two costumers.

To manage the activity the following strategy was applied, when some of the volunteers had a vocabulary mistake, if someone detected it, the participation would be for her/him. Based on the first restaurant taken, for example the context of a fast-food restaurant, three students were volunteers "N" "C" and "K". To engage the rest of the group in the activity the "lights camera action" strategy, it was repeated at the beginning of each conversation.

The first volunteer team used the notebook, they selected a role and start the conversation, the use of vocabulary was adapted correctly, and the communication during the task was successful. They received their participation sticker.

Randomly, another volunteer team passed in front of the class and simulated the next task, which was a taco stand.

Student: 'N': "do you want to order?"

Student: 'V': "I would like 2 Beefsteak tacos"

Student 'D': "I want a Quesadilla, please"

Student: 'N': "What else?"

Student 'D': "I want a soda"

Student 'V': "No thanks"

In that way, the learners adapted the vocabulary appropriate for the activity. At the end of their participation, students put their sticker of participation on the Mario karts chart.

To conclude the simulations activity, in the last restaurant the students worked in trios creating a conversation, then wrote it on the notebook to present in front of the class. It was noticed that all the teams were using the language focusing on adapting the correct vocabulary in the conversation, in this activity other six students received the participation sticker. Just the first team was able to present their simulations at Gusteau's restaurant. Before finishing the class, the task in teams was singled together work in class. Just six students did not receive the participation because they left the classroom before was checked the task. (Appendix AC)

The participation in this activity was around seventeen to nineteen students, the reaction of the learners to the activity was good, and they felt engaged in the different activities during each step of the class. The communicative activity "simulation" really impacted students it was focused on real situations that they would know, the most interesting for them were the tacos stand and the fast food restaurant because they know the places.

During all the sessions, motivation of the learners was based on receiving their sticker. When the students observed their classmates getting participation stickers during the activities in class, it the rest of the students we motived to participate and work in class. Mario kart's charts have increased the amount of stickers after the second model class, almost half of the group earned around seven to ten stickers. This result reflected that learners understood the activities and had in mind the rules

to get the sticker in class followed, thus speaking has increased in the class, and students felt motivated to work in the activity designed.

The aspects to continue developing are classroom management, monitor learners in the back of the class necessary to include them to participate in the activities; it is common that the learners setting in front closer to the board were more participative than the rest of the group. On the other hand, it is equally important to develop the use of the material, which was another essential way to maintain learners engaged in the class. But most important it is essential to continue work to give feedback, focused on speaking during the session feedback was given at the end of the task but need more proximity in order to correct in front of the whole group.

To conclude this last analysis of the session it was observed that the class participation has increased, in fact, at the end of the class, 18 students participated during the session and received the sticker. During this session and the previous one, the level of participation was similar referring to the number of participants in the sessions based on Mario kart criteria.

Another aspect that was observed in favor of the class, was that students felt motivated when receiving the sticker during the session at the end of the class. They observed it as a competitive manner to obtain more stickers in the chart, which resulted in the rest of the class feeling more interested in asking themselves. The session worked, it reflected positives results of participation.

About the simulation, this communicative activity was adapted to fix the topic and to impact in their interest. Learners excellently responded to the session from the beginning of the class from the presentation stage to the end of it, the interest in each activity and the various activities kept them engaged in the class. Besides, at the end of the session of the communicative activity, the application was good; it worked and influenced them to speak appropriacy, they use grammar phrases correctly even though there were some pauses during the conversation.

2.4 What was the impact in speaking appropriacy sub-skill using communicative activities in 1st grade group “C”?

The next question was referred, about the reactions of learner based on the analysis results obtained during the journal practice; in which it was applied the communicative activity adapted to promote learners speaking appropriacy. This question was answered by the teacher trainee observations and the analyses results of the previous question.

2.4.1 Register of Mario kart chart

As previously mentioned, this strategy promoted motivation in the class mainly on increasing the students speaking participation in class; based on the participation stickers, learners could earn one per session, only if they achieved the criteria. The following paragraphs describe outcomes obtained from the model group of the main strategy.

To measure the impact of this pedagogical investigation, it was necessary to use an instrument to evidence speaking appropriacy based on a register chart, which was the Mario kart's chart strategy; the result obtained regarding the learners speaking were reflected on the participations performed during the communicative activities that were applied in class.

The reaction of the students to the strategy was positive, it was observed that they engaged in the dynamic of the chart and reflected positive competition between classmates, also with other first grade groups; even in all the sessions, the group “C” asked for their sticker every class, the comments to the strategy were the following:

Student N: Wow! Is the Mario Kart game, it is cool.

Student W: Teacher, vamos a jugar Mario kart y ganar stickers.

(Teacher, are we going to play Mario kart and win sticker?)

Student C: pero son muchas participaciones, no vamos a completarlas.

(But there are many participation, we are not going to complete them)

Student K: es difícil cumplir los objetivos para ganar el sticker.

(It is difficult to achieve all the criteria to win the sticker)

Student D: Que bonita tabla, ¿cómo hizo los colores?

(Beautiful chart, how did you make the colors?)

Student L: y mi participación, que nos da si juntamos todos los stickers?

(And my participation, what will you give us if we get all the stickers?)

Student A: ¡ya casi junto todas las participaciones!

(I am almost done getting all the participations)

Student C: my participation teacher?

(¿Mi participación?)

Student O: no puedo hablar en inglés teacher.

(I cannot speak in English teacher)

Motivate the learners in daily work was a fundamental aspect to the impact of this strategy on the students, the previous comments were during the practice period, where the strategy of Mario kart chart was to measure the participation during the communicative activities, as Harmer (1991) mentions:

One of the main task for thatcher is to provoke interest and involvement in the subject even when students are not initially interested in it. it is by their choice of topic, activity and linguistic content that they may be able to turn a class around, it is by their attitude to class participation, their conscientiousness, their humors and their seriousness that they may influence their students, it is by their own behavior and enthusiasm that they may inspire. (p.8).

Based on that, the students during the session were motivated, as already mentioned in the description of the model class. Some days learners decreased their interest to speak; sometimes the motivation could manage to increase the participation.

The register of Mario karts chart was a challenge faced in the application of this strategy; at the beginning of the professional practice period, in the first week, the sticker was obtained at the end of the session, but it caused demotivation in the class or activities it was also found that the number of learners speaking decreased in the communicative activity because students thought that their comments or

participation were wrong. Based on that, the manner of providing the sticker changed in favor of learner's motivation at the end of each step of the class, also it improved the evaluation of the participation according to Mario karts criteria.

Most of half of the group increased their participation, in average of nine to eleven stickers; In fact, five learners at the beginning of the last practice week complete the maximum participation. This result reflected that the strategy worked during the last weeks, the number of stickers on the enart were good and appropriated based on the external problems "Covid-19". (Appendix AD)

The maximum stickers as was mentioned were 13 for all the practice periods of five weeks but due to Covid-19 the school interrupted the classes on March 18th. The pandemic affected that the learners could not achieve the suggested number of participation; because some students were absent days before, in the main group there were cases of 'influenza'.

3.4.2 Observations in the class

At the beginning of the professional practice period, it was introduced a positive speech focused on the students engaging speaking during the classes, also was mentioned the communicative activity purpose and function with the Mario kart chart. The learners were interested in the communicative activities, because they made comments like: 'when is the conversation class?' referring to the model session.

It was remarked that learners were attracted to speaking in the class, it was an interesting way to practice the language for them; since they were beginners it was the first contact with the language in where they could speak in small groups or working in pairs, which made them confidence.

During the application of the communicative activity, in the model session titled 'what do you do' grammar mistakes were observed during adapted activity chaining roles. It came from; learner's interest for obtaining the sticker participation but them

spoke accurately during the situation of the class, in fact, the vocabulary during the class was appropriated depending on the situation.

Meanwhile grammar mistakes were observed during the communicative activities in speaking appropriacy; this aspect did not affect the communication in the class, it was clear that the sub-skill appropriacy implemented in the class was achieved, learners used the correct vocabulary depending on the situation and the grammar mistakes never affected the communication because learners understood the message received and exposed a new message. According to Talukde (2016), mentions that:

...We can say, as teachers, teach about the language but not the language itself. That is to say, we are after accuracy but not after appropriacy. Accuracy means grammar, rules, structure, form (usage) or linguistic competence. Appropriacy, on the other hand, means how to use the accurate language in the appropriate situation. Appropriacy means meaning (use) or communicative competence. (p.104)

Base on that considered accuracy a sub-skill nexus with appropriacy that should practice in the classroom in the same way, the rest of speaking sub-skill as fluency or coherence as fundamental for improving communication. As conclusion, it was not imposable to develop appropriacy, in that way, the accurate language was implicit during the communicative activities designed for speaking appropriacy.

2.4.2 Was the study topic objective achieved?

The information analysis described in the following paragraphs; regarding the learners outcomes during the practice period, based on the previous information of the Mario Karts charts and appropriacy criteria focused on student's participations.

This interpretation attended the speaking appropriacy evidence based on model sessions sequence analyzed; as was mentioned, each model session were applied one per week to measure the study topic impact on the focus group.

The following lines interpreted the participation outcomes graphed according to Mario kart and appropriacy criteria's; the results were considered to the model session analysis in which the impact of the study increased or decreased. As was mentioned in the page 43 to obtain the sticker must accomplish the appropriacy criteria. (Appendix AE)

In the first model session the speaking appropriacy participation were 11 but 23 were the speaking appropriacy participations did not achieve the criteria. It action was considered by the teacher trainee due to the participation followed the criteria but not accomplished two or any sub-skill aspect.

The second model session outcomes incremented notoriously, 16 were the admissible participations and seven not accepted. For this class, learner engaged during the week obtaining the participation sticker and the sub-skill criteria were reminded at the beginning of the class, it made the focus group motivated and interested in the instrument. The seven students did not achieved the objective, reflected mistakes to adapt the vocabulary during the activities and pronation.

For third and fourth interpretation, the participation were equally in eighteen acceptable participation, in this case learners follow the criteria's correctly, they would be able to adapt the vocabulary, speak in the specific situation or conversation. The criteria less develop was grammar, but it was acceptable because they used the rest of the criteria according to the sub-skill aspects. The rest missing speaking participations not accepted due to in the model session some learners were not present in the class and the rest not achieve the criteria.

The "Toad's chart" outcomes missed in this section due to, the practice period discontinued by pandemic (Covid-19) it affected to collect learner's notebooks and keeping the pedagogical exercise on. It was not possible to establish communication with the learner's due to not was a manner to track and some of them were not responded English head teacher messages.

On the next graphic, it reflected the learners speaking frequency in model session steps where the tool implemented to attend the participation. Its interpretation allowed to observe when learners responded positively in each class step. (Appendix AF)

Through the steps of the model session, a communicative activity was applied in the production stage; in this way, the learners could practice the language and the outcomes reflected that learner's spoken appropriacy based on the criteria.

As the participation frequency incremented from the practice and production stage; the participations sticker were obtained in the production stage where learners adapted the appropriacy criteria to the communicative activity. Through the class learners started to participate moreover, the communicative activities were adapted to affect sub-skill criteria specifically, and learners achieved it when the class was in the production stage.

Based on the previous interpretations, considered the participation requirements could focus more than two appropriacy criteria. To impact the sub-skill; would establish a simulation, where learners manage the specific situation in communicative activity develop through the class.

To obtain better outcomes, would use another tool that measure the study topic impacted mainly in appropriacy, it would have been a "scale chart" the participation carry specific sub-skill requirements and gave feedback at the end. Its tool could include: social context, vocabulary, carry the conversation speaking appropriacy criteria; these steps would simulate through the oral communication.

The pandemic affected in specific situation the study topic development, some focus group learners were missing through the fourth and fifth practice week; this situation demotivated the teacher trainee and the students due to, they considered the pandemic as vacation period. Another missed step for this investigation was a model session application, it was considered to be the last practice period class where a communicative activity impacting the sub-skill would close the sequence.

These results showed the study topic achievement due to, the process was suspended to attend possible tools and communicative activities to impact in future model sessions. To improve the outcomes, would change the Mario kart chart dynamic; increasing the participation specifically the criteria moreover managing the sticker distribution at the end of each class step. Another tool would adapt a specific sticker including the communicative activity achievement could be a golden sticker focused on appropriacy characteristics.

Based on the finding obtained from the outcomes and graphics described in the previous paragraphs of “The Use of Communicative Activities to Promote Speaking Appropriacy in a First Grade Secondary School Group” the study topic of this document conclude that it worked.

The results obtained were considered the expected because the learners performed their speaking appropriacy development around the practice period; they were able to adapt the vocabulary and understand the specific situation where the communication took place. Despite the troubles with the sub-skills as accuracy and fluency, students achieved the class objective and worked in the communicative actives in the model session.

The use of the Mario karts chart as a motivation tool was an important instrument. It engaged the learners into participating in the class, thus promoting the use of language appropriacy and oral production. Students oral production worked based on this study topic purpose. The oral production had grammar mistakes and fluency problems, but learners used the correct vocabulary speaking in the appropriate situation, set by the context.

Through each model session’s analysis made, in the conclusion discovered that during the application of the activities these promoted increasing different speaking sub-skills; It identified in third and fourth session accuracy and fluency. Based on the fact that learners presented grammar mistakes and made pauses during oral productions to prove sense in the conversations. Another skill that could be

promoted to establish a real communication in the classroom by listening, since it works as an in-put, in favor to increase the receptor and emissary.

As self-conclusion, the results obtained were more than the expected, this pedagogic document increased specific criteria about the profile degree focused as an English teacher. The following step to impact the topic was to adapt communicative activities in speaking skill to favor using different sub-skills to promote an effective oral production in the class. Based on the findings through the conclusion and analysis sessions, increased the theory making future investigation questions to continue.

III. CONCLUSION

The formation obtained as an English teacher through this process helped to improve both professional and personal life. During the days as a teacher trainee at "Benemérita y Centenaria Escuela Normal del Estado de San Luis Potosí" there were acquired fantastic memories and fundamental knowledge useful for my professional future.

At the beginning of the last school year, different ideas emerged for the study topic for this pedagogical document; the process taken for the development of this research (observation, identification of a need, bibliographical research, design of an action plan, implementation of the action plan, outcomes analysis, conclusion) allowed to face different situation were several learnings took place.

At the begging of the professional practice period, I made superficial observations. In spite of, during the model sessions journal, I could observed students reaction to the activities, it made me to increase my sensitive to analyze students gestures and body language in the classroom. In personal way, I noticed self-progress as a teacher trainee in the development of this study exercise. It facilitate to me take into considerations specific details.

To know needs is not simple as it. For some time as teacher trainee in the first practices, I confused what really student's needs. Now I can analyze errors and mistakes during oral productions beside this, I can adapt tasks and material according to the learner English level.

In different ways, I was a simple reader that focused on basic information. It pedagogical document impacted to me being analytic and critic for searching information in the web.

As design of an action plan, it made me feel confidence and to be analytic. For some time in the planning process it were difficult to give a sequence in order of language focus, and adapt the context. I consider that the better planning during the

professional practices period were in the model session practices, I observed that the purpose and goal of the sessions were linking, and followed a sequence such as; grammar and topics.

During the action plan application, were identified all my opportunities areas to develop, it increase my teaching capacity to analyze the work made be seriously in the class impact. Was in front of the group made satisfaction, regarding the emotion and humanist sense of working with adolescents. It was a confirmation of one's vocation and decision taken four years ago.

My capacity to provide feedback and correct students mistakes were the aspects most practiced during the practice period, it made me to be sensitive with the learner and humanist to motivate. After the journal practices I gave could feedback to the learner, I did not know the manner and how to notice their mistakes.

I understood that pronunciation or speak fluency is not the main objective of a message, it is to communicate. Base on that, I identified different ways to give feedback at the end of the participation or correct mistakes during it. This section of the study, allowed to me the criteria to be analytic and interpreter the results from this investigation. In fact, I am able to write final analysis.

The focus group had low English level and it was reflected during the observation period and diagnostic test. In fact, they were beginners, as was impossible measure their English level at the end of this investigation, due to the Covid-19 learners showed little progress in different aspects.

In the first practice period, the learners presented a lack of vocabulary and basic instructions referred to main commands in the classroom; for the learners, it was necessary to give instructions using body language and repeating the instructions two times. They preferred instructions in the mother tongue. Their behavior to this aspect was frustration for them, since it was difficult to understand.

Through the last practice classes, it was observed that the learners identified and associated the vocabulary, they were able to comprehend basic instructions, and some learners preferred language spoken 80% English and 20% in the mother tongue. This aspect pushed the rest of the group to continue the development of their sensitivity to the language appropriacy.

Additionally, it was also noticed at the beginning of the school year that, when learners spoke in English during the class, they were nervous and made several mistakes. After applying the model sessions, they were more confident in small conversation and in expressing their opinions.

For them was interesting to speak English, but their fear delimited progress that develop the sub-skill appropriacy, and allowed to enrich their vocabulary and identify the situations. The speaking sub-skill appropriacy, promoted students' identification to make oral productions, the communicative activities implemented in the class, received positive comments from the learners, such as; about interest and likes.

For some of them it was the first contact with the language, they showed interest and were engaged in the communicative activities applied. They were motivated during the speaking exercise; it was considered that had better impact on them. In a specific communicative activity 'simulation', some learners passed in front of the group to participate, and the rest of the group made questions. It was notices that learners progress on their ability to speak in front of their classmates using body language.

The results obtained in this research were acceptable moreover the learners' oral productions were achieved. As personal point of view, when I observed the learners speaking in the communicative activity, it caused satisfactory that they could communicate and understand situations, adapting short phrases to give an opinion.

During this process in the last scholar year, my teaching developed in different areas in favor of the formation; I was able to observe my strengths, weakness,

opportunities, and threats. The analysis allowed to me observe, identify and accept my teaching needs to enrich myself.

Through the professional practice period, I would say that the strengthened aspects were about my teaching area, such as; teacher profile, giving instructions, provide feedback, and correct students. In the last scholar year, I was afraid to speak and stay in front of the group, at the end of the professional practice period, all of these areas become manageable. In the other hand, I notice my weakness about classroom management. I need to working on the activity's organization and timing.

The threats that I identify were to performance my teaching, accept them and develop my opportunities areas. I understood that never ends the process to develop my teaching. I considered to develop my teaching skills and to provide feedback, increment the use of different sub-skills to maintain a communicative competence.

Regarding the opportunity's areas, I have to continue developing my English teaching to be a L2 English teacher, it is a challenge. I need to develop my speaking pronunciation and adapt strategies for the class.

The Opportunity areas that should be continued to work on, came as the reflection of this document; it could be in favor of be an English teacher competent and to impact my teaching. I would say that, a teacher never stops to learning, in my case it is an opportunity to develop the aspects that affected my English competence.

The competences are an important aspect to increase the formation as a teacher, the aspects were implemented during this pedagogical exercise. Under personal view, three of the foreign language teacher's profile were identified in the progress. The aspects are contrasted with my observation.

As a teacher, it was necessary to consider that students were adolescents. After that, I could identify their interest and needs to engage them and provide what they need to work in class.

Honestly, I observed that the vocabulary in some session was unexpected for learners, or the classes were not adapted for their English level; I analyzed the sessions and their outcomes, based on the results. I conclude that I should think more on their needs to work on. Now, I would say that I focus my teaching on their needs, considering their interest and specific needs as a second language. It is very important always think about the student.

“Knowledge of the structure of the foreign language, its components, and the regulations related to the use of oral and written expression (grammar, phonology, spelling, vocabulary, morphology”. This profile, I considered because, as the title of this pedagogical document mentioned the speaking skill, was promoted, in the same way focused on appropriacy sub-skill; during the scholar year were development aspects of speaking in the class, like vocabulary, drills, intonation, fluency, and accuracy in favor of oral communication.

The following aspect I feel identify and it is mainly of my profile, because I considered that these characteristics were development in the last scholar year in my formation as a teacher trainee. “The didactic competence to select, design and apply strategies and teaching resources that contribute to the development of the skills of communication in adolescents, as well as to organize work in the group and attend to the difficulties or specific needs that manifest some students in the second language learning process”. To be in front of the groups was a challenge faced in the teaching practices. I analyzed and responded to some learners problematic with the language, it was necessary, to adapted different ways to facilitate the language for them during evaluation and daily work.

Based on the outcomes made by the conclusion analysis, this research would continue and will attend new investigation questions to respond to different

observations and outcomes obtained from this process. The possible questions would be the following:

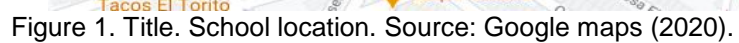
- How to nexus speaking appropriacy and accuracy sub-skills using communicative activity?
- How to impact speaking appropriacy in simulation class?

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Appendix A. School location.



Appendix B. Interview



BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO



DE SAN LUIS POTOSÍ

LICENCIATURA EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD EN INGLÉS

- ¿Cuál es el nombre oficial de la escuela?
- ¿Quién es el fundador de la escuela?
- ¿a quién va dirigido el nombre de esta institución?
- ¿Cuál fue la fecha exacta en que la institución comenzó sus labores oficialmente?
- ¿Cuáles fueron los motivos por el cual la institución fue situada en esta are de la ciudad?

Figure 2. Title. School history interview format. Source: Own elaboration (2020).

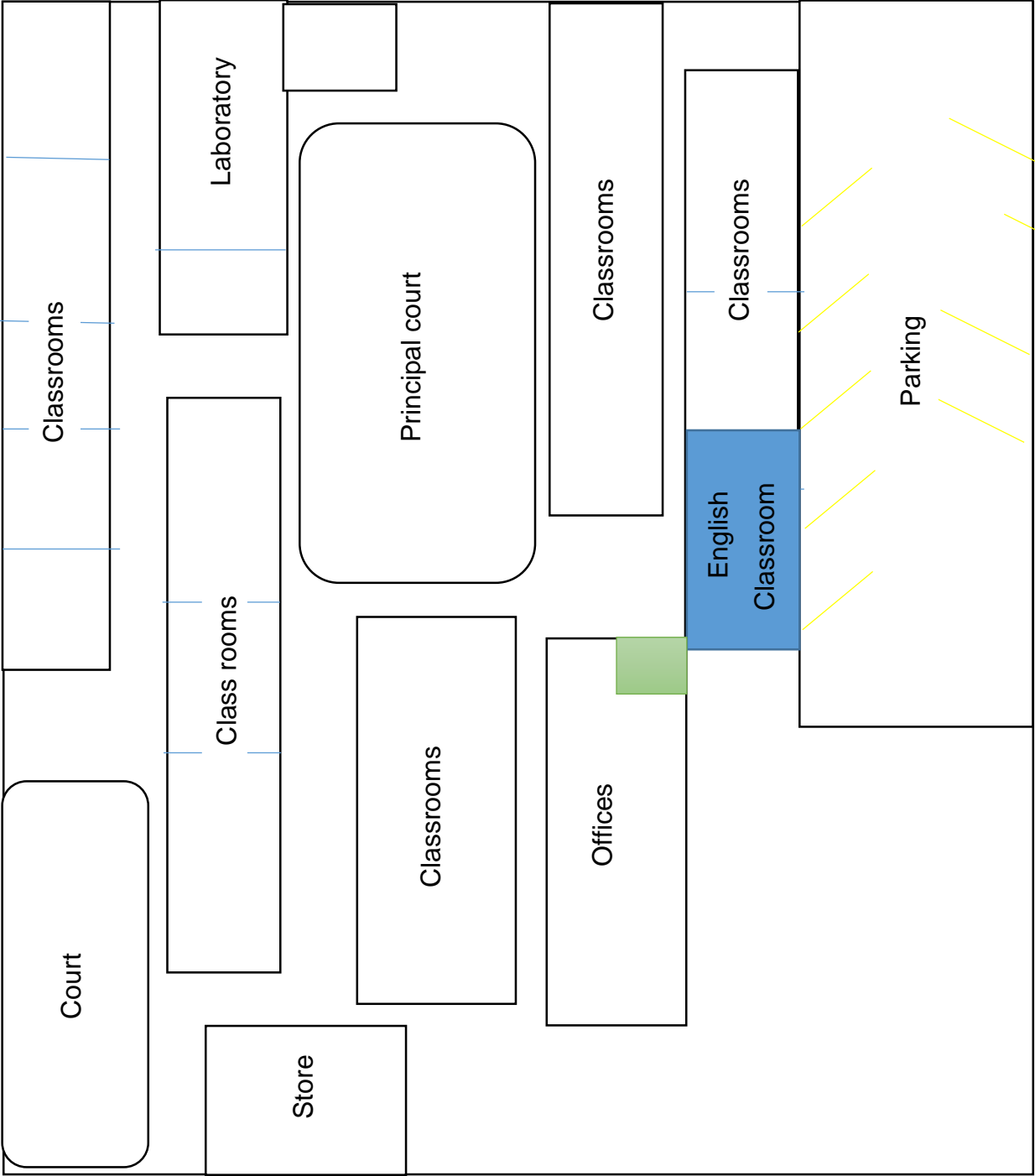
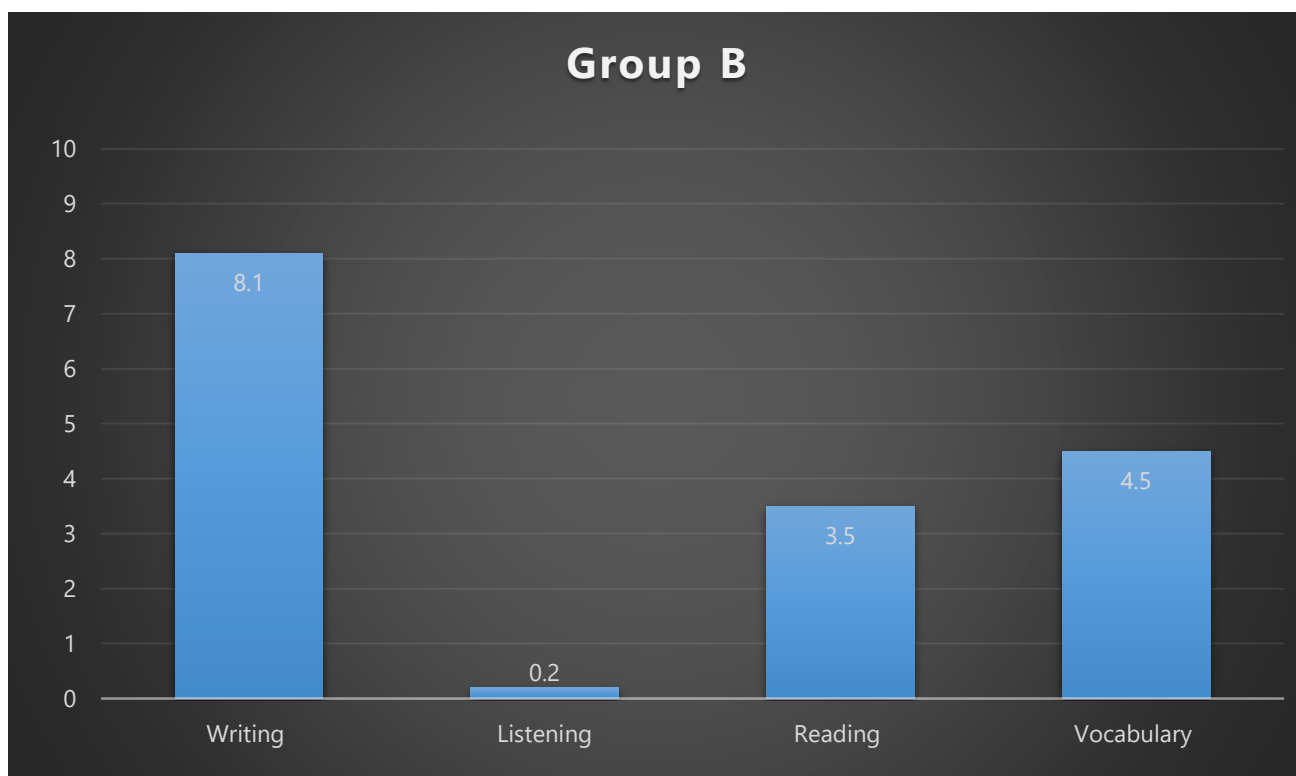


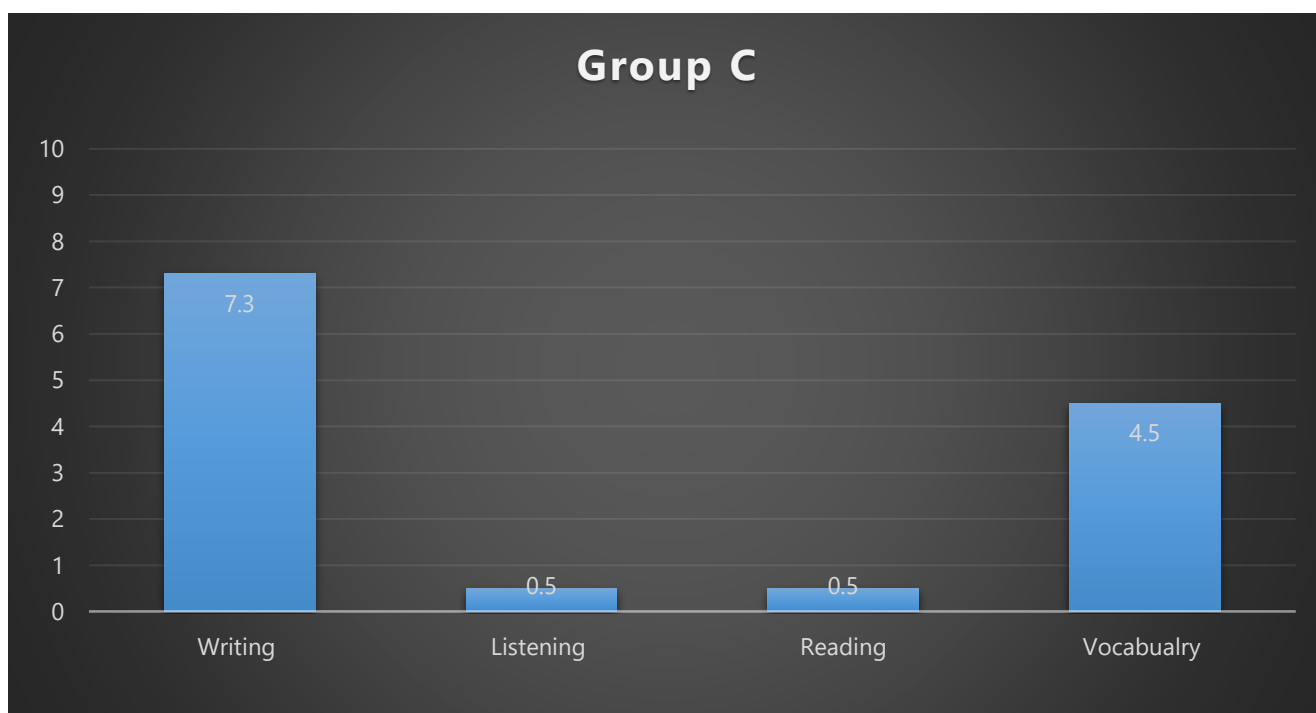
Figure 3. Title. School sketch. Source: Own elaboration (2020).

Appendix D. Diagnostic test outcomes



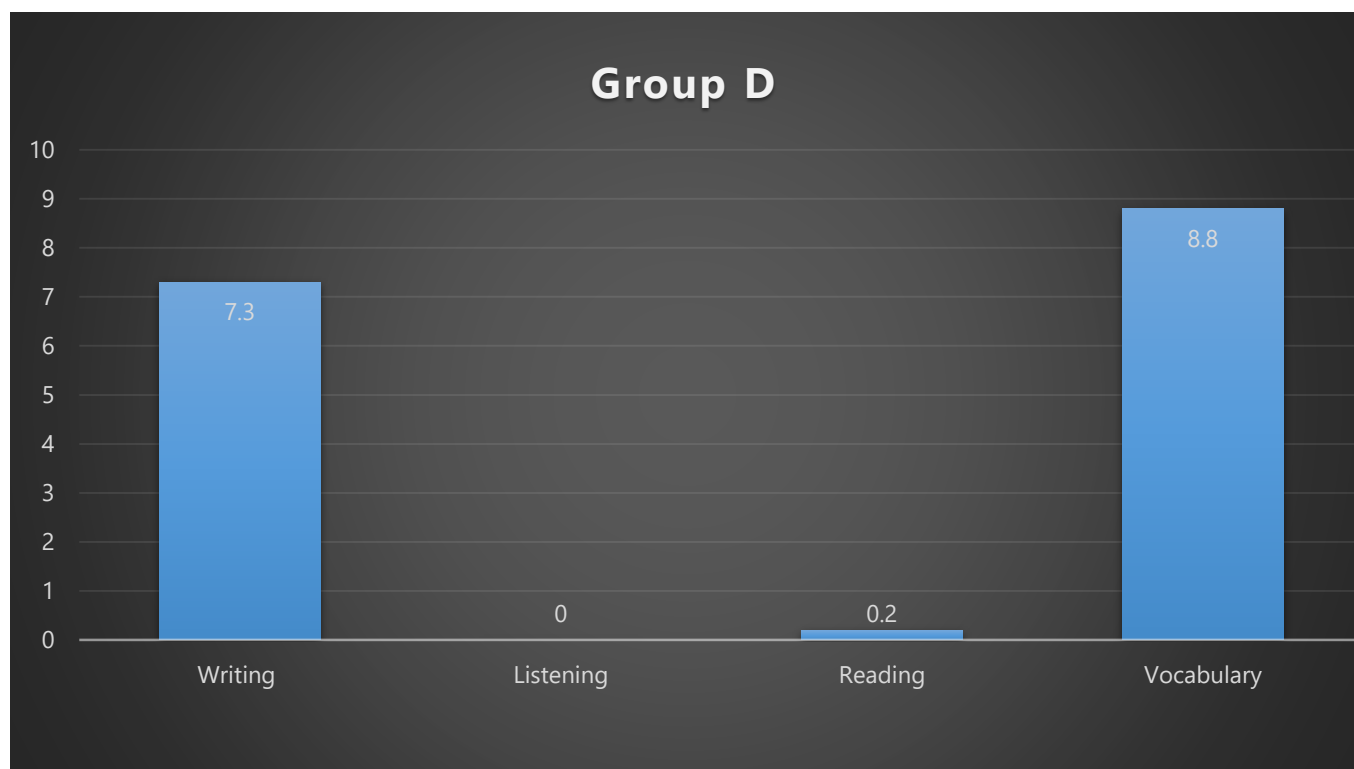
Graph 1. Title. Group "B" skills percentage. Source: Own elaboration (2020).

Appendix E. Diagnostic test outcomes



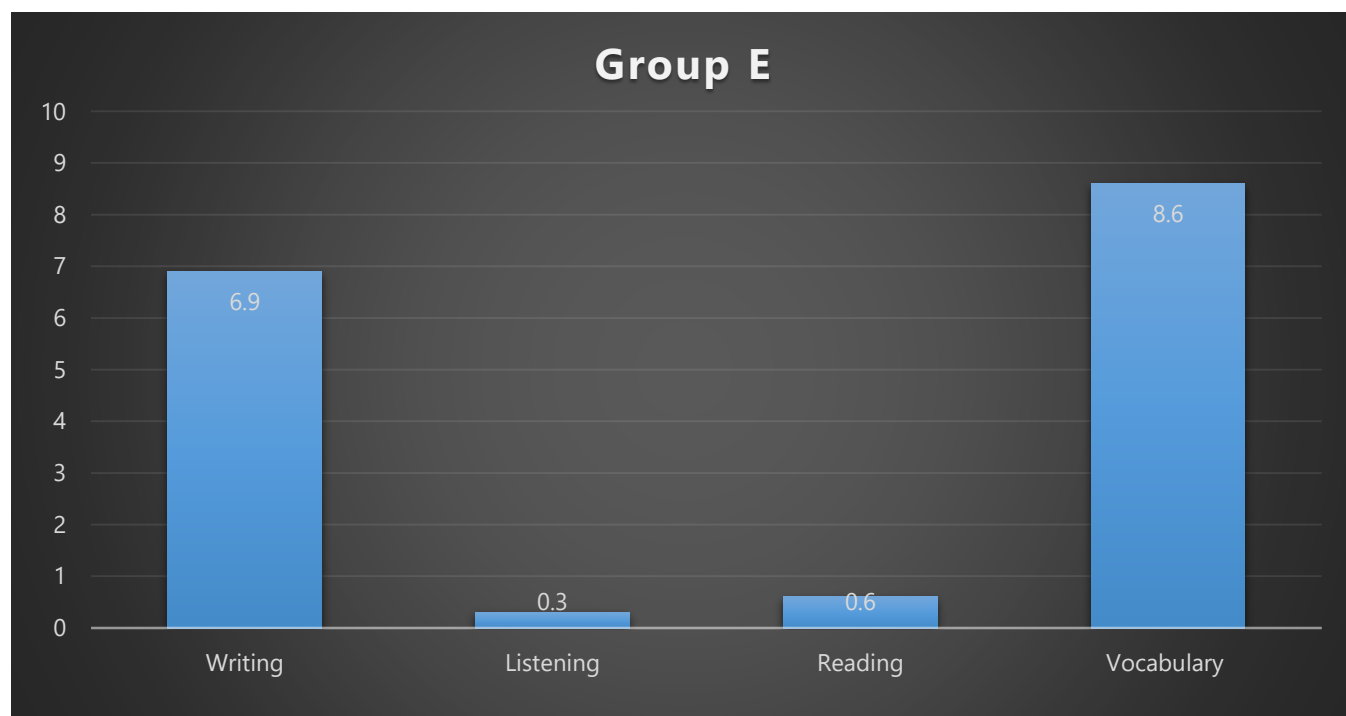
Graph 2. Title. Group "C" skills percentage. Source: Own elaboration (2020).

Appendix F. Diagnostic test outcomes



Graph 3. Title. Group "D" skills percentage. Source: Own elaboration (2020).

Appendix G. Diagnostic test outcomes



Graph 4. Title. Group "E" skills percentage. Source: Own elaboration (2020).

Appendix H. Linguistic needs.

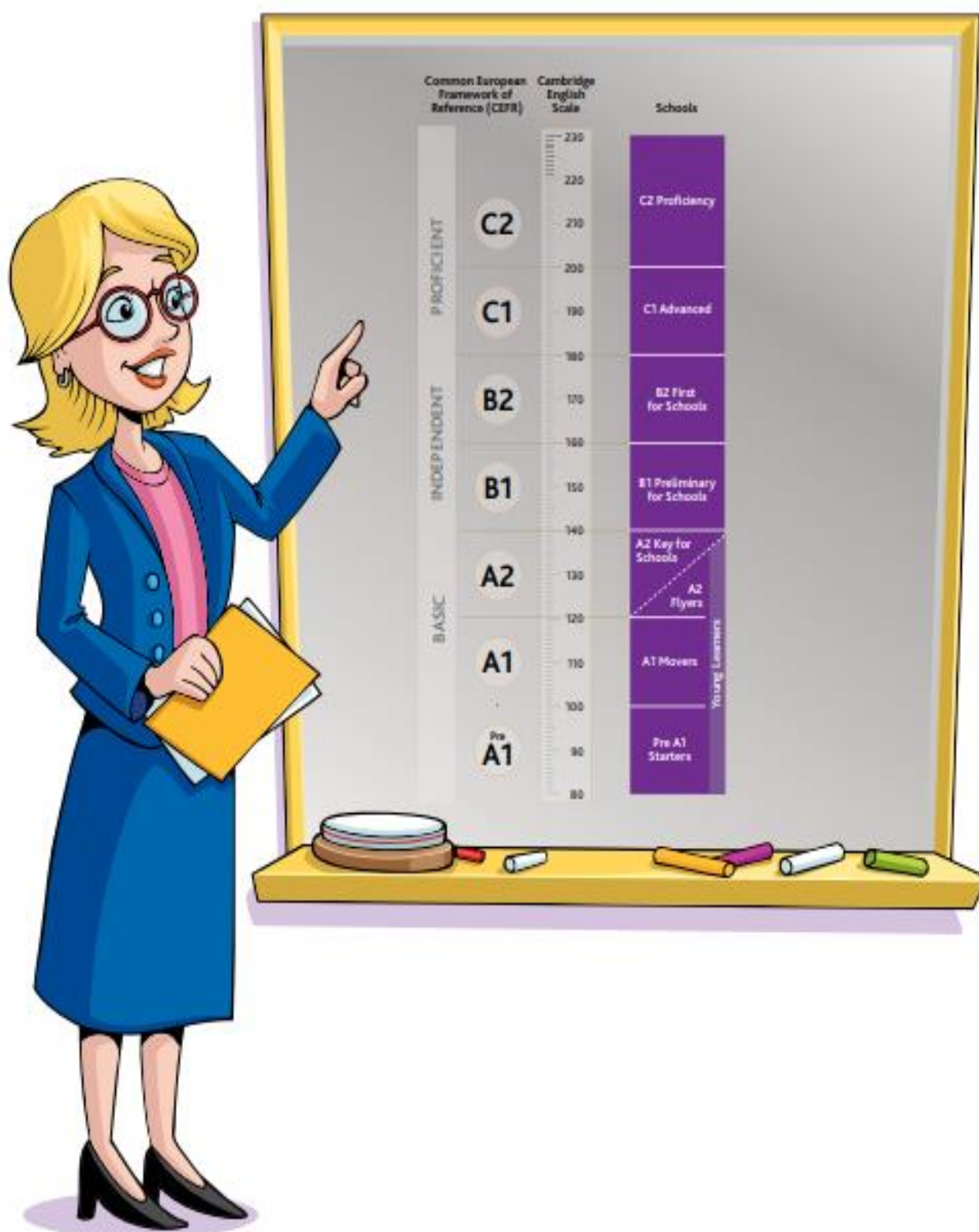
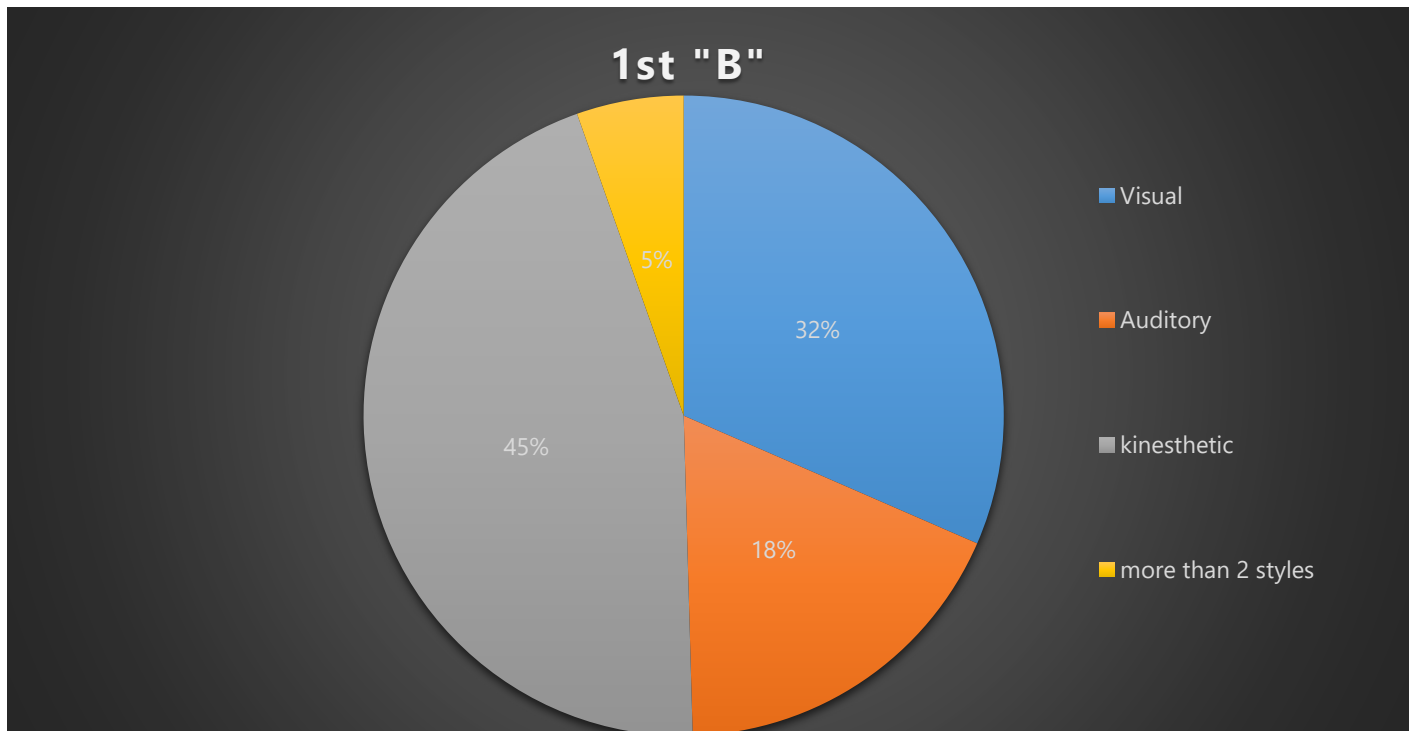


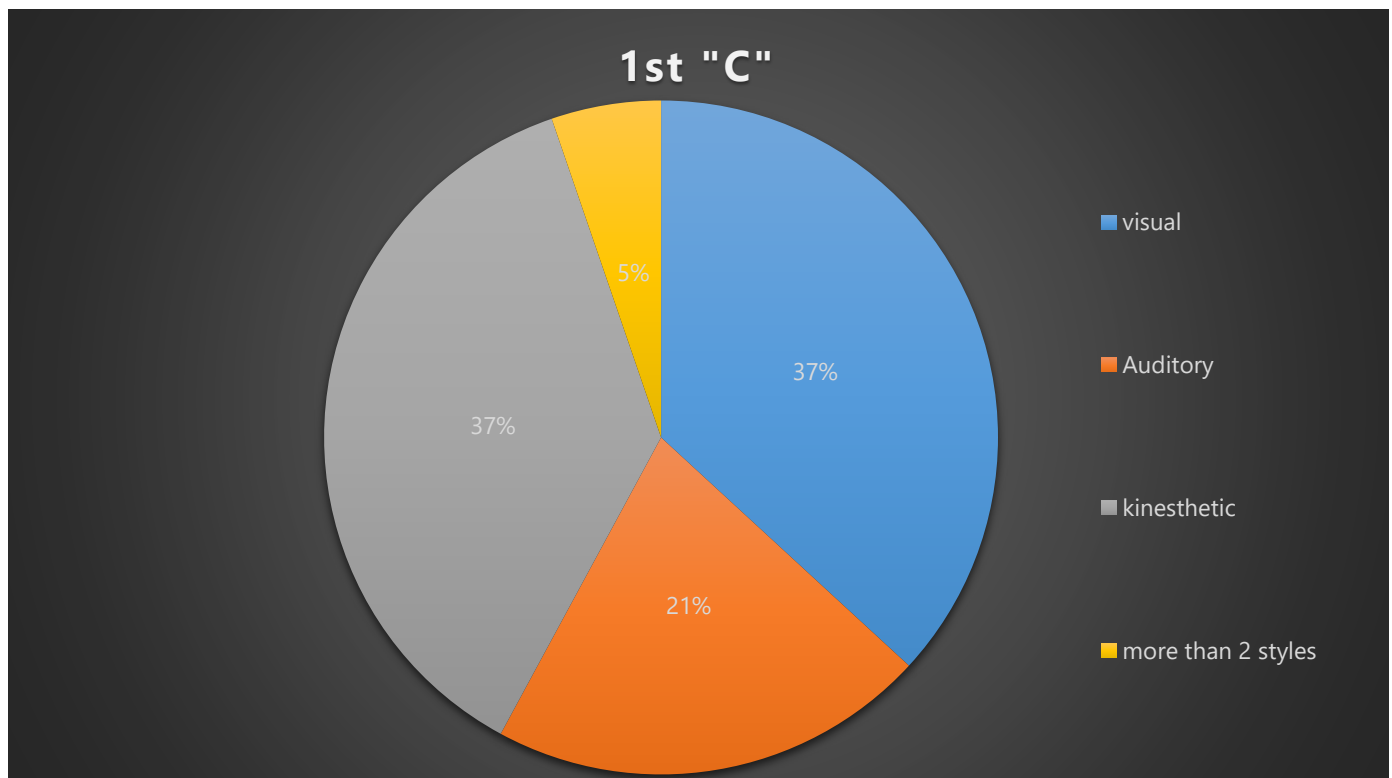
Figure 4. Title. Cambridge English Scale. Source: Cambridge sample papers (2018)

Appendix I. Learning styles outcomes



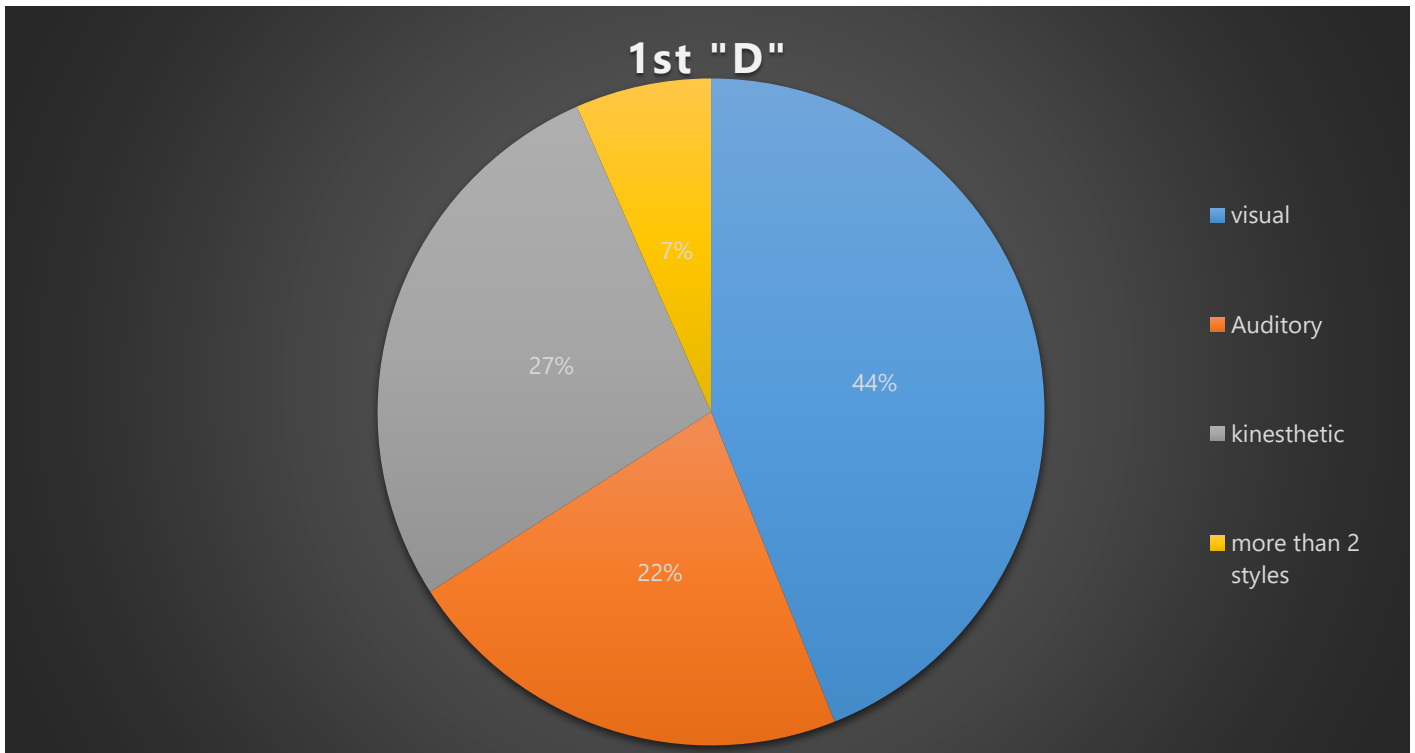
Graph 5. Title. Group "B" outcomes. Source: Own elaboration (2020)

Appendix J. Learning styles outcomes



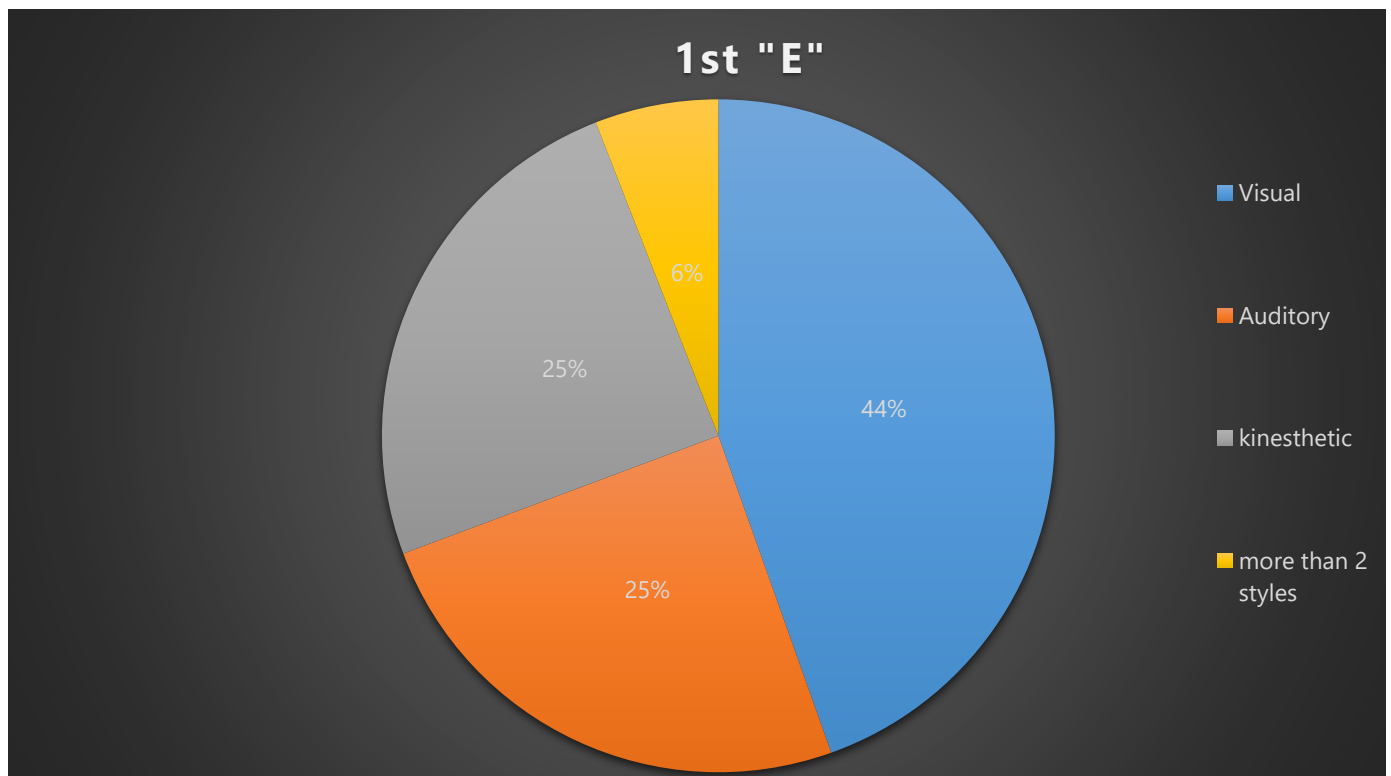
Graph 6. Title. Group "C" outcomes. Source: Own elaboration (2020)

Appendix K. Learning styles outcomes



Graph 7. Title. Group "D" outcomes. Source: Own elaboration (2020)

Appendix L. Learning styles outcomes



Graph 8. Title. Group "E" outcomes. Source: Own elaboration (2020)

Appendix M. learners survey

Name: _____ Age: _____

1. ¿has llevado clases de inglés previamente?
Si
No
2. ¿Selección las opciones en las que prefieres aprender inglés?

Hablando
Escuchando
Leyendo
Escribiendo
3. ¿Qué te gusta en la clase de inglés?

Conversación en parejas
Canciones
Audios
Videos
Actividades en el libro
Otro, ¿cuál? _____
4. ¿Qué redes sociales utilizas con mayor frecuencia?

Whats app
Instagram
Facebook
Tik tok
You tube
Otra, ¿cual? _____
5. ¿cuáles son los temas de mayor interés?

Artistas
Deportes
Películas
Otra, ¿cuál? _____
6. ¿Marca cuáles son tus pasatiempos favoritos?

Ver televisión
Escuchar música
Leer
Jugar
Estudiar

Figure 5. Title. Learners interview format. Source: Own elaboration (2020).

Appendix N. Diagnostic exam.

Part 1

– 5 questions –

Look and read. Put a tick (✓) or a cross (X) in the box. There are two examples.

Examples



These are grapes.



This is a house.



Questions

1



This is a helicopter.



Part 2

– 5 questions –

Look and read. Write yes or no.



Examples

There are two armchairs in the living room. yes

The big window is open. no

Questions

- 1 The man has got black hair and glasses.
- 2 There is a lamp on the bookcase.
- 3 Some of the children are singing.
- 4 The woman is holding some drinks.
- 5 The cat is sleeping under an armchair.

2



This is a clock.



3



These are shells.



4



This is a sock.



5



These are chairs.



Part 3

Write

1 _____

2 _____

3 _____

9 _____

10 _____

11 _____

12 _____

13 _____

17 _____

30 _____

50 _____

100 _____

1000 _____

PENCIL _____

PEN _____

BOOK _____

GLUE _____

ERASER _____

BOARD _____

SCISSORS _____

DESK _____

TEACHER _____

DOOR _____

BACKPACK _____

Part 4
– 5 questions –

Listen and write. There is one example.



Going to the zoo

- Going to zoo today by: train
- 1 Name of zoo: Jungle
- 2 Number of different kinds of animals:
- 3 Can give food to:
- 4 Animal food in store next to:
- 5 Food on train: and lemonade

Par 6
– 6 questions –

Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

Jane loves reading about different animals in her school library

Last Friday, Jane's teacher told the class to find pictures of animals. 'Look on the (1) I told you about yesterday,' she said. 'Work with a friend. Choose a really strong animal but talk about your different (2) first.'

Jane worked with Paul. 'Bears are great,' Paul said. 'Let's find a picture of a bear in a river. They're really good at catching fish! Or a lion? People are (3) of those. Let's find a picture of a lion with its mouth open! I like seeing its big teeth.'

'What about kangaroos?' Jane said. 'They have longer and stronger tails than bears or lions. It's their tails that make them really good at (4) ! Their back legs are the strongest, too' Paul looked at Jane. 'OK! You're right again, Jane!' he said. 'You're the (5) girl in the class!'

library website hopping address surprised ideas
bounce frightened cleveres

PART 5

Translate the next family members to English

1. PAPÁ
2. HERMANO
3. HIJO
4. HIJA
5. PRIMO
6. GREEN
7. RED
8. BROWN
9. WHITE
10. PURPLE

(6) Now choose the best name for the story.

Tick one box.

Paul's favourite bear ☐

Jane's new teacher ☐

A lesson about animals ☐

¿ LLEVASTE INGLÉS EN LA PRIMARIA? SI () NO ()

¿ DE QUE PRIMARIA VIENES?

.....
.....

Figure 6. Title. Diagnostic test. Source: Cambridge Sample Papers (2018).

Appendix O. Participation chart tool

S.Name															
S.Name															
S.Name															
S.Name															
S.Name															
S.Name															
S.Name															
S.Name															
S.Name															
S.Name															
S.Name															

Figure 7. Title. Mario karts chart. Source: Own elaboration (2020).

Appendix P. Toad's register table Toad's chart.

Student's Name _____ grade and group ____

Topic	Topic	Topic
Date	Date	Date
Topic	Topic	Topic
Date	Date	Date
Topic	Topic	Topic
Date	Date	Date
Topic	Topic	Topic
Date	Date	Date

Figure 8. Title. Daily work chart. Source: Own elaboration (2020).

Appendix Q. Evaluation aspects

Aspects	Criteria's		Percent
Work in class	In each class students will have 15 single, one for class.	15 act.	30%
Home work	By week students will make 2 homeworks	10 tasks.	20%
Participation	Students will compete 12 participations at the end of practice journal.	12 participations	25 %
Project	At the end of the project, students will present 2 projects a written and oral.	2	15 %
Quiz	For each week students will have a quiz to reinforce vocabulary of the week.	3	10 %
			Total 100%

Figure 9. Title. Aspects Evaluated in the practice period. Source: Own elaboration (2020).

Appendix R. Behavior flag

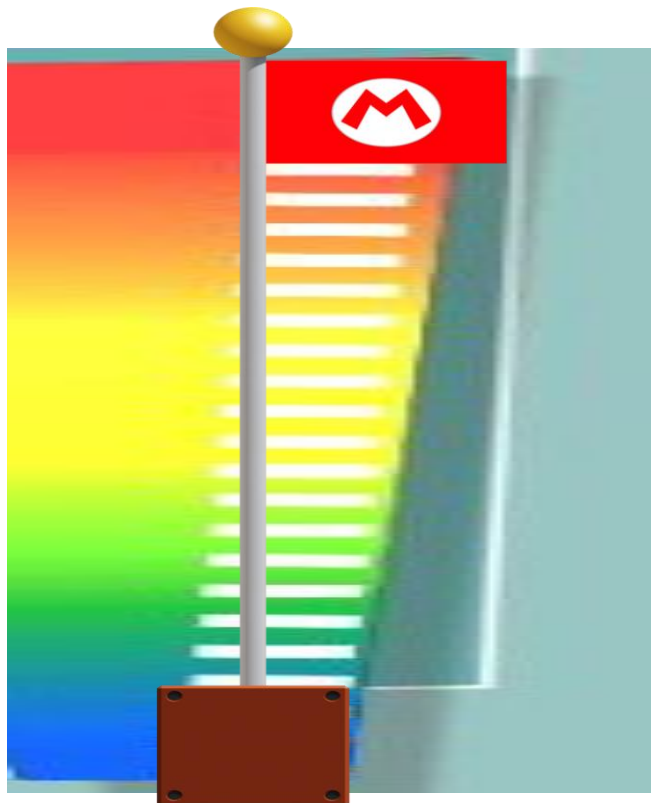


Figure 10. Title. Noise meter. Source: Own elaboration (2020).

Appendix S. Lesson plan “discussion”

ESL/EFL Lesson Plan

Lesson Number: 03

Topic: Discussion

Objective/Aim: by the end of the lesson students should be able to talk about favorite leisure activity sports.

Previous topics seen in class: likes and dislikes

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up (5 min)	S. will answer a quiz of verbs to reinforce the verbs seen in the previous sessions and vocabulary. (APPENDIX 1)	Writing	Quiz	T-S	Engage to the topic.	Problem: activity spends a lot of time. Solutions: focus on verbs.
Presentation (10 min)	S will create a bar chart showing divide by hobbies and leisure activities, identifying the correct vocabulary and the activity.	Writing Speaking	Board	T-S S-S	Identify vocabulary in the correct place.	problem: S confuse hobbies and leisure activities Solutions: do a mime hobbies.
Practice (15 min)	S. are going to answer 4 questions about a conversation focusing on likes and hobbies and answering on the notebook. (APPENDIX 2) yes we can p. 68	Listening Writing	Notebook Book	S-T	Get information of a conversation	Problem: vocabulary is not known for them. Solutions: adapt a listening for the activity.
Production (15 min)	In small teams learner will talk about hobbies and leisure activities changing their point of view using phrases. The topic change when the slide change to the next topic.	Speaking	Projector	S-S T-S	Share personal point of view.	Problem: not all students communicate. Solutions: mix randomly the groups.
Wrap- Up (5 min)	S. are going to write in a piece of paper what they like of the dynamic, also what did I learn in the week.	Writing	Piece of paper	S-T	close to topic	Problem: time is almost finish. Solutions: answer a questionnaire.

Figure 11 Title. First model session planning. Source: Own elaboration (2020).

Appendix T. "Discussion" class material

Title. Appendices of the class

Source: elaboration 2019

APPENDIX 1

Name: _____

Date: _____

Instructions: Write all the vocabulary

Hobbies	Leisure activities

APPENDIX 2 yes we can p.66

3 Look at the pictures and discuss what they tell you about Anna. 🧑🏻

friendbook

Hey! I see you love sports!

Yeah, you can say that. I like lifting weights and playing football. Like many Brits, I'm a Liverpool fan. They are a very popular team in England. My family are fans, too. We watch all their games on TV.

I know the team. It's very good. But my family hates soccer so I never watch it. Listen, maybe we can meet at the gym?

Sure, but I hate swimming, so don't expect me to go into the pool!

You hate swimming? Why? I love it!

Because I'm afraid of the water.

Look Anna, I need to ask you a favor. I know you like to cook... Can you help me prepare a surprise party?

Sure, give me a call.

► Read the questions and underline the parts of the profile that give you the answers. 🧑🏻

1. What sport does Anna hate? Why?
2. Does Anna's friend like swimming?
3. What does Anna like doing?
4. What favor does Anna's friend ask her?

Real role (Activities)

READ THE QUESTIONS AND DISCUSS IN YOUR TEAM AND ANSWER THE QUESTION.

CAMPING

In what place do you think is dangerous to camping?

Jungle Park Desert

DANCING

Where do you don't like dancing?

Party Festival concert

What activities can you do in these places?

Beach pool River

Figure 12. Title. First model session material. Source: Own elaboration (2020).

Appendix U. Class evidence.

2020 FEBRUARY 20TH
CAMERA

Date: Today is Wednesday February 20th, 2020

Topic:

- Love
- Really like
- Like
- Don't like
- Can't stand
- Hate

Really hate

Subject:

Exemplo:

Avril likes playing an instrument in her house the broom.

Exemplo:

Dana likes reading in her sofa.

Krystal likes spend time with her family in the house.

Krystal love study the subject in her house is his favorite

Angelica Really like surf the internet in the house

Angelica hates play an instrument in the house

Angelica Study in the house

Krystal Really hate play the game

Love
Really like
Like
dislike
hate
Really hate

Figure 13. Title. Class evidence (2020).

Appendix V. Lesson plan “make plan”

ESL/EFL Lesson Plan

Lesson Number: 05

Topic: make plan

Objective/Aim: by the end of the lesson students should be able to ask information to make a date with their friends.

Previous topics seen in class: Discussion

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solution.
Warm-Up (5 min)	S will share their answers of the homework and refresh the topic seen in the provisos session.	Reading	Book	T-S S-T	Engage to the topic.	Problem: Not all learners did homework. Solutions: check books
Presentation (15 min)	S. are going to listen a conversation identifying the correct phrases to complete the dialogue. (APPENDIX1) Yes we can 1 p.67	Listening	Book	T-S	Identify information in an interview	Problem: vocabulary is hard for them. Solutions: clos the activity with a listening.
Practice (10 min)	S. will make questions of their classmates asking top 5 of their favorite places in the city. <ul style="list-style-type: none"> What is your favorite place? Do you like go to super market? 	Writing	Notebook	S-S	Ask for favorite places	Problem: S. spend time on the interview. Solutions: give a minimums of 5 minutes.
Production (15 min)	S are going to create a conversation for a date in different locations of the city using likes. Work in pairs.	Writing	Notebook	S-T	Create a comparative of the results	Problem: S don't use the language Solutions: use connector words.
Wrap- Up (5 min)	S. will share their answers in front of the class.	Speaking	Notebook	S-T T-S	Close to the topic.	Problem: time is over Solutions: share their answer in classmates.

Figure 14. Title. Second model session planning. Source: Own elaboration (2020).

Appendix W. "Make plan" class material

(APPENDIX 1)

OMG! I don't remember



I'm so sorry



Very funny



APPENDIX 2



(APPENDIX 3)

1. Choosing a workshop
Checking exam results

2. Planning an excursion
Doing homework

3. Chatting with a friend
Looking for a summer job

► Number the lines in order to form dialogues. Then listen and check. 31

1. ☐ You still have two weeks to decide, don't you?
What do you like to do?
Yes, that's right.
Hmm, I'm not sure. I like cooking, but I also like making clothes.

2. ☐ So, where are we going to go?
Yes, that's a good idea.
And we can eat those great quesadillas there.
To Teotihuacán, I think. I like visiting archeological sites.
You always think about food, don't you?

3. ☐ Yes, I love canoeing and hiking.
OK, Pedro, tell me... Do you like being outdoors?
Yes, I can organize a soccer team!
And you also play soccer, don't you?

☐
☐
☐
☐

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☐

Figure 15. Title. Second model session material. Source: Own elaboration (2020).

Appendix X. Class evidence.

2006 Topic: conversations

Topic: Understand the use of simple past

what sport does Anna hate? why?
because I'm afraid of the water.

2 Anna hates swimming of the water?
No, Anna's friend love it swimming

3 Anna likes playing lifting?
Veights fotball.

4 help prepare a surprise party?
yes.

Student's Name: Krystal Alexa Arayo Date: 24/02/20

Activity	Where can I practice it?	Opinion	Reason
Camping	in the park	I fodder that is a good place	We help to enjoy
Dancing	in the Festival	fodder that is beneficiary for we.	
Fishing	in the river	also is very lovely	
Swimming	in the pool		

Figure 16. Title. Class evidence (2020).

Appendix Y. Lesson plan “what do you...?”

ESL/EFL Lesson Plan

Lesson Number: 09

Topic: what do you...?

Objective/Aim: by the end of the lesson students should be able to make phrases to answer situations based on questions.

Previous topics seen in class: in a restaurant.

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up (5 min)	S will check the position of the table and homework's.	Speaking Listening	Poster	S-T T-S	Engage to the class.	Problems: S spend a lot of time. Solutions: put results previously.
task (10 min)	S will answer questions giving their point of view depending on the kind of situation; opinion about leisure activities, hobbies and networking. <ul style="list-style-type: none"> Do you interest have a hobby? What kind of leisure activity do you like? 	Speaking Writing	Poster	S-T S-S	Use phrases in a conversation.	Problems: the activity lost control. Solutions: establish some conversation examples
Based (15 min)	S will identify situation in a dialogue and make build a question to respond it. (APPENDIX 1) yes we can p. 72	Writing Speaking	Board	T-S S-T	Create answer for a conversation.	Problems: use basic questions. Solutions: respond them by teams.
Task (15 min)	S will listen to different situations and respond creating different comments about the questions.	Listening Speaking	None	S-T T.S	Respond to questions.	Problems: they don't understand he questions. Solutions: work in pairs to create new questions
Wrap- Up (5 min)	S are going to share opinions about how to understand questions.	Speaking	None	T-S S-S	Close the topic.	Problems: nobody understand ideas. Solutions: share tips to pay attention to speakers.

Figure 17. Title. Third model session planning. Source: Own elaboration (2020).

Appendix Z. “What do you do..?” class Material

(Appendix 1) yes we can p. 72

- 1 You want to go to the movies with your friends, but you don't know what movie to see.
well not sure Do you? horror / romantic movies Do you great
- 2 You are not sure what elective class to take this year. You ask your teacher for help.
excuse me I don't know carpentry enjoy doing making things typing boring
- 3 You are going to spend the weekend with your friends. You are planning some activities.
going camping Hmm / Let's see... cold weather right? drink hot chocolate

(APPENDIX 2) videos about likes and dislikes conversations

<https://www.youtube.com/watch?v=fVtkaoY6HL0>

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





<p>Excuse me teacher, I don't know what typing of workshop is boring?</p> <ol style="list-style-type: none"> 1. You are planning a final product for the class with your friends. 2. You have new classes, but they are boring. 3. You are not sure what elective class to take this year. You ask your teacher 	<p>You are organizing a “carnita asada” for you birthday</p> 
<p>Going camping – Hmm/ let's see... could weather- right? Drink hot chocolate</p> 	

Figure 18. Title. Third model session material. Source: Own elaboration (2020).

Appendix AA. Lesson plan “unexpected conversation”

ESL/EFL Lesson Plan

Lesson Number: 12

Topic: unexpected conversations.

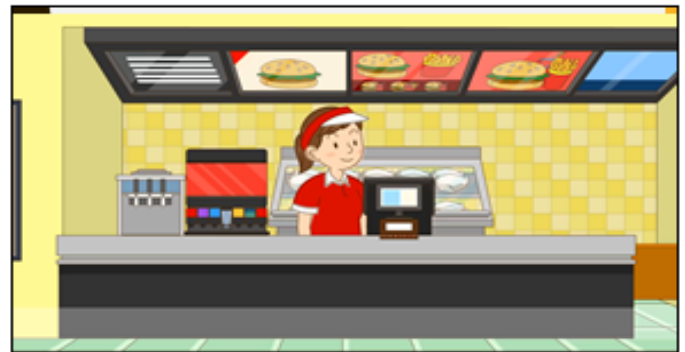
Objective/Aim: by the end of the lesson students should be able to establish formal conversation in an interview

Previous topics seen in class: Give opinions

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up (5 min)	S are going make a review of the topics in the last sessions, and how to make an interview.	Speaking	Notebook	S-T T-S	Engage S to the class.	Problems: S. confuse vocabulary, and topics. Solutions: Introduce new vocabulary.
Presentation (10 min)	S. are going to identify phrases formal and informal that can use.	Reading	Phrases	T-S S-T	Link phrases with the meaning	Problems: S don't identify the phrases. Solutions: present situations to understand the phrases
Practice (15 min)	S. will look two images and build a conversation focus on the situations and the character on the image, using formal and informal language.	Reading Writing	Poster	S-T	Adapt phrase for the situation.	Problems: S. confuse the situations. Solutions: order and link the phrase with the answer.
Production (15 min)	S are going to analyze a conversation and fill the blanks whit he correct kind of vocabulary using in the bank of words.	Writing	Worksheet	T-S S-T	Use formal vocabulary in a conversation.	Problems: they can't build questions for specific information. Solutions: change the context of the conversation.
Wrap- Up (5 min)	S will share their answer and pass results to the chart.	Speaking	None	T-S S-S	Close the topic	Problems: they mix the vocabulary. Solutions: choose some activities randomly.

Figure 19. Title. Fourth model session Planning. Source: Own elaboration (2020).

Appendix AB. "Unexpected conversation" class material



PHRASES TO USE IN A CONVERSATION.

WAITRESS/ WAITER	CUSTOMER
• Welcome / hello / can I help you?	• What do you recommend?
• May I take your order / are you ready to order?	• I want ____
• May I see you anything to drink?	• I would like to order....
• Anything else?	• May I eat ____
	• That is all.

Waiter/ Waitress:

- Can I take your order, Sir/ Madam?
- Are you ready to order?
- What would you like to start with?
- Anything to drink?
- Do you want a salad with it?
- How would you like your steak?
- Do you want vegetables with it?
- Why don't you try the pizza?
- Can I start you off with anything to drink?
- May I get you anything to drink?
- What would you like for dessert?
- Do you want a dessert?
- What would you like to drink with your meal?

Customer:

- Can I get you a drink while you're waiting?
- Would you like any coffee?
- Would you like an appetizer?
- Would you like to order anything else?
- Can I get you anything else?
- What did you want to order?
- Would you like coffee or tea with your dessert?
- Would you like dessert after your meal?
- Would you like to see our dessert menu?
- Would you like to try our dessert special?



Figure 20. Title. Fourth model session material. Source: Own elaboration (2020).

Appendix AC. Class evidence

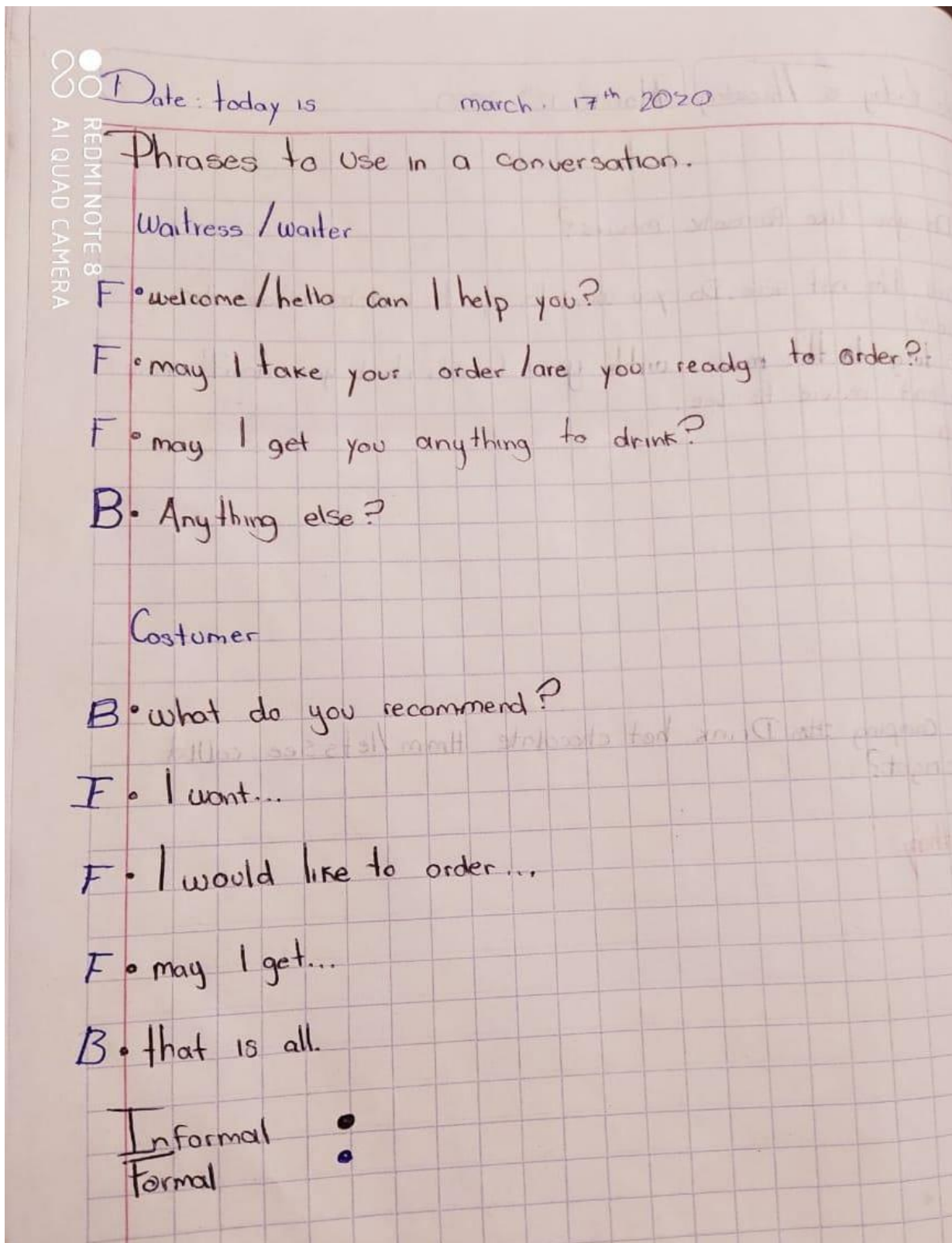


Figure 21. Title. Class evidence (2020).

Appendix AD. Mario kart chart

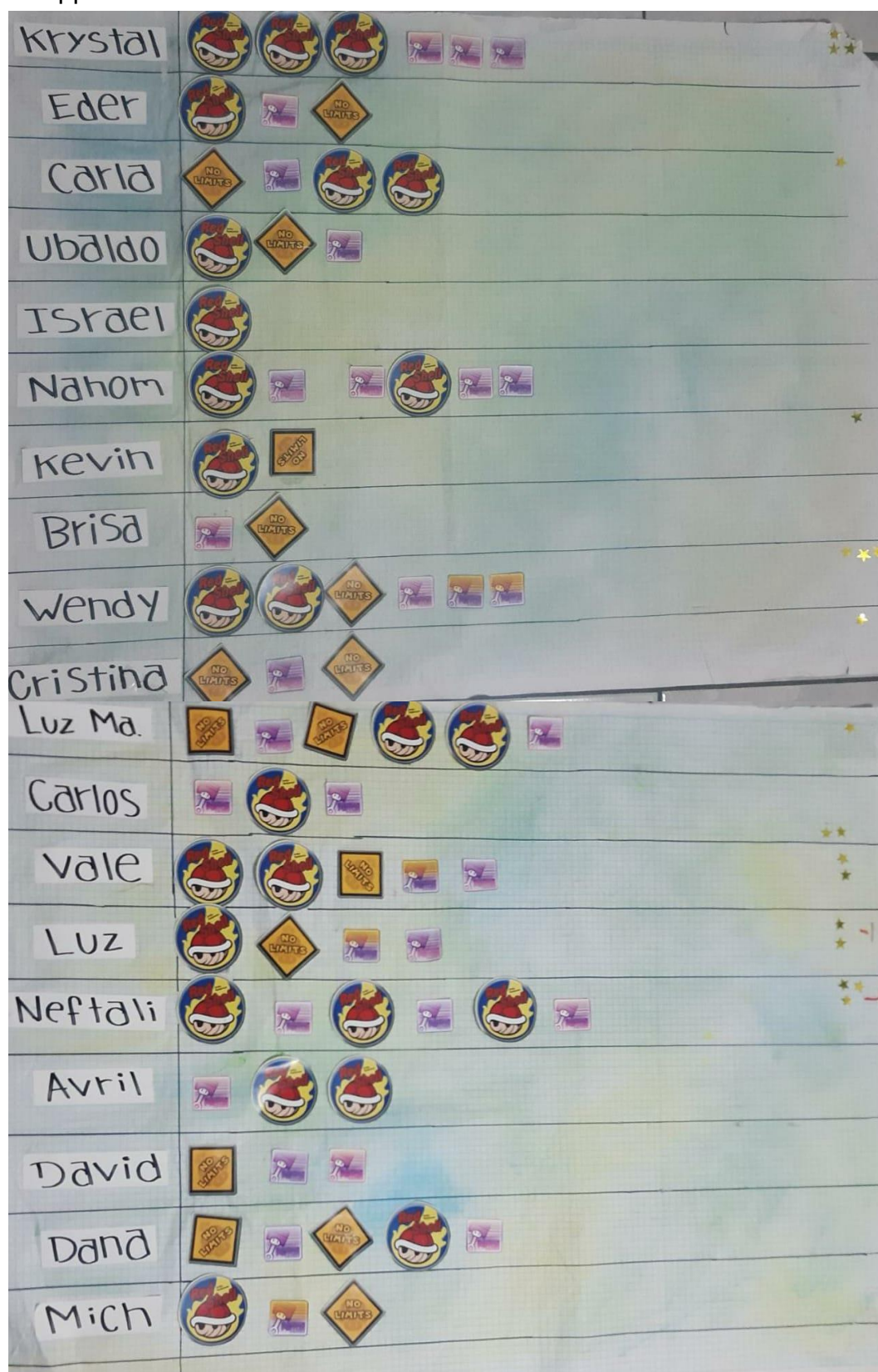
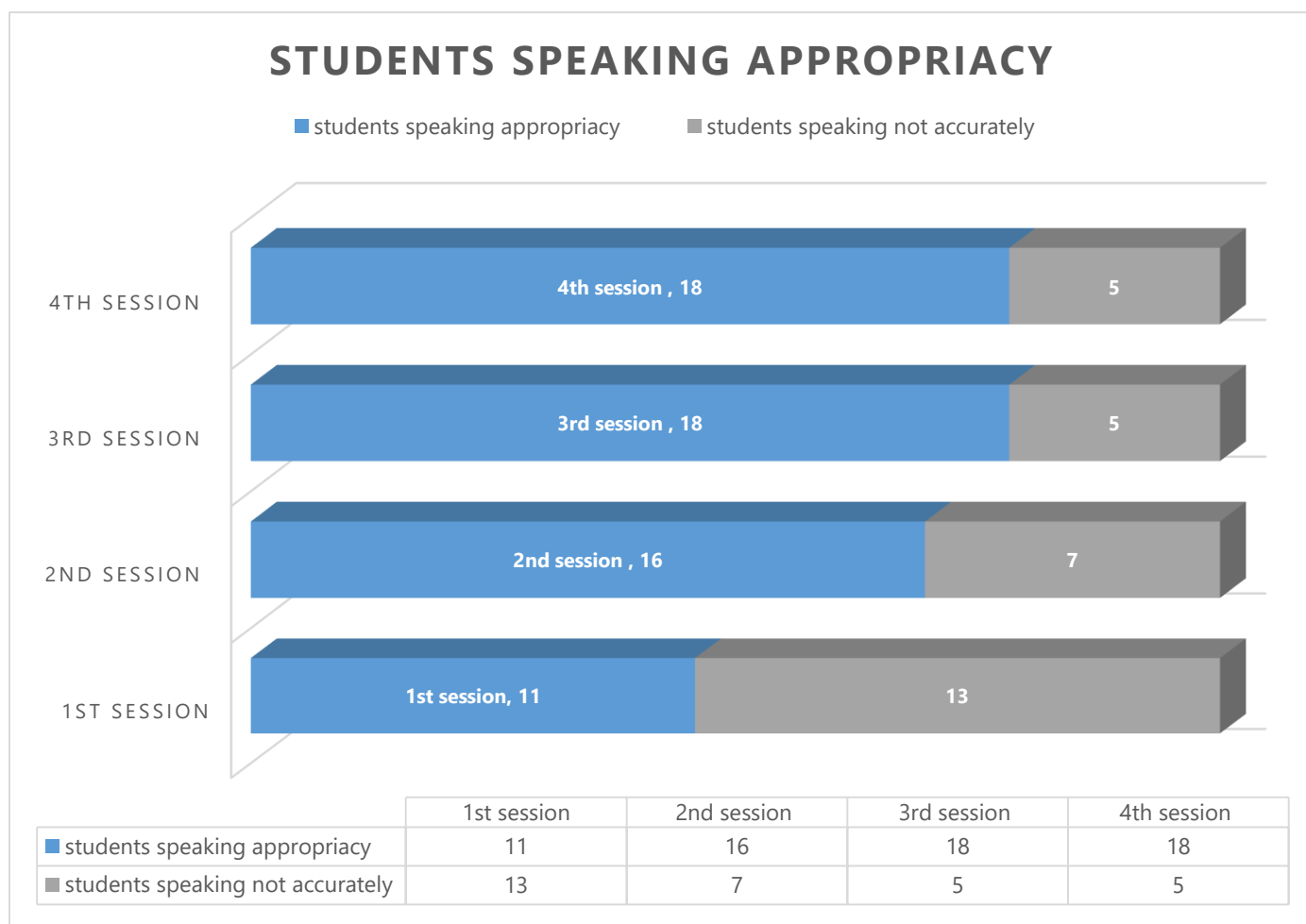


Figure 22.
Title.

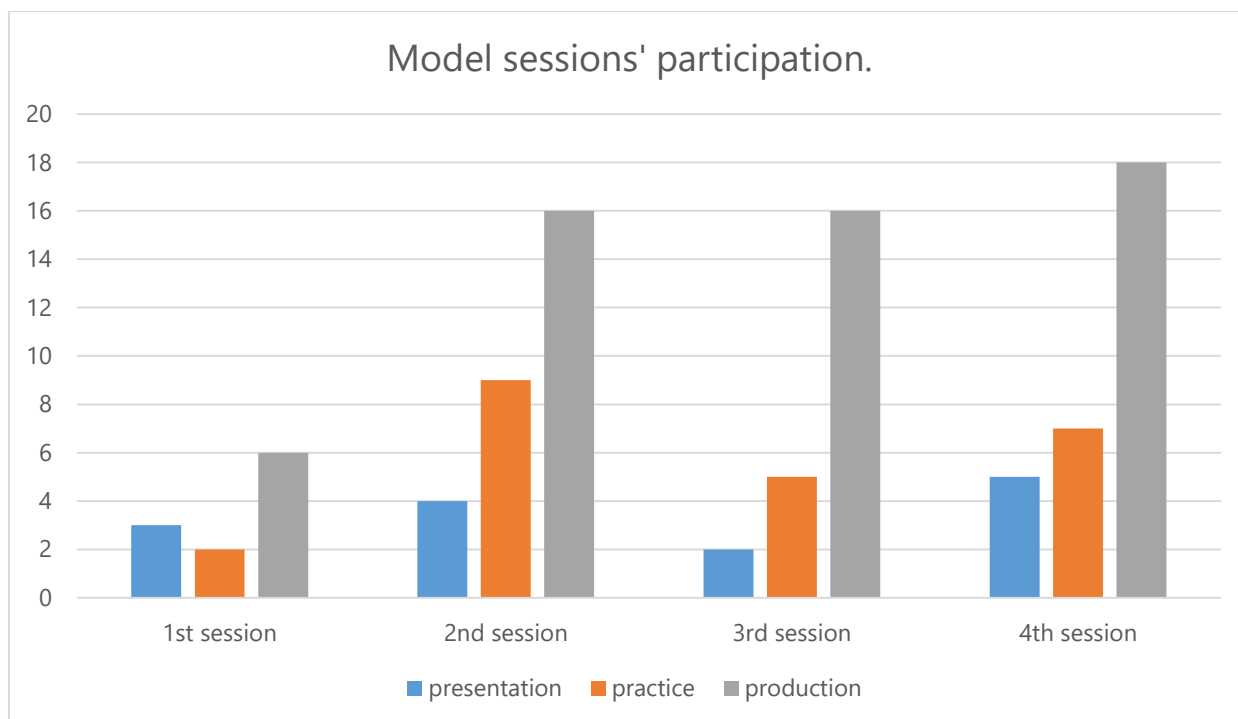
Learners' participation outcomes in the second practice week. Source: Own elaboration (2020).

Appendix AE. Learner's outcomes



Graph 9. Title. Classes' participation graph. Source: Own elaboration (2020).

Appendix AF. Frequency speaking participations in the stages class.



Graph 10. Title. Participation during the classes steps graph. Source: Own elaboration (2020).