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

TITULO: How To Improve Speaking Skills Using Communicative Approach In Secondary Students

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"How to improve Speaking Skills using Communicative Approach in Secondary Students"

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QUE PARA OBTENER EL TÍTULO DE LICENCIADA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN SECUNDARIA

PRESENTA:

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Titulado:
HOW TO IMPROVE SPEAKING SKILLS USING COMMUNICATIVE APPROACH IN SECONDARY STUDENTS

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Chapter I. Introduction

This document was carried out from August 2022 to May 2023 with a second grade group of secondary schools of level A1.

The purpose is to find out how effective the Communicative Approach is to help students develop and improve the use of speaking skills in order to create meaningful communication in a second language, taking into account guidelines of this approach such as that students have confidence in the process of learning the second language to achieve.

1.1 Context

The Dionisio Zavala Almendarez school is a public sector school, of secondary education level and morning shift. The school has 507 students, from which 274 are women and 233 are men, and it has 33 teachers divided in both shifts.

The Dionisio Zavala Almendarez High School is located in the Aviación neighborhood and the majority of its student population lives in the surroundings of the institution. Most of the parents prefer to take their kids to school and pick them up after classes due to different issues related to the bad behaviors after school that have been previously reported. Of course, not all parents are able to take and pick their kids up at school, so students have to take the bus.

This is a public school and has the support of the state government. To begin the new school year, the governor of San Luis Potosí built a cistern of 20 thousand liters of water and a soccer field so that the students of this institution can exercise and play with each other. He also said he would support the school so that everyone who belongs to it has free internet. Finally, the governor changed the old computers for new ones so that the students have better learning just as he changed the electronic tools of the administrative staff so that they have better administrative results. The secondary school has two shifts: morning and evening, in which parents have the access to choose the schedule that most favors them. The schedule for the morning shift is from 7:30 hrs to 14:30 hrs and in the afternoon from 13:40 hrs to 20:10 hrs. They have 20 minutes of break and the classes are 50 minutes long, also the students take a workshop.

The infrastructure of the school is regular, it has a building for each grade. The school has 18 classrooms, a library, the principal's office, teachers' room, computer center, bathrooms, and two places to buy lunch during lunch time. It has a space for sports class with 4 basketball courts and a football court. It also has several drinking fountains that are not currently working, also has cement tables so that students can eat there, the institution has 3 entrances and each entrance has its prospective grade. The school also has different classrooms assigned for the workshops which are given on Monday for first graders, Wednesday for second graders and Friday for third graders at the last two hours.

In the school, there is a principal, a sub-principal, and 3 prefects in charge of each grade. Each group has its respective tutor and has approximately 15 to 20 teachers, this is a problem because the classrooms are left alone and there is no one taking care of them. It also has administrative and quartermaster staff.

The school also counts with USAER services, which helps students to manage different situations related to their emotional and psychological state that may affect their learning and behavior; the process for this services is that, teachers along with tutors canalize a kid, USAER interview them before talking to the parents to have another interview in which they determine if it is necessary to follow the case, of course, the parents have to agree and sign a letter of engagement where they allow USAER to start working with the student. They usually apply different dynamic activities during the week having permission from head teachers and tutors.

1.2 Rational

According to Demirezen (2011) CLT was originated from the changes in British language teaching tradition dating back from the late 1960s and got its basic premises expanded in the mid-1970s. The goal of the Communicative Approach is to improve student's communicative competence, which is widely accepted to consist of grammatical competence, sociolinguistic competence, discourse competence and strategic competence (Kachru,1989; Koike and Tanaka,1995). Thus, the Communicative approach brought about the relevant change of teaching under the name Communicative Language Teaching in which communicativeness became one of the outstanding characteristics of the 1970s.

In order to implement CLT methods successfully, it requires more than simply placing students into pairs and groups. To quote Felder and Henriquez (1995: 25):"The benefits of the approach are fully realized when the group work is structured to assure such features as positive interdependence, individual accountability, and appropriate uses of teamwork and interpersonal skills".

This study is carried out to verify the usefulness of using the Communicative approach within the classroom with first grade secondary school students to improve their speaking ability using L2 and demonstrate the importance of the role of the teacher as a guide to help students to develop their communication skills in the second language with learning that is meaningful to them. Taking into account their performance at the speaking activities and the limitations they have, CLT helps them have more autonomy in their learning and develop their communicative skills, mainly speaking, to make them able to communicate and interact with each other using L2 with contexts that students experience everyday and since they need a specific context, they will be able to interact in groups to also develop their team work using L2. CLT helps improve their communicative skills since it is based on the idea that learning language successfully comes through having to communicate real meaning, so the teacher, as the facilitator, creates the situations and involves students in real communication contexts for them to have chances to perform the second language and interact with their knowledge individually and in groups.

At the same time, I consider this topic relevant for my current formation since I am able to learn their own individual processes to use the L2 in different situations chosen by me as their teacher and facilitator.

1.3 Personal interest in the topic.

I consider that it is important to develop speaking skills in secondary school students. Of course, every skill is important and relevant, but speaking is a skill that needs to be improved since it is the most used during real life context and to communicate with other people. Getting students into real life contexts through communication with speaking will help them to feel more confident and gain more courage to interact using the second language and from my own personal experience, I have learned that it is not

necessary to have a perfect accent or pronunciation or even a 100% perfect grammar while speaking the second language, as long as the message we need to communicate is understood by third parties that is more than enough.

During all my schools years, English has been a subject that is only focused on receptive skills which of course, I consider very important in the process, but productive skills, writing and speaking, are barely seen and practice, mostly speaking since I noticed that learners feel afraid to talk and express themselves using L2 because they may have mistakes or a bad pronunciation; I have always consider myself as someone who likes to use the L2 to communicate and speak in different contexts and I always wanted to make people feel comfortable, helping them getting better, little by little since I have learn during my experience that speaking is one of the main struggles while learning English, even if the person has the determination to learn the language, most of the time they feel frustrated by this particular skill.

1.4 Description of the problem

It is expected that during the development of this research students will be able to communicate in different contexts with which they are familiar using this skill. Most of the students expressed that they felt that English is a difficult language for them and that they don't feel confident enough to express basic sentences using it or that they don't know how to complete certain tasks using L2. Based on the first observations and practice period, they showed an attitude that proved they can work very well if they have the guidance of the teacher to complete tasks and different activities during the lessons. Even though the lack of attention is another issue, students seem to be interested in being part of the class when they have the help of the teacher to guide them. Somehow, they feel more confident to express and use the language little by little and that's a point that needs to be worked out.

It is expected this group will reach a proper level of A1 in the second language at the end of their school year. The use of Communicative Approach strategies will be considered to be applied with the group to develop their communicative skills, create more confidence within the classroom.

1.5 Main Aim

Analyzing the effectiveness of the use of CLT strategies to develop speaking in L2 in the second grade of secondary school.

1.5.1 Subsidiary aims

- Implementing CLT strategies in the classroom for first grade students.
- Executing CLT activities in order to cover students' needs.
- Designing and applying proper tools for evaluation according to the CLT approach.

1.6 Competences

The following are the skills, aptitudes and knowledge to be developed during the completion of this research document and are taken from the expected professional profile at the end of the English Major. These competences allow me to approach research problems with creativity and flexibility, while also communicating my findings clearly and effectively.

Generic competencies.
Apply their linguistic and communication skills in various contexts.

Professional skills.
Use context information in the design and development of inclusive learning environments.

Disciplinary skills.
Explains the process of acquiring a mother tongue and a second language.

1.7 General structure of the document.

This research document was developed at the General Secondary School Dionisio Zavala Almendarez during the 2022-2023 school year. The school is located in Fernando de Magallanes 239, Industrial Aviation 2nd Section. The topic of this research was applied with second graders of middle school.

I consider it important to mention that the group that I chose to work with, it's a group that I already worked with before during their first year at the school so some of the issues they had in that year, continue during the first months of their second year. I noticed that they did not feel encouraged to be part of the lessons and showed no interest in the first lessons since they didn't have a meaningful close-up to the subject. During the first period of practices at the beginning of the school year, some students had problems working in the classroom; they did not finish activities, deliver homework and they were very reluctant to learn the language. However, I realized that they are a group that do have the attitude of participating and expressing ideas. Students worked well, they answered and participáted every time the head teacher asked them to, but they were not working with contexts that they could find familiar, so for some of them it was hard to apply L2 during the activities and of course they were learning, but more that having a meaningful learning, they were just memorizing and repeating. They were not having communication or interaction in the second language.

I decided to work CLT with this group since I saw an opportunity to help them develop their potential by working on the second language in a way that made them feel interested and immersed in each class, without the need to feel singled out or minimized for not having practice or sufficient knowledge in the subject of English.

This document develops the theme which is developed in three chapters that will explain the research process that was carried out. The first chapter is an overview of the introductory aspects such as the context of the school and a general description of the problem as well as the justification and personal interest that led me to the choice and realization of this topic. This first chapter also addresses the main objective, the subsidiary aims and finally the different competencies to be carried out.

The second chapter contains the context of the study group as well as the specific problem that I decided to focus on in this document. It also includes a review of the literature where CLT is discussed and the contributions made by various authors, as well as the principles of Communicative Approach, the advantages of working fluency over grammar in CLT, the roles of the teacher and students in the classroom. , the four language skills, productive skills, speaking skills, English levels, tools used during practices, as well as the development of analysis of diagnostic exams and class sequences.

Finally, in the third chapter you will find the reflections and conclusions obtained at the end of the realization of this document applied in professional practices with second grade students.

Chapter II. Action Plan

2.1 Context of the group

After I did my observations, I decided to work with the second year group "C". In this group, there are 25 students, 10 girls and 15 boys with a new female student who recently joined the group and adapted very well. There are a few of the students that seem interested in the class and to learn or participate, sometimes they just feel not comfortable enough to express using the L2 because during the process of different activities, they showed genuine interest in giving their ideas or asking questions, but not making use of L2 yet. Students like to be heard, they like to express their interests so it can be an advantage since the goal is to work with speaking skills.

However, according to what I have observed, the students have a really vague idea of the language: they knew vocabulary and they work with translations of simple sentences, but they had not work with real-life contexts to apply L2, so it needs to be worked on for them to improve meaningfully in their communication because the lack of practice and exposure to the second language also affects their performance in them classroom since there are some students that are having trouble with their grades regarding this object but it is because they don't feel encouraged to do works in class or homework.

2.2 General description of the problem.

Lack of participation and interest in the English lessons that involve practice speaking and affects the performance of the students during the lessons.

Based on the educational situation of the students, it is expected to work their skills to use the L2 in the classroom using real-life situations since the main problem I want to focus on with this group is to build their confidence to use the language and to improve the skills they have been working from first grade and reinforce their knowledge. I want to mention that I worked with this group since they were in first grade so from all the issues that I found, their confidence in speaking for L2 is the one I am focusing on since they have the profile to develop and improve their skills to communicate with each other in the classroom and share ideas.

The group has been working with traditional teaching methods that focuses on grammar and memorization of the language since first grade, however, there was a significant change when CLT, which integrates students' personal interests and let them create their own experience with the language without make them feel pressure at the practice, was applied in the lessons. I noticed this because in the few lessons that I worked with them following some of the CLT principles, students seemed more interested in the topics that involved situations they live everyday where they can apply L2.

2.3 Literature Review

In order to establish the theoretical bases of the research it is necessary to indicate what it is known about the topic. In this section relevant concepts for the development of the document are presented.

2.3.1 Approach, method and strategy

According to Darrin (2017), Edward Anthony (1963) defined an approach as a "set of assumptions about the nature of language, learning, and teaching," serving as a theory or philosophy of language learning and general learning. These approaches can be grounded in psychological principles like behaviorism or cognitivism, or they may be influenced by older theories like idealism or realism (p. 26).

According to "Unir (2020b), "The method, in fact, can be chosen after the approach to work is decided. Once the approach is finally set, then it is necessary to follow different steps. This is how method works" (para. 3)

On the other hand, Edward Anthony (as cited in Darrin, 2017) defined method as "an overall plan for systematic presentation of the language based upon a selected approach" and explained that it is "an application of an approach in the context of language teaching." Grammar-translation method is an example of a method.

Richards and Rodgers (1989) outlined that method served as an umbrella term to encompass redefined approaches, designs, and procedures.

According to Schumaker and Deshler (1992), a learner's learning strategy is a set of skills they use to learn academic and non-academic material more efficiently .

Although it is often misunderstood**,** CLT is not a method itself. That is to say, it is not a method in the sense that content, a syllabus, and teaching procedures are all clearly defined (see Richards and Rodgers 2001).

CLT is considered an approach more than a method and this is because this particular approach focuses and gives priority to meaningful communication over grammar and accuracy. It also emphasizes listening and speaking more than reading and writing. Since I want to work on students' communication and interaction in the target language, CLT approach can help with that focus regardless of students' level of proficiency. I consider that this approach is very flexible and can be adapted to different styles of learning and needs.

CLT has made room for a wide range of approaches and techniques. There isn't a single text or authority on it, and there isn't a single model that is generally recognized as reliable (Richards and Rodgers 2001). Generally speaking, it employs tools and techniques that are suitable for a particular learning environment.

This is mentioned because personally, I found it important to mark the difference between these terms because each one has a different meaning and focus. As mentioned before, the method is more systematic and it is a way of teaching by steps with a specific structure. On the other hand, an approach is more a guide that helps teachers how to plan and carry out the lessons.

2.3.1.1 Methodology used for the design of sequences for the research

The methodology that is planned to be used during the sequences is PPP. The lesson plans for the second practice period (November 21st to December 9th) are made using the PPP methodology. This methodology is more teacher centered.

Kostoulas (2012) says that it could be said that PPP is an effective way to teach, since it makes planning easy and it can be implemented by relatively inexperienced teachers. However, this is not the same as saying that it is an effective way to learn. Some critics have suggested that it rests on a simplistic view of language learning: language learning often involves more than mechanical practice. In addition, there is a lot of evidence to suggest that learners who do well in the practice phase fail to transfer this ability to the production phase, and –even if they do successfully manage the production phase– they often fail to transfer this ability outside the classroom.

2.3.2 Communicative Approach

The communicative approach was developed in the 1980s as an alternative to grammar-based approaches. It is an approach to second and foreign language learning that focuses on developing communicative competence, or the ability to use language for meaningful purposes in real-world situations. (Irmawati, 2012).

According to Richard (1997), the communicative approach emphasizes the use of language in communication and focuses on the appropriate use of language in terms of "when, where, and to whom" it is used. Richards & Rodgers (2001) stated that communication is purposeful, and it involves a variety of functions and concepts. The communicative approach acknowledges that communication has a social purpose, as learners who have something to say or want to find out, so this approach focuses on the communicative functions and concepts involved in language use.

This approach was created so that learners are able to use, in this case the English language, in specific contexts of everyday life based on what they learned in the classroom, which is why it is based on fulfilling the needs to be covered to create a situation where they need to use spoken language. Meaningful communication is expected to be applied during the research of this document with the objective of developing the principles of Communicative Approach to the improvement of speaking skills in the classroom and learning language by using it to communicate. Of course, the integration of the four skills (speaking, writing, reading and listening) is going to be considered since it is another one of the principles.

2.3.2.1 Communicative Approach principles
The communicative approach to language teaching emphasizes the importance of communication and meaningful interaction in language learning. Here are some examples of principles of the communicative approach:

1. Real-life situations: Use authentic materials and create activities that reflect real-life situations.

2. Meaningful context: Provide a context that is relevant and meaningful to the learners.

3. Communication as the goal: Make communication the goal, rather than just learning vocabulary or grammar.

4. Learner-centered: Encourage learner participation and let them guide the

lesson to meet their interests and needs.

5. Task-based learning: Use task-based activities to promote communication and real world problem-solving.

6. Error correction: Focus on correcting errors in a non-threatening way, to maintain a positive classroom atmosphere.

7. Fluency over accuracy: Encourage fluency, even if it means making errors or using simpler language.

8. Collaborative learning: Encourage learners to work in pairs or groups to practice communication skills.

9. Authentic assessment: Use authentic assessment methods, such as performance-based tasks, to evaluate learners' progress.

10. Authentic language use.

11. Target language is a vehicle for classroom communication, not only just the object of study.

I took into account the principles by Diane Larsen-Freeman that demonstrate the importance of emphasizing communication, meaning, and authentic language use in language teaching, as well as the role of learners as active participants in the learning process.

2.3.2 Fluency and accuracy practice

According to the British Council Foundation (n.d.), fluency is defined as "the flow and efficiency with which you express your ideas, particularly when speaking" and is characterized by a speaker's comfort level and ease of understanding. Although a few grammar errors may occur, fluency is more concerned with communication. Accuracy, on the other hand, demonstrates one's ability to use grammar, vocabulary, and punctuation correctly. Accuracy involves using correct verb forms, articles, and prepositions (British Council Foundation, n.d.).

In contrast to traditional methods of language teaching, which place a strong emphasis on memorization of grammar and vocabulary, the Communicative Approach encourages students to use the target language in practical, useful communication.

According to WhatIsELT.com (2018), to enhance learners' communicative competence, it is important to provide a range of practice activities that include exercises that focus on the development of accuracy, even though the main goal is genuine communication. However, these controlled exercises should not be the only source of language practice, as activities that promote fluency are "a vital part of a Communicative Approach lesson, as they give learners the opportunity to communicate meaning." (para. 3)

I consider that there has to be a balance between these two concepts in language teaching since students need to practice and develop these skills in order to become proficient in the target language. Of course, for this research I am working more on fluency because it is focused on communication rather than grammatical correction and the goal for the use of CLT approach is that students will be able to communicate in L2, even if they make a few mistakes. Accuracy is important and students are going to be taught how to use correct forms of the language through different activities based on CLT.

As the teacher is not the centre of instruction anymore, activities in the Communicative Approach usually favor student-student interaction and maximize learners' opportunities to speak, suggesting examples of activities that can be carried out during a CLT lesson. (*What is the Communicative Approach?*, 2018)

1.   **Information gap.**

This involves two (or more) learners. Each testee has part of the information. They have to negotiate in order to get the missing information. A clear context must be specified for the tests.

2.   **Role-plays**

Role-plays, learners are given an imaginary situation and are asked to perform a different role or act as themselves in a particular scenario. Role-plays enable learners to imagine themselves in realistic situations and "rehearse" before they need to use English in real life. They are also fun and engaging for some learners.

3.   Open-ended discussions and debates

Debates and discussions can be a useful tool for fluency practice. They enable learners to share their own views on topics and use their communicative resources to convey ideas, make points, and agree and disagree with others. Debates are usually engaging and provide a rich resource for teachers to assess their learners' communicative competence. However, preparation for debates should be done thoroughly to help students succeed.

According to Kostadinovska-Stojchevska (2019): "teacher talk time (TTT) refers to the amount of time a teacher spends speaking during a lesson. However, the amount of time teachers spend speaking will vary depending on the stage of the lesson. For example, teachers will tend to speak more during the beginning of a lesson to explain new concepts and give examples. In the initial stages of a lesson, teachers will need to speak more in order to provide explanations and examples of the target language. That way, students can understand the new material before they start to use it themselves. Elsewhere he/she may speak less as students need ample opportunity to practice the new material" (p. 24).

Also, Felipe Leal Cárdenas (2023) stated that "Interaction between EFL teachers and students is essential for the learning process, playing a great role in as far as comprehensible input is concerned" (Allwright & Bailey, 1991, p. 122). As Chaudron (1993) argued, interaction is significant because it allows learners to decompose target language structures and derive meaning from classroom events. Interaction provides learners with the opportunity to incorporate target language structures to their own speech, as well as awakening the human instinct of uttering responses, even when proficiency might not be considered sufficient for the task. Classroom activities are most successful when they involve collaborative communication between the teacher and the students and this helps ensure that lessons are engaging and meaningful for everyone involved." (p.8)

This document implies both the role of the teacher and the students as an important part of the development of Communicative Approach.

Teachers must make sure that students interact a lot in the classroom among themselves and with teachers (Freeman 1986). Teachers in communicative classrooms talk less and listen more; consequently, they will be active facilitators of students'

learning. Explaining the role of learners, Breen and Candlin (1980) comment as follows:

"Learners play a crucial role in shaping their own learning, both individually and as a group. They interact with their own learning process, as well as the content being taught, and their role as a student is constantly changing and evolving. The implication for the learner is that they should contribute as much as he gains, and thereby learn in an interdependent way." (p. 110)

Taking this into account, another important role for the teacher in the classroom is to be a facilitator so it is considered that the lessons are learner-centered and all the information they are receiving can be meaningful for their effective communication having as a main aim of the lessons that students can be able to communicate something, regardless that in the process they have errors of form, such as grammatical errors; the important point is that the messages they communicate are understandable enough for those who receive them.

In this way, effective and meaningful communication in different contexts can be developed during the learning process. A collaborative classroom environment would motivate the learners for language learning (Belchamber, 2007). Teachers-talking–time (TTT) has to be reduced (Larsen-Freeman, 1986). Therefore, teachers have to make the class learner-centered (Rance-Roney, 2010). These ideas are very important, since I consider that if a teacher doesn't provide or create opportunities for students to try and practice through interaction in the classroom, they might not feel part of the lesson at all just by listening to the teacher speaking without being able to be creative with the language.

Learner's interests are a very important part for Communicative Approach since most of the lessons suggest adapting the use of the language, focusing on it to develop more motivation and interesting resources to work the communication using the second language in familiar contexts for them. As Rabiah (2018) states, language is a tool that is used to convey information and arguments to others in everyday life. Therefore, language plays a vital role in communication, both for the expression of individual thoughts and ideas and for connecting with others.

This approach is very useful to deliver a class where it is very necessary to make students produce something using their speaking skills. From my personal, experience, I noticed that focus on these skills is sometimes not taken into account and the students

can face struggles in the future due the lack of practice, but also, it is important to know the right activities that can help to develop their skills to have meaningful communication in real life contexts using L2 since CLT aims to developing the learner's competence to communicate in the target language (communicative competence), with an enhanced focus on real-life situations.

2.3.3 The four skills of language

The four main language skills are speaking, listening, reading, and writing. However, according to Baker (2001), a person may still be using language even when they are not actively using any of these four skills. (p. 6)

Xuvani (2015) mentioned that for the teaching of English to be successful, the four language skills (listening, speaking, reading, and writing) must be integrated in an effective manner and teachers should aim to support students in meeting set standards and developing their communicative competence over time. The four language skills of listening, speaking, reading, and writing are commonly referred to as "macro-skills", whereas skills like grammar, vocabulary, pronunciation, and spelling are known as "micro-skills" (Aydoğan & Akbarov, 2014).

They also mentioned that the four macro-skills are essential for effective communication, while the micro-skills help support the development of the macro-skills. Finally, it is mentioned that listening and speaking are closely linked and work together in real-life situations. Therefore, the integration of the two aims to promote effective oral communication. This integration will result in authentic and meaningful communication. Similarly, reading and writing are interconnected skills that are important for effective written communication (Xhuvani, 2015).

2.3.3.1 Evaluation of the four skills

According to Cambridge English (2023), the Common European Framework of Reference for Languages (CEFR) serves as a worldwide benchmark for assessing language proficiency. The CEFR employs a six-point scale, ranging from A1 for novice learners to C2 for individuals who have achieved fluency in a language. This framework facilitates the evaluation of various qualifications by educators and learners engaged in language instruction and assessment.

A1

A1 is known as the first level of the English language and according to the Common European Framework someone at the A1 level in English:

1. Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
2. Can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know, and things they have.
3. Can interact with other people in a simple way provided the other person talks slowly and clearly and is prepared to help.

I decided to focus on A1 since this level is the starting point to any person who is learning a new language regarding their age. Second grade students have not had contact with the English language and have expressed on several occasions that it is difficult for them to use it to complete activities or communicate in a basic way as well as the results of several activities applied during the practices shown the lack of experience with second language which is why strategies are sought to help students develop a level appropriate from A1.

Receptive skills

According to Harmer (1999, p. 265), the four language skills are divided into two categories: receptive skills (i.e., reading and listening) and productive skills (i.e., speaking and writing). Receptive skills involve extracting meaning from language, while productive skills involve producing language.

Al-Jawi (2010) explained that receptive skills refer to the ways that people understand and make meaning from what they read and hear. In general, there are similarities between how reading and listening are processed, but there are also significant differences between the two skills, which can affect how they are taught in the classroom. Al-Jawi added that extensive experience with receptive skills leads to improved productive skills.

Productive skills

According to Hossain (2015), productive skills like speaking and writing are important forms of self-expression that can be used to persuade or convince others, as well as to share ideas and feelings. These skills are defined by Jaramillo and Medina (2011) as valuable social tools that can be used to communicate effectively in a variety of situations.

Writing

Klimova (2014) stated that writing plays a unique role in language teaching, as it involves the use of other language skills, such as listening, reading, and speaking. This makes writing a valuable asset in foreign language communication. Additionally, Tarigan (1994) defined writing as the process of creating symbols that represent a language, while Ramelan (1992) noted that writing is a representation or symbol of language.

The following list, is a condensed list of writing sub-skills according to the University of Dayton:

- Punctuation

- Handwriting

- Grammatical accuracy

- Structure of a paragraph

- Transitional devices

- Drafting and editing

Speaking

According to Bailey in Puspitasari (2011), "Speaking is a productive aural/oral skill consisting of producing systematic verbal utterances to convey meaning. Speaking is one of the four language skills which are interpreted as an expression of idea, opinion, or message with oral language (Cahyono and Indah, 2012: 8).

Torky (2006) noted that speaking is one of the four language skills (p. 73). He wrote, "speaking is a means of communication that allows learners to achieve goals, express opinions, share intentions, and communicate viewpoints" (p. 73). Furthermore, he also noted that "individuals who are fluent in a particular language are called 'speakers' of that language" (p. 73). Lastly, Torky (2006) stressed that speaking is used more than reading or writing in daily communication (p. 73). And as Rivers (1981) argues, speaking is used twice as much as reading and writing in our communication.

The following sub-skills are suggested by Ken Lackman (2010) and states that by raising awareness of speaking sub-skills and providing classroom practice with them, we will be providing students with strategies to improve their communication outside the classroom, which is, or should be, the ultimate goal.

I chose to add them since they are relevant to the process of this research:

- Fluency

Students practice speaking with a logical flow without planning or rehearsing.
Activities which require students to focus on meaning in communication without immediate concern for accuracy (errors flow without planning or rehearsing.
can be corrected afterwards).

- Pronunciation

Students practice using words, structures and pronunciation accurately
Students need to be able to use and pronounce words in order to be understood.

- Using Functions

Students use specific phrases for purposes like giving advice, apologizing, etc.
Activities which stress that verbal communication is for a reason or function. Role plays and simulations are ideal.

2.3.4 The Study of Learning Speaking Skills

According to the Department of national education (2006) language learning is to find and to use inner capabilities in analyzing and imagining.

This research is focused, specifically, on *speaking skill*s as mentioned before. Nevertheless, is it important to mention that the improvement of the four skills will be worked too since all of them will be needed to develop speaking skills. There will be a

balance between the four skills during a lesson, starting with the receptive ones (reading, listening) and then, continue practice with a production that can be written to finally, achieve a speaking product by students.

2.3.5 Learning Speaking Skills

According to Tarigan (1983, p. 15), speaking is the ability to articulate sounds or words to express thoughts, ideas, and emotions. As another concept of this definition, it could be said that speaking is a system of audible and visible symbols that uses the muscles of the human body to communicate ideas. In other words, speaking is a communicative or literary activity.

Nurgiyantoro (2001, p. 276), explained that speaking is a second language skill after listening. Someone can say the articulation of sounds after he or she listens to the sounds of language. I consider that learning English allows people to communicate in different places and contexts, which is why its importance in teaching brings benefits to users and learners of that language, especially if communication skills are developed as is the speaking. In this way, the use of a second language needs to be well known and understable for students .

During this time in my practices, I deduced that if the students manage to master the speaking skill effectively, they will be able to, at the same time, achieve meaningful communication in adequate situations to use the right function of the language as well as receiving information to express ideas and opinions using English.

Zuliati (2013) wrote that speaking is an important skill that plays an essential role in communication, particularly in the globalized world and also added that speaking is a form of oral communication that is vital to successful communication, and the way a person speaks can convey their expressiveness (as cited in Xhuvani, 2015). Furthermore, Xhuvani (2015) noted that the ability to speak well is important regardless of the context, whether it's in public, friendly, or academic.

Again, in reference to the issue, since English is not the first language of students and they haven't had a close contact with it, the use of the Communicative Approach method will be applied in the classroom to teach L2 communicatively.

It is expected that students can practice starting with the basic receptive skills (reading and listening) and then proceed to using productive skills (writing and speaking) in a single lesson, as long as they communicate the main idea of it.

2.3.6 TEACHING SPEAKING THROUGH THE COMMUNICATIVE APPROACH

Classroom activities should parallel the 'real world' as closely as possible. Since language is a tool of communication, methods, and materials should concentrate on the message and not the medium. The purposes of reading should be the same in class as they are in real life (Clarke & Silbertstein, as cited in Richards, 2005).

Something that I find really important at the time of teaching English implementing Communicative Approach, is that it can create a stimulus on students to keep updating their ideas and information about a certain topic to relate them with their social context in real life situations to make them speak and encourage them to communicate about it. Having information they know well and that is interesting for them, makes meaningful and communicative situations where students will develop their speaking skills, for example simple conversations or even debates.

It is also considered that one of the most important aspects to take into account when teaching English with the Communicative Approach is the meaning: "...mistakes are ignored by students since communication is commonly defined as interchangeable understanding on meaning. They disobey any grammatical rules for the sake of communicative goal." (Revita, 2015, p.28)

2.4 Research tools

These are the descriptions of the tools that were used during the research of this specific topic to collect information of the sequences.

Diagnostic test

According to Singh (2022), the primary purpose of diagnostic assessment is to gather relevant information about a student's prior knowledge of a subject. This can help educators tailor instruction to meet each student's needs and build on their existing strengths.

The purpose of diagnostic tests is to measure not just the level of progress that students obtain as Communicative Approach strategies are applied in different activities

but to know their differences regarding their knowledge and the way they learn something new in order to identify a point where a change in the learning process can be found. According to Susana Avolio and Maria Iacolutti (2006), diagnostic evaluation can be performed at different times: "(1) at the beginning, to know the income profile, (2) when the teacher begins to work with the group to deepen the knowledge we have about their initial conditions and possible difficulties, (3) at the moment it is considered necessary to do so, this to know learning difficulties that may occur in the development of the processes." (p.141)

Characteristics

According to Bordia (2022) to call an assessment a "diagnostic test", it must meet the following criteria:

- A diagnostic evaluation is required to take place at the start of the new semester or lesson unit.
- It needs to concentrate on comprehending a student's current knowledge base.
- A diagnostic test in education must pinpoint the student's strengths and potential growth areas.
- It must not be graded.
- In order to measure student improvement, it should set a baseline to compare what they understood before a class and what they learned after.

According to the California Department of Education (n.d.), "Diagnostic assessments help teachers understand their students' skills and abilities to support their learning. These assessments can be used to identify students' strengths and weaknesses, so that teachers can plan lessons that build on what students already know and address any gaps in knowledge. In contrast, summative assessments are typically used to evaluate overall achievement and may not provide as much detailed information about individual students. Therefore, diagnostic and formative assessments can be more useful for guiding instruction and helping students learn"

Observation

Observation is a valuable method for gathering data about the "why" and "how" of a given situation, particularly in natural settings (i.e., outside of a laboratory). Savin-Baden and Howell Major (2013) stated that self-reported information is often different from actual information (p. 392). This indicates that it's important to consider the possibility of inaccuracy when relying on self-reported information.

A tool used for this document was *observation*. Previously, observations were made before the two practice periods (1st period in March - 2nd period in June). The purpose of these observations was to collect useful data about the group to create a profile of the group before working directly with them.

This tool allowed to know some points such as the following:

- The number of people in the classroom.

- English level

- Age ranges.

- Behavior during English class and additional subjects.

- How does the group work better (in groups or individually)

- Previous English lessons

- Resources and material used during the lessons per week

Thanks to these observations, it was possible to have a broader vision of the group and its way of working in order to learn more about what type of activities fit the group more.

I used an observation guide from Teacher's booklet to get full knowledge about processes and results during the lessons that involve interactions and behavior among students. The following format was the one I used:

Class Profile

1. School: Dionisio Zavala Almendarez

2. Teacher: Alexa Sukei Delgado

3. Class: 2nd group "C"

4. Number of children: 25 students, 10 girls and 15 boys.

5. Age of children: 12-13 years old

6. When did they start learning english? Most of the students started to learn the language last year, since their first year of highschool. There are just 3 students who have attended English classes in language schools since elementary school.

7. Level: Pre-A1, A1.

8. Number of English lessons per week: 3 classes (Monday, at 9:10 a.m. Wednesday at 12:50 p.m. Friday at 11:10 a.m)

9. Number of teachers they have had so far: 2

10. Course book: Get Ahead! 2

11. Coursebooks they have used so far: 2

12. Supplementary materials used concurrently with the textbook: Material brought by me such as tests and worksheets.

13. Is the classroom a room set aside for English lessons? No, their classroom is the one they usually use for every class.

14. Usual seating arrangement: Head teacher arranged the seats by ordering the students by names and sitting with girl-boy-girl-boy pattern.

15. Any other relevant information: A new female student arrived to the group in march. Even though it was not possible to evaluate her level, I was able to observe her working and thanks to that, I noticed she has an appropriate level for the language. (Level A1).

Evaluation Rubric

Varvel (2011) defined a rubric as "a tool used to assess or guide a student's performance on a given task in a given context given certain standards" (p. 4). In this case, communicative skills are the ones that will be evaluated.

Evaluation instruments validated by the CEFR were adapted to measure the performance of speaking and its sub skills for A1. This instrument seeks to have a criterion and an individual trajectory of the students regarding their progress.

Assessment

According to Stassel (2001), assessment is "the systematic collection and analysis of information to improve student learning." Mcdaniel (2017) states that this definition captures the essential task of student assessment in the teaching and learning process. The Center for Teaching at Vanderbilt University (2021) highlights that student assessment assists instructors in evaluating their teaching efficacy by connecting student performance with predetermined learning outcomes. In turn, teachers can reinforce concepts that result in effective teaching methodologies and adjust unsuccessful approaches in teaching (para. 1).

Summative assessment

A summative assessment is an evaluation that is performed at the end of a course or unit of study, and its primary purpose is to assess overall student achievement (Mcdaniel, 2017). Summative assessments provide comprehensive measures of student learning but do not allow for reflection or modification of teaching strategies during the teaching and learning process (Maki, 2002). Examples of summative assessments include comprehensive exams or papers.

Formative Assessment

Formative assessment, as defined by Structural Learning Solutions (2021), is "a continuous process used by teachers and students for teaching and learning; to improve student understanding of planned disciplinary learning outcomes and help students to become self-directed learners" (para. 1). Formative assessment is used to keep track of how well students are learning and to give them regular feedback that will help both them and their teachers become better teachers and learners.

Trumbull and Lash (2013) defined formative assessment as "tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster

students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks" (para. 1).

I consider assessment it is very useful as a tool to provide feedback to students during their process of learning and practicing speaking in L2; since this research aims to improve this skill, assessment can assist in achieving learning objectives by using strategies that can support unique student needs (Theal and Franklin, 2010, p. 151).

In this document these two types of assessment were taken into account, based on my observations and students' needs. Summative assessment was considered for the application of tests; formative assessment was applied during each class to evaluate the individual processes, strengths and weaknesses.

2.5 Action Plan

Phase 1 Observation and diagnostic of the group
Observation
Before choosing my study group, I made an observation in different groups and grades to start looking at their needs, abilities and their way of work. I am in charge of three groups: 1º"C", 1º "F" and 2º "C". After that observation period, I worked with those groups keeping in mind what I already observed and considered some activities to evaluate their general level at the language in order to identify a problem that I wanted to work on based on my research topic. Finally, I chose to work with the second grade group "C" since I found that this is a group of beginners and adapting the language activities for them to start communicating and interacting with each other using L2 will be very useful for this document.

Once I had the results of each group, I organized the content provided by the head teachers and I prepared different activities that will also serve to develop my research topic: Communicative Approach. "The objective of this didactic model is to train the person who is learning a second language to be able to produce real communication, both oral and written, with other speakers of that foreign language" (Unir, 2020) For the first period of practice, and having my study group, I looked for different activities that could be useful to help develop and, at the same time, assess their progress during the sessions using their speaking skills to consider aspects to take into account in order to keep the pace of their learning.

Diagnostic test
Before attending practice, I applied, with the help of the head teachers, a diagnostic test to know the level of English within the groups and to be able to work on more specific topics.
Characteristics
To call an assessment a "diagnostic test", it must meet the following criteria:

- A diagnostic evaluation is required to take place at the start of the new semester or lesson unit.
- It needs to concentrate on comprehending a student's current knowledge base.

- A diagnostic test in education must pinpoint the student's strengths and potential growth areas.
- It must not be graded.
- In order to measure student improvement, it should set a baseline to compare what they understood before a class and what they learned after.

This diagnostic test was taken and adapted from Cambridge Assessment Platform and was applied during the first week of the school year 2022-2023. It is important to mention different sections and questions from the diagnostic were suggested by the head teacher of the group so the test was conformed mainly by reading and writing. (Appendix: Diagnostic Test) The chosen activities were based on the analysis of the results from the diagnostic test. The test was divided into four sections that were suggested by the head teacher in order for her to have a general view of the knowledge of the group and where I could also take into account to measure their level to start working.

- Verb to be
- Personal information
- Numbers
- Descriptions

After the results were taken into account, the activities to develop speaking skills were designed and then applied to students. (Appendix - Diagnostic results).

According to the Cambridge English Scale for Young Learners, I measured their level based on the results from the diagnostic test: Pre-A1 (80-100), A1 (100-120). (Figure 1)
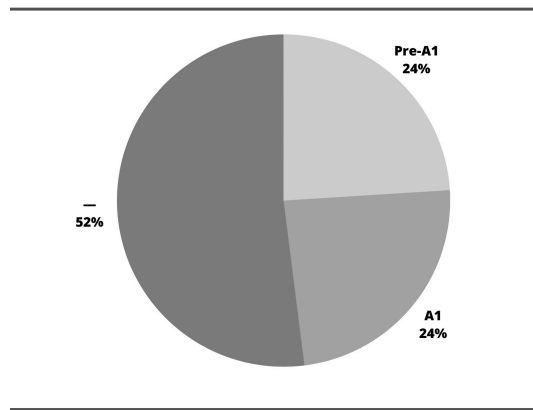
Figure 1.

These were the results from the group's average level of English before the first interventions of the practice period. And during the second intervention, the same diagnostic exam was applied to the group to measure the progress they had during that time. Figure 2 shows the results that reflect these progresses. In the next phase, the sequences of four weeks will be explained and analyzed.
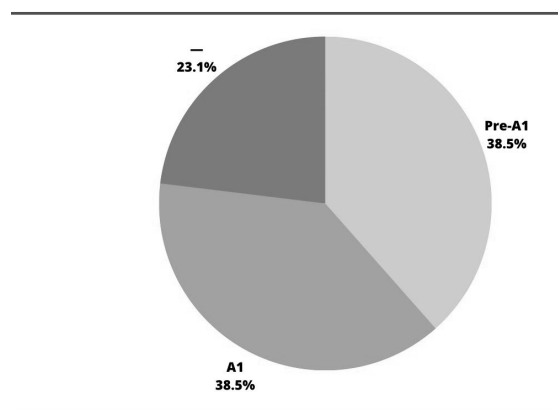
Figure 2.

Phase 2 - Development of the sequences (4 weeks)

2.5.1 Week 1 – February 13th – 17th

(Appendix: Lesson plan 1)
LESSON GOAL: At the end of the week, students are able to express their LIKES and DISLIKES using the topic of food. TTT: 60% STT: 40%

First class, february 14th (classes started on this date due to some internal issues)

Sequence: At the start of the class, I introduced myself and greeted them. After that, I chose the first student from the list to help me write the date of that day on the board with classmates' help. After indicating the day (tuesday), the month and date (february 14th) and the year (2023) I asked students to write the date in their notebook for every lesson.

After this I asked them, using L2: Do you know what a *LIKE* is?. Students looked at me for a few seconds before I asked again: "LIKE… What is a LIKE?" in that moment I started to receive different answers in their mother tongue:

"¡Los que damos en tiktok y en instagram!" These were the kind of answers I got and I told them they were right. "¿qué significa cuando nos dan LIKE?" I asked them in Spanish to give them time before getting in the useful language for the lesson. "Que algo nos gusta".

Then I wrote **LIKES** on the board along with a picture of a *happy face.*
"Entonces LIKES significa…" they answered: "Lo que nos gusta". I gave them thumbs up and told them, pointing at the board: THIS is MY list of **likes**". I started writing different foods and drinks on the board: *pizza, coffee, apples, candies…*
I pointed to the board again, emphasizing the word LIKES: "My likes… teacher's Lily likes" I said while pointing to myself and the list on the board. "¿Le gustan las manzanas?" they asked while interpreting my body language. "Yeah! *I pointed to the

word LIKES again* My likes… *Before the first word on the list which was pizza, I wrote 'I like'* I like pizza! Repeat with me, I-like-pizza". Then they repeated.

I grabbed the picture of the happy face and said: I *pointing to myself* like *pointing to the picture* pizza *pointing to the word on the board*. Then, I pointed to students and they repeated the sentence "I like pizza!" "Teacher, I like pizza… ¿cómo se dice a mí también?"

"Al final dices *too*" after I answered that, some students started to say "I like pizza too!"

I gave them thumbs up saying: "Well done! Very well!... next one"

I pointed to myself, then to the picture, and the students said: "I… like…." then pointed to the next word on the list. "...coffee. I like coffee" they completed the sentence and did the same with the rest.

"Well done, excellent! These are my likes… now, my dislikes" While I said this, I showed them a picture with a *sad face* and they said immediately: "¡Lo que no le gusta!" Then I wrote *DISLIKES* on the board and under the word, I also wrote 'I don't like…' then, I stated: "Cuando algo no nos gusta es un DISLIKE y lo expresamos diciendo…" I pointed to the board for them to repeat the sentence and they did three times. *"I don't like"*

"Now… *you* ask *me* about food" I say while pointing at them, indicating that they have to ask me for food. "Carne asada" I wrote that on the DISLIKES list. Some students were surprised and others said that they didn't like it either. I wrote a few words like milk, chicharron and sausages. I asked students to repeat every sentence to express dislikes "I don't like…"

After that, they created their own lists with their likes and dislikes about food.

Second class – The picnic (reading)
Goals: That students be able to write sentences expressing likes using third person.
TTT: 60% STT: 40%
Sequence: They read a short text about two friends having a picnic.
They were asked to check the reading once and then I asked what the people on that reading were talking about on what they were doing: "On a picnic" "in paris!"
A few students mentioned: "food" and "likes and dislikes"

SS: Están hablando de lo que les gusta comer… likes y dislikes!

T: Very good! What do they like to EAT?

While I say this, I mimic the words LIKE and EAT

SS: Pizza… hamburgers… coke!

We read the text together again, students were repeating every sentence after me so this way they heard the pronunciation of the words.

When we finished the reading, I asked to highlight with blue color the dislikes of both people (Sally and Richard) and in red color their likes.

After they finished this task I noticed that they did not remember the pronouns very well so we reviewed the it very quickly (I, you, he, she, it, you, we, they)

T: Before we start… Do you remember what a pronoun is?

SS: Mmm… no?

SS: It is a verb?

T: No! A pronoun is to refer to a person… for example… YO soy una persona, ¿cómo digo YO en inglés?

SS: Me!

T: Nope, very close…

SS: I

T: Well done! "I"… how do I say "Tú"?

SS: You!

T: Excellent, do you remember the other ones?

SS: She and he!

SS: They

T: Ok… ¿qué significan?

SS: Ella es she, él es he…

SS: ¿They somos nosotros?

T: No… "they" means…

In that moment, I pointed to a group of students from the other side of the classroom

SS: ¡Ellos! Entonces "We" somos nosotros!

T: Very well, please remember this

I indicate that when we use **I, you, we, they**, we say *LIKE* and if it's a third person (**he, she**) we say *LIKES*, adding an -s at the end. Then I explained the same to express DISLIKES: we say **I, you, we, they** *DON'T* like and if it's a third person, we say **he/she** *does not/doesn't* like.

Before practice, I wrote a sentence from the reading in chart that I drew on the board to give them more examples:

FIRST PERSON	THIRD PERSON
I like pizza	Richard likes pizza
I don't like hamburgers	Shelly does not like hamburgers

Having those examples, students were asked to complete the chart using the sentences from the reading, both in first and third person.

> T: Ok, the reading /I said this while pointing at the worksheet/ has sentences in first person.
> SS: Teacher… uhm question.
> T: Yeah, tell me
> SS: First… person? ¿Son las oraciones que subrayamos?
> T: Exactly!
> I pointed to the examples in the chart in "FIRST PERSON"
> T: Who says "I like pizza"? Richard or Sally?
> SS: Richard!
> T: Very good! Richard *likes* pizza… This is THIRD PERSON. A Richard le gusta la pizza.

I monitored their process during this activity and I noticed that with the given examples it was easier for them to write the sentences in first and third person.

Once they finished this first part, I told them to come to the board and write all the sentences they wrote in their notebooks. It was very satisfactory to see their enthusiasm to participate and give their answers and check each other's results.

There were a few mistakes in the sentences and before I could say anything, they noticed by themselves.

> SS: *Teacher! Esa oración está mal… is bad!*
> T: *Yeah… is wrong. But don't worry about mistakes, we are learning. Todos estamos aprendiendo juntos. Can you help me with this?*
> The sentence was "Richard don't like milkshakes"
> T: *Richard is FIRST or THIRD person?*
> SS: *Third person!*
> SS: *Richard is HE… is third person.*
> T: *Very good… is DON'T for Third person?*

SS: No! It is DOES NOT

T: Yeah… so the sentence is Richard…

SS: Richard DOES NOT like milkshakes.

SS: ¡Ah! Así era, también la tenía mal, ya entendí.

T: Excellent! You did a good job… Any questions?

SS: No! Es muy fácil.

SS: Very easy… I like easy!

SS: He likes easy!

T: Wow! You are very smart! Excellent!

Students did not feel exposed when we corrected the mistakes and quite the contrary, they felt proud of themselves when they found out what was wrong because they were able to notice and correct by themselves. Of course, this was a big step for them in their meaningful learning because they started to feel confident to participate in the activities, even if they had mistakes because they knew their own classmates and I would help to correct and guide. And as mentioned in one the principles of CLT by Littlewood (1981) students were active participants in the learning process and were encouraged to take risks to communicate with each other in the classroom.

For the last minutes of the lesson, I asked them to get in pairs and then they were asked to create the same dialogue of the reading but using their and their partner names, they were totally free to change the food to fit their likes and dislikes. (Appendix: Evidence 1)

At the end of the class, students were willing to participate to show their new conversation. Of course, before this, I mentioned that I was not going to take into account the mistakes since I was evaluating their way to communicate the topic with each other, so they felt more confident to participate.

Sequence Analysis

The following principles were taken into account based on "Techniques and Principles in Language Teaching" by Diane Larsen-Freeman and adapted to the appropriate analysis of my lessons during a four week practice period.

PRINCIPLE	CHECK	NOTES ABOUT THE ACTIVITY
Real-life situations: Use authentic materials and create activities that reflect		Throughout the lessons, the teacher focused on providing students with the language

real-life situations.	☑ DONE	they needed to express their likes and dislikes about food. By encouraging students to ask questions and repeat sentences, the teacher created opportunities for meaningful communication. I used real-life examples and situations to teach the students about expressing likes and dislikes. The students were engaged in meaningful communication as they practiced using the language in a practical way.
Meaningful context: Provide a context that is relevant and meaningful to the learners.	☑ DONE	I used a variety of techniques to help students understand new vocabulary and concepts, including visual aids and repetition. When students struggled with a concept, the teacher provided additional support until the meaning was clear.
Communication as the goal: Make communication the goal, rather than just learning vocabulary or grammar.		
Learner-centered: Encourage learner participation and let them guide the lesson to meet their interests and needs.	☑ DONE	I encouraged the students to participate actively in the lesson by asking them questions and giving them opportunities to practice speaking. The students were also given the chance to create their own lists of likes and dislikes.
Task-based learning: Use task-based activities to promote communication and real world problem-solving.	☑ DONE	The lesson was structured around a task, which was to create lists of likes and dislikes about food. This task provided a clear goal for the

		students to work towards and allowed them to practice using the language in a meaningful way.
Error correction: Focus on correcting errors in a non-threatening way, to maintain a positive classroom atmosphere.	☑ DONE	I corrected the students' errors in a positive and constructive way, helping them to improve their language skills without feeling discouraged.
Fluency over accuracy: Encourage fluency, even if it means making errors or using simpler language.		
Collaborative learning: Encourage learners to work in pairs or groups to practice communication skills.		Students carried out the task in pairs to create a dialogue based on a reading that included a dialogue expressing the main topic.
Authentic assessment: Use authentic assessment methods, such as performance-based tasks, to evaluate learners' progress.	☑ DONE	I evaluated their performance at the end of the class where they had to share the conversation they made in pairs and I noticed a good progress in it.
Authentic language use.	☑ DONE	I used authentic language that the students could relate to, such as social media terms like "likes". The language was also presented in context, making it easier for the students to understand and use.
Target language is a vehicle for classroom communication, not only just the object of study.		

The table showed there are certain principles that were not achieved. This might happen because of the lack of activities which are related to those principles, however,

according to Wesche and Skehan (2002) authentic (non-pedagogic) communication activities linked to "real-world" contexts, often emphasizing links across written and spoken modes and channels, so before start getting into the production of spoken communication, I considered necessary to practice with an easy context for them.

2.5.2 Week 2 – February 20th – 24th

LESSON GOAL: Students are able to ask about their own likes about food and animals and how to give a full answer (appendix: Lesson plan week 2)

First class

The goal of the class was for students to start getting familiar with simple sentences that express their likes or dislikes as well as knowing how to ask questions. Even though one of the objectives of this first class was to exchange short dialogues with each other, it wasn't possible due to the time. For this lesson I tried to use L2 most of the time just by guiding them through it, so they could use the L2 also during the presentation to start getting along with the language in that context. I used a bit of Spanish just to make sure about certain things.

TTT: 60% STT: 40%

Sequence: For the presentation of the lesson, I used some flashcards with food and animals. With that, I intended to show students how to make a sound associated with an idea (the flashcards). They associated the sounds with those ideas and committed to help them in the next stage of the lesson.

  T: CHICKEN
  STS: CHICKEN
  repeat
  T: BROCCOLI
  STS:BROCCOLI
  repeat
  T:STRAWBERRY
  STS: STRAWBERRY
  repeat
  T:BUTTERFLY
  STS:BUTTERFLY
  repeat
  T:CAT
  STS:CAT

> *repeat*
> T:SAUSAGES
> STS:SAUSAGES
> *repeat*
> TEACHER: Very good! Brilliant
> STS: /proudly joking/ ¡Ya soy bilingüe!

Then, I introduced the dialogue and encouraged them to give the answer to keep them engaged. I tried to be very careful to mainly use words connected to the target structure so I wouldn't overload students with unnecessary language. I gave students less support but more encouragement for them to complete the dialogue. I intended to give them structures to then create situations where they could use the language. (appendix evidence 1.1)

> T: Very good! Now, pay attention because this is what we are going to practice with! /writes on the board the question DO YOU LIKE _____?" Along with a SAD FACE to indicate DISLIKE and a CAT picture/
> T: ¿qué era SAD FACE?
> STS: Sad face?
> T: No... /points at the sentence NO, I DON'T LIKE/ ok... so let's read the question: Do you like... /points at cat's picture/
> STS: Cats
> T: Completa...
> STS: Do you like cats?
> T: My answer... What is MY answer? /points at the sad face/
> STS: No, I don't like cats
> T: Everyone!
> STS: Do you like cats? No, I don't like cats
> T: Very good! Now... /teacher writes another question: ___ you ____ _____? With a happy face for LIKE/ complete the question, please.

For this lesson, I considered it very important to introduce a short vocabulary and make them repeat the words after me before the context so they will be thinking from that moment that the topic was about food and animals.

 "Teachers recognized that students need more than mastering language structures by drills. Students need to know different language functions and know where and when to say what to whom. In other words, in addition to the linguistic competence, students must also develop a "communicative competence" (Richards & Rodgers, 2001, and Freeman & Anderson, 2011)."

For the next stage of the lesson I handed them a worksheet with exercises to fill the gap, related to the sentences we just saw in the presentation. (appendix - material 1)

Second class

**For this lesson, we had only 20 minutes of class time due to the Honores a la Bandera for February 24 event.

Since I knew beforehand we wouldn't have enough time for a whole lesson, I decided to finish the production from the last lesson to make students participate in simple dialogues to express likes and dislikes.

TTT: 50% STT: 50%

Sequence: I choose two students to come to the front and produce a short dialogue between each other.

I paste a picture of sausages on the board and indicate to one of the students to ask the classmate if she likes sausages. The other student had to answer according to her personal likes.

> T: Ok, you can ask the question… like the other lesson
>
> SS1: Do.. Do you like… sausages?
>
> SS2: Mmm… no, I don't like sausages
>
> T: Wow, you don't like sausages?
>
> SS2: No! I don't like sausages.
>
> Then I pasted a picture of cats and indicated the student who answered before to ask the question.
>
> SS2: Uhm… Do you like cats?
>
> SS1: Yes, I like cats.
>
> SS2: Oh… I don't like cats.

I told them to go back to their seats and ask for other volunteers.

> T: Ok guys… we can talk about ARTISTS!
>
> SS A: Me, teacher! Quiero participar.
>
> SS B: Me too!
>
> T: Excellent, come to the board please… Now, what artists would we talk about?
>
> SS A: Taylor Swift
>
> SS B: Kenia Os.
>
> T: Ok, you can start to ask the question.
>
> SS A: Eh… Do you like Taylor Swift?

SS B: Mmm… yes, I like Taylor Swift! Do you like Kenia Os?

SS A: No, I don't like Kenia Os

SS B: What!?

SS A: Sorry!

T: Wow! Excellent… Hablaron todo un diálogo in English! Good job!

At this point, most of the group felt more confident of what they have been practicing and started to formulate more similar questions changing the topic (from food to artists, music and songs)

SS: Teacher, do you like Peso Pluma?

T: Well, I don't know Peso Pluma so… No, I don't like Peso Pluma.

The more they repeated these questions, the more they felt able to start a dialogue with each other about different topics that were interesting for them. By this point, I noticed they started to feel comfortable and even exchanged short dialogues with each other about the topic. I considered this dynamic very engaging for them as well as it created a safe space for learning since it involved a collaborative environment as Belchamber (2007) suggests in order to encourage students in their process.

PRINCIPLE	CHECK	NOTES ABOUT THE ACTIVITY
Real-life situations: Use authentic materials and create activities that reflect real-life situations.	☑ DONE	Throughout the lessons, the teacher focused on providing students with the language they needed to express their likes and dislikes about food. By encouraging students to ask questions and repeat sentences, the teacher created opportunities for meaningful communication. I used real-life examples and situations to teach the students about expressing likes and dislikes. The students were engaged in

		meaningful communication as they practiced using the language in a practical way.
Meaningful context: Provide a context that is relevant and meaningful to the learners.	☑ DONE	I used a variety of techniques to help students understand new vocabulary and concepts, including visual aids and repetition. When students struggled with a concept, the teacher provided additional support until the meaning was clear.
Communication as the goal: Make communication the goal, rather than just learning vocabulary or grammar.		
Learner-centered: Encourage learner participation and let them guide the lesson to meet their interests and needs.	☑ DONE	I encouraged the students to participate actively in the lessons by asking them questions and giving them opportunities to practice speaking. The use of flashcards also allowed the students to take an active role in the learning process.
Task-based learning: Use task-based activities to promote communication and real world problem-solving.	☑ DONE	The lesson was structured around a task, which was to fill in the gaps in the sentences on the worksheet. This task provided a clear goal for the students to work towards and allowed them to practice using the language in a meaningful way.
Error correction: Focus on correcting errors in a non-threatening way, to maintain a positive classroom atmosphere.	☑ DONE	I corrected the students' errors in a positive and constructive way, helping them to improve their language skills without feeling discouraged.
Fluency over accuracy:		

Encourage fluency, even if it means making errors or using simpler language.		
Collaborative learning: Encourage learners to work in pairs or groups to practice communication skills.		
Authentic assessment: Use authentic assessment methods, such as performance-based tasks, to evaluate learners' progress.		
Authentic language use.	☑ DONE	I used authentic language that the students could relate to, such as food and animals. The language was presented in context, making it easier for the students to understand and use.
Target language is a vehicle for classroom communication, not only just the object of study.		

The rest of the class, I answered some doubts about the activity and at the same time, I was able to register their previous activity since the head teacher asked me to.

STS progress during the practice was very good, they did have some questions but in general, they got the main idea of the lesson.

2.5.3 Week 3 – February 27th – March 3rd

Goals: That students can be able to describe their own preferences using the verbs "LIKE", "DON'T LIKE", "LOVE", "HATE" (appendix: Lesson plan week 3)

TTT: 50% STT: 50%

First class

Sequence: First, I pasted on the board 4 pictures of faces expressing different expressions for **LIKE, DON'T LIKE, LOVE, HATE.**

I made students repeat the verbs to start familiarizing the verb with the picture. Then, I wrote different sentences on the board, using the pictures.

HAPPY FACE = I LIKE, SAD FACE = I DON'T LIKE, HEART EYES FACE = I LOVE, ANGRY FACE = I HATE.

I (*happy face*) strawberries, but I (*heart eyes face*) pineapple. I prefer pineapple

I (*sad face*) hot dogs, I prefer _____ (*the answer was given with students ideas)*

I (*angry face*) broccoli. I (*heart eyes face*) spaghetti. I prefer _____.

Everytime I pointed to the picture, students said the respective verb to complete the sentence.

After we saw a few more examples, students were able to create short sentences expressing preferences using LIKE, DISLIKE, HATE and LOVE. They were free to change the topic, they used characters and artists. (appendix: Evidence 1.2)

After that, they completed a short worksheet where they had to complete what the person prefers according to what is expressed on the sentence and circle the correct illustration of that sentence. (Appendix: Material 2)

For the production stage of the class, I choose 2 students to create a short dialogue expressing their preferences. Even though they had some grammar mistakes, I didn't mention it since the communication was fluent and that is how I evaluated their development.

> T: Ok… I am going to give you another example. I don't like BTS, but I love SEVENTEEN so I prefer…
> SS: SEVENTEEN!
> T: Excellent! Anyone have another example? You can use HATE and LOVE too!
> SS: Me! I hate Messi!
> SS: WHAT!? You hate Messi!
> SS: Yes, I hate Messi, I love CR7…

I wrote on the board the question: Who do you prefer?

> T: Who do you prefer ?
> SS: I prefer… Cr7!
> T: Very well!

Expressing preferences is a topic that is related to their daily life since there are a lot of experiences that they are constantly living and including those in an context to communicate is a great chance for them to start exchange those ideas using L2, according to Dos Santos (2020), when students are allowed to participate in some real-life stories and exercises, this could develop the interests of the students beyond the classroom environment.

Second class

For the next class, they had to bring basic information about a person they like. With that information, they created a "mind map" about that person where they wrote:

● WHAT HE/SHE LIKES

● WHAT HE/SHE DOES NOT LIKE

● WHAT HE/SHE LOVES

● WHAT HE/SHE HATES

They started writing 3 sentences about what the person they chose likes, then they wrote another 3 for the things the person does not like, 3 things the person loves and 3 things the person hates.

While I was checking their progress, I noticed that there were a few students that were still writing the verb for third person without the -s at the end. I didn't correct them at that moment, so I decided to supervise a few more minutes before going to the board and give a quick explanation.

> T: Remember… if it is a third person what do I do with this verb?
>
> I said that while writing LIKE on the board.
>
> SS: Add -s!
>
> T: Excellent… now, for DON'T LIKE?
>
> SS: Quitamos don't y decimos does not
>
> T: Very well! What about LOVE and HATE? What do we do if it is a third person?
>
> SS: Add –s.
>
> T: Very good guys! Remember these, please!

Few moments later, I checked again, noticing that the students that made the mistakes had corrected their work.

After that, they wrote in their notebooks 3 sentences similar to the sentences from the first lesson, using the "mind map" they just had done.

E.g: Ariana Grande **likes** cats but she **loves** dogs. She **prefers** dogs.

Third class

In the last sequence, I applied a short evaluation from the last 4 weeks of work that included the topics: LIKES/DISLIKES and PREFERENCES.

There was a part of the test where I asked three random students to stand up. The test had 3 different questions in the third part; I told students that they needed to ask a question for each classmate that I chose and they had to write the answer they got from them. (Appendix: Material 3)

> T: Ok, read the question aloud, everyone! I want to hear it from everyone.
>
> SS: Teacher, ¿qué va en la primera línea?
>
> T: Your classmate's name… in this case Zoe.
>
> SS: Okay!
>
> T: Are you ready?
>
> SS: Yeah!
>
> T: Here we go… 1, 2, 3!
>
> SS: Zoe, do you like carrots?
>
> Zoe: No, I don't like carrots
>
> T: Thank you! Please guys, write the answer.

The last part of the test was about writing about their favorite person. In that part, students had to use third person to express likes, dislikes and preferences of who they chose. Since this was an activity that we carried out in previous lessons, most of the students had answers where they expressed something they already practiced. These kinds of questions in the test made them feel more confident about their knowledge and own progress during the lessons so far.

The results of these very simple tests were satisfactory, and thanks to this, I was able to start giving students instructions to create a project to wrap the fourth week since they already have all the basic knowledge to present it.

This test was based on the contents seen during the lessons from the past 3 weeks and also included sentences that were adapted from the first diagnostic test applied before the first intervention.

PRINCIPLE	CHECK	NOTES ABOUT THE ACTIVITY
Meaningful communication by real-life situations: Use authentic materials and create activities that reflect real-life situations.	☑ DONE	I focused on teaching language that the students could use in real-life situations. The students were encouraged to engage in meaningful communication by practicing short dialogues and completing sentences that express preferences.
Meaningful context: Provide a context that is relevant and meaningful to the learners.	☑ DONE	The test included questions that we already saw in class that talked about giving their likes and dislikes.
Communication as the goal: Make communication the goal, rather than just learning vocabulary or grammar.	☑ DONE	In the test, I evaluated the different purposes of communication in the context of the topic and how students gave their answers related to what they intended to express.
Learner-centered: Encourage learner participation and let them guide the lesson to meet their interests and needs.	☑ DONE	The test emphasizes that students are active participants in the learning process. I involved the students in the activities by asking them to repeat the verbs, complete a worksheet, and create a short dialogue expressing their preferences.
Task-based learning: Use task-based activities to promote communication and real world problem-solving.		
Error correction: Focus on correcting errors in a non-threatening way, to maintain a positive classroom atmosphere.		

Fluency over accuracy: Encourage fluency, even if it means making errors or using simpler language.		
Collaborative learning: Encourage learners to work in pairs or groups to practice communication skills.	☑ DONE	I encouraged the students to communicate and interact with each other using English. The students used different expressions for LIKE, DON'T LIKE, LOVE and HATE to complete sentences, and they practiced their communication skills by creating a dialogue.
Authentic assessment: Use authentic assessment methods, such as performance-based tasks, to evaluate learners' progress.		
Target language is a vehicle for classroom communication, not only just the object of study.		

2.5.4 Week 4 – March 6th – March 10th

Goals: That students make an oral presentation talking about their preferences and also adding information about their favorite person (preferences).

TTT: 20% STT: 80%

For this whole week, students were told that they needed to create a presentation about their preferences so the title of it was "My preferences". They had two days to organize their information along with their favorite person's preferences. Of course this presentation needed to be creative so they brought enough materials to create their final oral presentation. During the realization of the project, some students approached to ask some doubts they had since they wanted to participate and give a good presentation to challenge themselves using the second language.

This activity was something they really enjoyed doing since it included a lot of their own interests and took this as an opportunity for them to demonstrate their

creativity and to take risks in generating original and entertaining ways to engage students. They even asked me if they could add the reason why they like the person they chose and of course I agreed.

When the day of the presentation came, I noticed how they were showing each other their work proudly. (Appendix: Evidence 1.3). Once I entered the classroom I asked: "Who wants to be first?" and I was very surprised when at least 5 students raised their hands to be the first to present. We had to play "rock, paper, scissors" to choose the first person to present.

They had approximately 5 minutes per presentation and the ones that could not participate, sent me a video with the same characteristics.

PRINCIPLE	CHECK	NOTES ABOUT THE ACTIVITY
Meaningful communication by real-life situations: Use authentic materials and create activities that reflect real-life situations.	☑ DONE	I focused on teaching language that the students could use in real-life situations. The students were encouraged to engage in meaningful communication by practicing short dialogues and completing sentences that express preferences.
Meaningful context: Provide a context that is relevant and meaningful to the learners.		The context given was related to the interests. Students already knew their own likes, dislikes and preferences and by this point, they also worked with third's persons likes, dislikes and preferences so they just needed to create an oral presentation with previous work.
Communication as the goal: Make communication the goal, rather than just learning vocabulary or grammar.	☑ DONE	During this project the main goal was to express their preferences and talk about it to share with their classmates to exchange ideas and opinions.

Learner-centered: Encourage learner participation and let them guide the lesson to meet their interests and needs.	☑ DONE	The lesson emphasizes that students are active participants in the learning process. I involved the students in the activities by asking them to repeat the verbs, complete a worksheet, and create a short dialogue expressing their preferences.
Task-based learning: Use task-based activities to promote communication and real world problem-solving.	☑ DONE	For the last task they organized and presented their own oral presentation and they seemed very excited doing this.
Error correction: Focus on correcting errors in a non-threatening way, to maintain a positive classroom atmosphere.		
Fluency over accuracy: Encourage fluency, even if it means making errors or using simpler language.	☑ DONE	Of course, error correction was not the focus of the lesson. Imdid not mention the mistakes made by the students during the dialogue but focused more on their ability to communicate their preferences fluently.
Collaborative learning: Encourage learners to work in pairs or groups to practice communication skills.		
Authentic assessment: Use authentic assessment methods, such as performance-based tasks, to evaluate learners' progress.	☑ DONE	A rubric to evaluate speaking was taken into account to evaluate students' performance in their oral presentation.
Target language is a vehicle for classroom communication, not only just the object of study.	☑ DONE	Every instruction from the presentation, practice and production was given in the target language.

Since the lessons were reduced due days off, some of them were rushed and however, the results were satisfactory. Students were able to communicate and exchange personal interests in a familiar context for them where they could share with each other using L2.

This was possible because I made sure to take into account just the essential key points for each lesson, this way I would not deliver unnecessary information for students to achieve the goal of the whole sequence which was to create their oral presentation.

In figure 3 the results from the oral evaluations are shown. These results are the evidence of the performance of students based on a rubric to evaluate speaking performance (Appendix: Speaking rubric) during the last project where they included the elements from a sequence of three weeks of work.
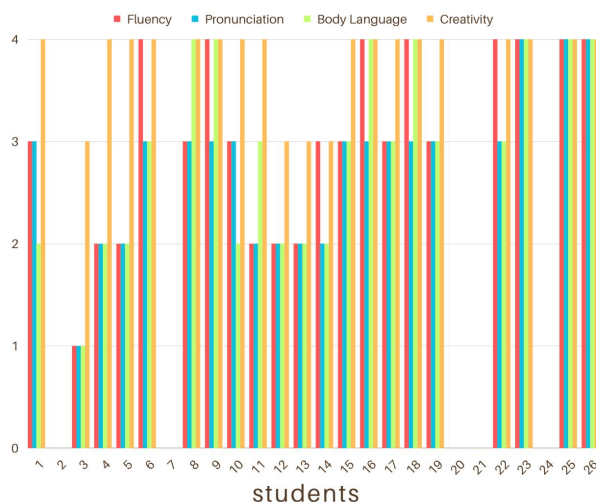
Figure 3.

Chapter III. Proposal Evaluation

3.1 Proposal consistency.

Since the communicative approach is about encouraging them to use L2 most of the time in the classroom where the environment is safe and meaningful for them, I consider that my proposal was suitable for my students. At first, they felt unsure how to use it to communicate and even had trouble in different activities, but after applying different strategies to introduce them little by little to different contexts that were familiar, they started to get involved by themselves in each lesson.

It is important to mention that before my practice period, I carried out different observation with the groups I am in charge of to know which one could be the group that adapts better to the proposal; second year was the group I chose for this and after the four weeks I worked with them, I was able to notice that CLT is a very important push for them and their productivity in the English Lessons.

Before applying my proposal, the group did not have the involvement I was expecting so I chose them to apply the activities with them and it worked. Nevertheless, at first it was not suitable at all taking into account different factors such as their level, the resources and lack of exposure to speaking practice so it was necessary to adapt different lessons to work with a lot practice with other skills (writing and reading mostly) in order to introduce them little by little to the expected learning with the production of speaking skills and this way, they wouldn't feel overwhelmed at the first lessons. This helped with the efficiency of the group and it got better, from their homework (delivering index improved) work in class, participation and even the creativity they had for each one, was the factor that made me realize how effective CLT is for students to communicate L2 using their speaking skills. Of course, to this point, they need a lot of support and guidance to keep the pace, but definitely the whole group has made a great improvement until now.

3.2 Curriculum approach.

According to the Secretaría de Educación Pública, Aprendizajes Clave is a set of knowledge, practices, skills, attitudes and fundamental values that contribute substantially to the integral growth of the student, which are specifically developed at school and which, if not learned, they would leave shortcomings that are difficult to compensate in crucial aspects of their lives. Through Aprendizajes Clave, the student will have the ability to develop a life project and avoid the risk of being socially excluded for not having the skills to develop in society.

However, after analyzing the contents from Aprendizajes Clave suggested for second graders, I realized that the level of the students was not suitable to develop the activities that were requested in Aprendizajes Clave and in order to achieve the objectives that were mentioned, it was necessary to adapt these activities to make them

more appropriate for students and the contexts with which they interact on a daily basis, the language approach used in that context, and thus generate a product that will take into account communication in the second language, as well as the practice and application of speaking skills.

3.3 Competences reflected in the research process

I consider that I was able to develop and learn from the competences I set in the beginning, of course I had different struggles that made me reflect a lot during the process and at the same time it made me able to know about my teaching style, the environments I was creating for my students based on the response I got in every lesson with them and how they started to use the second language in the classroom with each context set in the different lessons we had.

Generic competences

When I first chose this competence I thought of my expectations on what I wanted my students to do with the language and since I worked with CLT, communication in different contexts from real life was my main goal and of course one of the main principles of CLT. During my process of practices, I noticed that a clear context set in every lesson is very relevant due students can relate it with their daily life situations so I tried to take both interests and contexts where they could be able to practice communication to produce speaking. I had different experiences, both satisfactory and not so much but it was useful for me to know how to keep creating activities and tasks for practice at a suitable level for them.

Professional competences

The expectations I had with this competence was to make students feel comfortable using L2 in every lesson and to be part of the class without feeling afraid to make mistakes. At first, it was difficult for them to communicate with each other or expressing ideas in the second language, however, I needed to include a lot of activities that included practice so they could start to feel familiar with each task to finally produce something in the target language.

On the lasts weeks, students seemed more involved in the lessons: they started to use short sentences (written and spoken), they attended instructions I gave them in English (short instructions for activities), and even started to ask questions and show

their doubts without being afraid of their own mistakes since they started to feel comfortable because they knew they would be able to correct and try again each time.

Disciplinary skills

With this competence, I intended to bring English to students in a way they could feel they were learning little by little in the same way they learned their first language.

During this process, it was a bit difficult to develop this competence since the activities did not relate with what I was expecting. However, it was possible for me to relate the process of learning a new language with the way we learn our mother tongue with examples and activities that were suitable for students so they could also relate those with their experience learning both L1 and L2.

3.4 Detailed analysis of the sequence proposal.

For this specific sequence, I have thought of the goal for students to create an oral presentation at the end of the fourth week, however, in order for them to become familiar with all the necessary elements to include, several practice sessions were necessary. The most significant was sequence number 2. In this sequence, we worked with the integration of food and animal vocabulary so that there was a context in which we talked about what we like and don't like to eat, as well as the animals that do and do not like, so in order to start expressing likes and dislikes it was necessary to include this vocabulary. Students visualized the pictures and after I asked them "do you like ____ (food or animal) they would know how to answer according to their own personal likes.

In this same sequence, they practiced with worksheets and tasks in the notebook in which, integrating the writing skill, they had to create short sentences and adapt conversations that included the same topic (likes and dislikes). This time, the vocabulary was different but related to what we already practiced before and they felt more familiarized with the context they were working with so they were able to adapt their own dialogues.

This session was helpful in gradually correcting grammatical errors before including them in the final projects. (Appendix: Lesson plan week 2). Of course, CLT is not based at all in grammar nor memorization of the vocabulary, however, I considered

that if I integrated a practice taking these elements into account, it could be easier for them to work with that context and add basic vocabulary to exchange thoughts during the lessons.

Improvements: I consider that one of the improvements I had, it's thinking about my students more than thinking about myself; this was because in previous practices, I used to worry a lot about me and my lessons only, thinking "would my class be okay? would I be able to achieve all the activities from my lesson plan?" there was not any reflection about what my students would get from my lessons, I was not thinking in what I was going to deliver in each class for them to be meaningful so, of course at first, my classes weren't going as I wanted, students were confused most of the time and did not get any meaningful learning at the end.

When I started to relate my lessons plans with want I want to both my lessons and students achieve, I started to get more effective results I and knew that because the students were participating more actively during activities and even they started to approach me to ask questions and doubts they had when at the beginning they did not do that because they felt scared to make mistakes or have doubt.

3.5 Applied resources.

The resources I used were suitable since I was able to get results and analyze them. It was necessary to make some changes and settings during the process due to different situations to adapt those resources to students' needs at the moment but the resources remain the same.

For example, visual material (pictures, flashcards) the use of the material was very important in the practices, since for the students it was significant to relate images with sounds and then reproduce them. It is worth mentioning that the images used in each lesson had a purpose within the context so as not to saturate the students with unnecessary information and that they will only relate the appropriate vocabulary to the lesson. Images such as tabloids and flash cards were very useful because in each practice activity, the students visually recognized and knew how to write or mention the word they saw, and it was much more dynamic for them to see images in their work.

Of course, they also brought to class images that were requested to carry out different activities and their use was very effective, since they had the opportunity to choose their own visual material.

Worksheets were another resource that helped a lot during the practice process of the students. Each worksheet was designed based on the needs and level of students and focused on the goal of the lesson and sequences and they were focused on practice in order to finally produce it. The use of worksheets was effective since students worked both individually and in groups

3.6 Evaluation and following of the improvement process

I evaluated the process based on the results and compared them; the firsts ones were very vague and I barely noticed improvement from my students or even myself, however, after applying my research into my practice I was able to see progress.

The first week, I got to the classroom expecting them to speak for the end of it, however, it wasn't possible since the activities were not well adapted and applied. As I mentioned above, it was necessary to practice a lot before producing something so first, I set the whole context for the weeks and started to practice with different activities that implied writing and reading skills and on those first weeks the things I evaluated were different from the lasts week and it was related to the development they had.

In the first two weeks, I took into account their performance regarding homework and work in class since they needed to deliver those works in order to achieve certain grades (asked by the head teacher). At the same time I made sure to include real-life topics so it could be easier for them to do and deliver their works while also having meaningful learning.

We worked this way for two weeks and when they started to feel comfortable and familiarized with the topic and tasks, it was until then when I started to make them produce the language using speaking. By this point, students were able to correct their own mistakes without feeling pressured or exposed since the activities were focused on them and they were the only ones who needed to check themselves and the process while I was just monitoring and guiding them through that process. It was a great advance when I saw that (correcting their own mistakes) because that indicated that they were already immersed in the lessons.

After three weeks of work, students started to create their own oral presentation and it was not difficult for them since it included all the elements they already knew and of course, with the corrected mistakes from previous lessons.

3.7 Reformulation of the Proposal.

CLT is definitely a very useful approach to develop and practice speaking skills in young learners. I can say that they way is based more on meaning over form, making the process of learning easier for students. Of course, after reflecting a lot I got to the conclusion that I would make changes in my teaching style, my organization and planning. I learned about myself and my own growth, so I could be more prepared to apply new strategies in the classroom to take advantage of CLT to help learners to develop their L2 skills.

I would like to work with activities that involve students to create scenarios with real life situations where they can use L2 through speaking communication skills. This way, it could be more effective to practice in order to create those scenarios, for example: Create a "Town" where they would organize different places like library, store, grocery, school, etc. And in that activity they would make a role-play where they could give and ask for directions.

Those are the kind of activities I would like to try to develop speaking skills based on the Communicative Approach to have more dynamic lessons where they can also have a meaningful learning and where they can be the main characters of each lesson to help build their confidence to speak the language and also create and environment in the classroom where I, as a teacher, can reduce the time I spend speaking in order to not overwhelm students and instead giving them opportunities to practice and exchange information using the second language.

Chapter IV. Conclusions

This document included all the processes I carried out in order to analyze the efficiency of Communicative Approach regarding speaking skills in secondary students and all the processes that involved relevant points applied during the practices, which of course were also analyzed based on principles supported by CLT and shows the tools that were used for each lesson in a period of four weeks of practice with second graders (the

group of study chosen). Finally, the document includes the results from the whole sequence?

During the preparation of this document I became aware of many things related to the teaching of English. First, the challenge of designing and applying activities that can help young learners to learn and use the second language in contexts familiar to them. Many times as teachers in training, we take for granted that teaching the language, practicing it and evaluating it in "exams" is enough to assign a level to our students, however, throughout this period, I understood what meaningful learning is and how important in which students take that learning that they can apply in different areas of their daily, academic and professional life related to the English language.

According to the research carried out based on Communicative Approach to improve speaking skills, I understood the importance of creating a learning environment that includes:

The contextualized lesson with real life situations, as well as the interests of the students. When students feel familiar with the topics of the lessons, it is easier for them to practice the second language, since they are topics that they reproduce in their day to day.

During my last year of practice, many times I received the question "Teacher, what good will English do for me in life?" Before starting my research paper, I didn't know how to give a complete answer to my students or anything that would support why the second language is important.

Now that I have been working with my theme, I can say that it is related to our daily life, where we socialize and exchange ideas on a daily basis. That is where the use of the second language can be applied; When I introduce a subject that, in addition to being real life situations, is also part of the interests of the students, they feel genuinely curious about how to apply the second language and feel confident in using and practicing it, for example, there were some students that mentioned they played video games often and most of these video games are in English so it was very satisfactory everytime they came to me saying "Teacher, I was able to read this and this in my game! I finally understand different words!" or things like "Teacher, today I talked with a friend who speaks English and asked him about his likes, like the class we saw!"

My role as a teacher. Since Communicative approach emphasizes both students' and teacher's role, I asked myself a question at the beginning: *How is my role as a teacher going to establish an environment in which students feel comfortable and learn from their own process?*

During this whole process, I really learned about the importance of my role and how meaningful it is for the students and the learning environment where they were part of.

This whole process especially made me reflect a lot and learn from myself and even challenge myself in front of the group in each lesson, since the role of the teacher in communicative Approach consists mainly of being a guide, monitor and a creator of opportunities for communication, therefore Therefore, those who should be the main focus of each lesson were the students.

The biggest of my obstacles was *Teacher Talking Time,* this was because I extended my instructions, lesson presentations, etc. many times. This caused the participation time of the students to be reduced and the opportunities to use the second language were minimal for them; Over time and following my research theme, I was able to create different lessons and activities where students could communicate with each other in a meaningful learning and social environment, of course not all my lessons were perfect, but I could definitely find a contrast. in several of them to help me improve and polish my teaching.

This definitely is one of the problems I faced during the process of my period of practice while working with CLT because it was one of the key points of the topic and I was not reflecting enough on how much it was affecting the speaking performance in the classroom. Of course I did changes in order to get better in practice and to make suitable lessons for students, always trying to follow the competences I chose in the beginning of this document which, of course, some of them were successfully achieved and others not quite. It is here, where I return to reflect and ask myself questions in this conclusion:

What is the difference between acquisition and learning of a second language? Does acquisition of L2 relate to the CLT approach? What kind of processes or activities can I follow in order to do it? These questions generated a genuine interest in wanting, in the future, to study about what second language acquisition really is and if in some

way it could be combined with CLT in order to create strategies that help develop communication skills in English.

Another point that I reflected a lot was the importance of fluency and error correction significantly.

This is a very relevant point to mention because until now, I was unaware of the relevance of fluency over grammar in teaching a second language, and it is not that it is not taken into account, but rather that fluency helps beginner students. to gain confidence in communicating without having to worry about grammatical errors. For example, if two students have a conversation and they make small mistakes, these will not be relevant as long as the message they want to convey is understood and communication is not interrupted. Of course, this was something that happened during several lessons: in some of the activities, grammatical errors made by the students were found, however, the message or the objective of said activity was quite understandable and projected well what was sought to be achieved.

The errors were corrected in a way that they did not feel "intimidated" or "exposed" as they had expressed on some occasions, because it made them feel pressured.

I was able to assess their process of learning: how they understood the instructions, how they carried out the activities and finally the results they got. If they got mistakes I highlighted and instead of exposing a certain student, I noticed that it was easier for the whole group to notice mistakes by writing them on the board. By this point, they learned how to correctly communicate and also correct grammar mistakes without necessarily focusing on it.

My lesson plans. Though I had to make different changes due the short time we had for classes, it was not impossible to carry out the lessons for me. I tried to make every class engaging for the students, so they could keep attached to the whole lesson and involved enough to learn in a meaningful way without feeling burdened.

Having the final products and results from different activities in the lessons as well as the response of the students by participating more and more every day, I can say that I managed to create a positive learning environment for my students. They didn't feel afraid to make mistakes and they even approached me every time they had trouble. Of course, this was a challenge for me and students but we were able to learn from each

other and grow together during the process. Of course, there were some strategies that I struggled with during my process but I learned and reflected a lot from it and it was an experience that made me realize what things I should improve, change or keep in my teaching.

Something that I also received was feedback from my students. At first, I noticed they did not feel comfortable as if the environment was engaging enough for them but during the last sessions we had, they said "teacher, I really enjoyed the class", "I am so excited every time you come to the classroom!", "I like the activities, it is very fun!", "I learned a lot of new things and feel able to use English!

APPENDIXES

Appendix: Diagnostic test

SECRETARÍA DE EDUCACIÓN DEL GOBIERNO DEL ESTADO
EXAMEN DIAGNÓSTICO LENGUA EXTRANJERA. INGLÉS
CICLO ESCOLAR 2022-2023
ESC. SEC. GRAL. "DIONISIO ZAVALA ALMENDÁREZ"

DATE: friday 2ⁿᵈ september, 2

NAME: _____ GRADE: 2 GROUP: C

A. Verb to be: Simple Present. Complete this conversation with the appropriate word: is / are / am

A. Hi. My name __IS__ Terry Tyson.

B. hello. I __am__ Patricia Chavez. Nice to Meet you

A. Where __is__ you from, Patricia?

B. I __are__ from Toluca.

A. What __is__ your Nationality?

B. I __am__ Mexican.

B. Match the Questions and the Answers.

__C__ 1. How do you spell that?   A. Australia

__D__ 2. How old are you?   B. Australian

__B__ 3. Where are you from?   C. L – O – G – A – N

__E__ 4. What's your name?   D. 12

__A__ 5. What's your nationality?   E. Herny Logan

C. Number Search. Complete the Series.

1. nine, eleven, thirteen, fifteen _eighteen_
2. twenty, seventeen, fourteen _eleven_
3. twelve, eleven, ten, nine _eight_
4. Nine, twelve, fifteen _eighteen_
5. eight, twelve, fifteen _seventeen_
6. three, six, nine _twelve_ , _fifteen_
7. six, eight, ten, twelve _fourteen_
8. four, nine, fourteen _nineteen_

II.-ORDER: MATCH THE DESCRIPTION WITH IT'S CORRESPONDING DRAWING.   WHAT DO THEY LOOK LIKE?

06.-(G) José is tall and fat
07.-(A) Ana is short and her hair is black and straight
08.-(H) she's tall and thin
09.-(D) Gustavo is romantic
10.-(B) Emilia is shy
11.-(E) Maria's hair is long and straight. She's thin
12.-(F) Miriam is tall and thin. Her hair is blond and straight
13.-(C) Luis is fat.

Appendix: Diagnostic test results

Number of Students: 25
Correct answers *SECTION A: Verb To Be (5 questions)*
- 0-2: 1 sts
- 3-5: 10 sts
- 6: 14 sts

Points scored
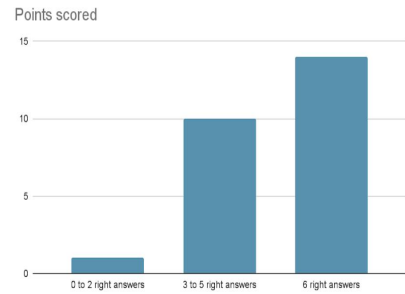
Number of Students: 25
Correct answers *SECTION B: Personal Information (5 questions)*
- 0-2: 5 sts
- 3-4: 6 sts
- 5: 14 sts

Points scored
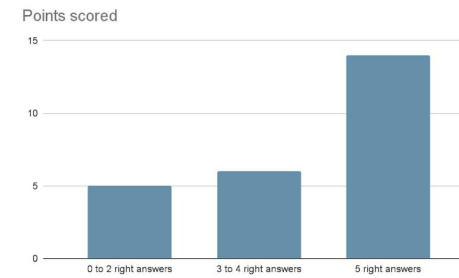
Number of Students: 25
Correct answers *SECTION C: Numbers (8 questions)*
- 0-2: 12 sts
- 3-5: 4 sts
- 6-8: 9 sts

SECTION D: Descriptions (8 questions)
- 0-2: 7 sts
- 3-5: 15 sts
- 6-8: 3 sts

Points scored
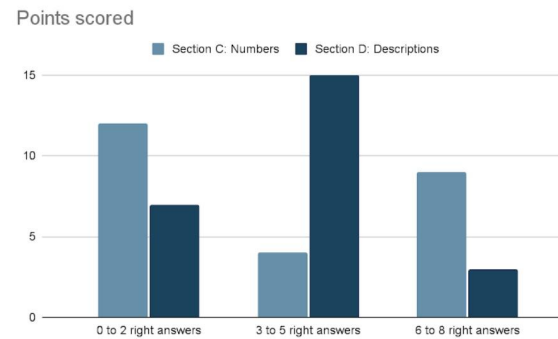
Appendix: Lesson plan week 1

Assumptions: Students recognize the words LIKES and DISLIKES				
STAGE/ AIM / TIME	PROCEDURE	MATERIAL	INTERACTION AND SKILLS	ANTICIPATED PROBLEMS AND SOLUTIONS
Presentation (15 minutes)

The main objective in this stage is for students to know what they are reading about and identify the main parts of what they read and to get in context with the lesson. | The class starts and the teacher asks students to write the date, then, Teacher pastes a picture of a happy face and another with a sad face. *T asks: Do you know what THIS picture means?* while pointing the picture and giving thumbs up (likes). After ss give their ideas, the teacher asks now about the sad face showing thumbs down (dislikes). Now, the board will be divided into LIKES and DISLIKES. T will write five different food in each side then, teacher will write sentences based | VISUAL AIDS | (Listening for gist) | Students may have problems following the lesson and comprehending it. Give them a lot of examples and context for them to get familiar. |

	on the chart on the board: I like… pizza I like… mole I like… chicken T will say: these are MY LIKES. Now T will do the same with the DISLIKES expressing *I don't like*			
Practice (15 minutes) Practice to reinforce the introduction before STS get into their final production.	Now, the teacher asks the students to create their own chart with food they like and don't like. Below the chart, they will create the sentences based on what they wrote.	**STUDENTS NOTEBOOK**	Writing (fluency)	Tell students that base form is used for simple present and make them aware of the difference with past tense.
Production The objective of the lesson will be produced by STS after following the previous stages.	At the end of the class, students will come to the board and write full sentences about their likes and dislikes. With this, they will be able to share their work in the group and also	BOARD	Writing (grammar, structure)	Students don't answer the task due to doubts when writing in the chart; They can write down the doubts or questions to solve

know each other's results.			them and share answers in class.

Main Aim of the lesson:	**By the end of this lesson students will be able to write sentences expressing likes using third person.**
Methodology: PPP (Presentation, Practice & Production)	

Assumptions: Students already know how to answer the typical questions using question words.

STAGE/ AIM / TIME	PROCEDURE	MATERIAL	INTERACTION AND SKILLS	ANTICIPATED PROBLEMS AND SOLUTIONS
Presentation (15 minutes) The main objective in this stage is for students to know what they are reading about and identify the main parts of what they read and to get in context with the lesson.	The class starts with students writing the date on the board. Next, T will hand students a worksheet with a reading about a girl and a boy eating. T will ask questions about the reading, for example: Are they eating SALAD? Are they eating in México?		READING (skimming)	Students may have problems following the dialogue and comprehend it. Help them read it aloud and explain some concepts if they have doubts.

	After students answer the questions giving their ideas of what they noticed. T will ask. *Are they talking about likes and dislikes?* Now, T asks students to highlight with RED color the sentences that include I LIKE and with BLUE COLOR the ones that include I DON'T like.			
Practice (15 minutes) Practice to reinforce the introduction before STS get into their final production.	Now to practice, Teacher will draw a chart in the board divided in two parts: FIRST PERSON / THIRD PERSON. In the first column, T will write a sentence, she will	**BOARD NOTEBOOKS**	Reading (comprehension), writing (fluency, grammar)	Students may not be able to answer the questions, give them examples for the answer easily.

	ask students to help her by telling one. Example: Richard: I like pizza and hamburgers. Then, in the other column, she will write He/Richard **likes** pizza and hamburgers. T will indicate that when we talk about a third person, the verb LIKE needs to add and -s at the end. Now she will write a sentence that includes DON'T and explain the same saying that we have to write DOES NOT/DOESN'T. Now, they will complete the chart			

	writing the sentences as the provided examples.			
Production The objective of the lesson will be produced by STS after following the previous stages.	At the end of the class, students will be in pairs and they have to rewrite the conversation but changing the dialogues to new ones expressing their personal likes and dislikes. When they finish, they will have to participate to show their conversation.	NOTEBOOK	Writng (fluency) Speaking (fluency)	Students may get confused when speaking, help them to talk in the class.

Appendix: Lesson plan week 2

Main Aim of the lesson:	**By the end of this lesson students will be able to ask about their own likes about food and animals and how to give a full answer**
Methodology: PPP (Presentation, Practice & Production)	

| Assumptions: Students already know how to answer the typical questions using question words.				
STAGE/ AIM / TIME	PROCEDURE	MATERIAL	INTERACTION AND SKILLS	ANTICIPATED PROBLEMS AND SOLUTIONS
Presentation (15 minutes) The main objective in this stage is for students to know what they are reading about and identify the main parts of what they read and to get in context with the lesson.	The class starts with students writing the date on the board. The T will introduce the lesson writing the title on the board: Yes, I like/No, I don't like (happy face for I like, sad face for I don't like) Then, T will introduce some vocabulary of food and animals before		Listening for gist	Students may have problems following the dialogue and comprehend it. Help them read it aloud and explain some concepts if they have doubts.

	getting into the context. The pictures on the board along with the words make students repeat the sounds. After that, a dialogue is going to be introduced and T will encourage responses from students to keep them engaged. Ex: A: Do you like ____? [a picture of broccoli] B: [A picture of a sad face will be pasted before the sentence] ___, _____ _____.			
Practice (15 minutes) Practice to reinforce the introduction before STS get into their final production.	Now to practice, Teacher will hand in a worksheet where students have to complete sentences very similar to the	**Worksheet**	Reading (comprehension), writing (fluency, grammar)	Students may not be able to answer the questions, give them examples for the answer easily.

	examples in the presentation.			
Production

The objective of the lesson will be produced by STS after following the previous stages. | At the end of the class, the teacher will choose two students to participate in a dialogue. She will paste different pictures of food or animales. One student is going to ask the questions: Do you like…? and the other student is going to answer according to their personal likes. | BOARD VISUAL AIDS | Speaking (fluency) | Students may get confused when speaking, help them to talk in the class. |

Appendix: Lesson plan week 3

Main Aim of the lesson:	**By the end of this lesson students can be able to describe their own preferences using the verbs "LIKE", "DON'T LIKE", "LOVE", "HATE"**
Methodology: PPP (Presentation, Practice & Production)	

| STAGE/ AIM / TIME	PROCEDURE	MATERIAL	INTERACTION AND SKILLS	ANTICIPATED PROBLEMS AND SOLUTIONS
Presentation (15 minutes) The main objective in this stage is for students to know what they are reading about and identify the main parts of what they read and to get in context with the lesson.	The class will start with the teacher writing the date on the board. Then, the topic will be introduced as "I prefer" T will paste 4 pictures on the board: Happy face, sad face, heart-eyes face and angry face. Then, T will ask students to remember that Happy and Sad faces are for LIKE and DON'T LIKE.		Listening for gist	Students may have problems following the dialogue and comprehend it. Help them read it aloud and explain some concepts if they have doubts.

| | Now, T explains that heart-eyes face is for LOVE and angry face is for HATE.

T will write a sentence for example on the board:
I (*happy face*)

strawberries, but I

(*heart eyes face*)

pineapple. I prefer

pineapple

I (*sad face*) hot

dogs, I prefer

_____ (*the*

answer was given

with students

ideas)

I (*angry face*)

broccoli. I (*heart* | | | |
|---|---|---|---|---|

	eyes face) spaghetti. I prefer _____.			
Practice (15 minutes) Practice to reinforce the introduction before STS get into their final production.	A worksheet is handed to the students where they have different people talking about their preferences and they have to circle the correct option according to what the person is saying. They have to complete the sentences of the person by writing. *I prefer…*	**Worksheet**	Reading (comprehension), writing (fluency, grammar)	Students may not be able to answer the questions, give them examples for the answer easily.
Production The objective of the lesson will be produced by STS after following the previous stages.	At the end of the class, the teacher will ask to give some examples of how to express personal preferences. After they practice, two students will come to the board and have a short	BOARD VISUAL AIDS	Speaking (fluency)	Students may get confused when speaking, help them to talk in the class.

dialogue about preferences.			

Main Aim of the lesson:	**By the end of this lesson students can be able to describe preferences using the verbs "LIKE", "DON'T LIKE", "LOVE", "HATE" in third person.**
Methodology: PPP (Presentation, Practice & Production)	

STAGE/ AIM / TIME	PROCEDURE	MATERIAL	INTERACTION AND SKILLS	ANTICIPATED PROBLEMS AND SOLUTIONS
Presentation (15 minutes)

The main objective in this stage is for students to know what they are reading about and identify the main parts of what they read and to get in context with the lesson. | The class will start with the teacher writing the date on the board. Then, students will start to work with the information they brought about a person they like. For this stage, the teacher will write some examples of what they have to do. T brings information about the singer Kali Uchis and on the board writes: | | Listening for gist | Students may have problems following the dialogue and comprehend it. Help them read it aloud and explain some concepts if they have doubts. |

	-Kali Uchis likes strawberry cake. -Kali Uchis does not like milk -Kali Uchis loves chicken soup -Kali Uchis hates vegetables. Now, students will do the same with their own information, writing 3 sentences for each verb (like, don't like, love, hate)			
Practice (15 minutes) Practice to reinforce the introduction before STS get into their final production.	Using the sentences from their mind map, students will write at least 5 sentences expressing the preferences from the person they chose. Ex: Kali Uchis likes strawberry cake but she loves chicken	**Worksheet**	Reading (comprehension), writing (fluency, grammar)	Students may not be able to answer the questions, give them examples for the answer easily.

	soup, so she prefers chicken soup.			
Production

The objective of the lesson will be produced by STS after following the previous stages. | At the end of the class, the teacher will draw four spaces on the board that includes 4 parts: LIKES, LOVES, HATES, DOES NOT LIKE. Below those spaces, the teacher will write an example of the sentences expressing preferences from the last stage. "Kali Uchis likes strawberry cake but loves chicken soup, so she prefers chicken soup" With that sentence, the teacher will write "strawberry cake" in the "LIKES" space and "chicken soup" will be written in the "LOVES" space.

With that example, T will ask students to come to the board to write their sentences and read them aloud. | BOARD VISUAL AIDS | Writing (fluency) | Students may get confused when writing the sentences, so help them to have the right structure. |

Appendix: Lesson plan week 4

Assumptions: Students already know the structure to talk about preferences, likes and dislikes. (1st and 3rd person)				
STAGE/ AIM / TIME	PROCEDURE	MATERIAL	INTERACTION AND SKILLS	ANTICIPATED PROBLEMS AND SOLUTIONS
Production (45 minutes) The main objective in this stage is for students to start getting into the new topic that is related with the one already seen.	*For this last stage, students will create an oral presentation talking about their preferences, likes and dislikes.* *They would also have to include their favorite person and talk about that person's preferences, likes and dislikes.* *Students will participate to make an oral presentation, 5 minutes maximum.*	Carboards Pencils, markers, illustrations	Teacher-Students Student-student Writing (fluency) Speaking (fluency)	Students may have problems following the instructions and comprehending it the process to create their presentation. Help them read it aloud and explain some concepts if they have doubts.

Appendix: Evidence 1
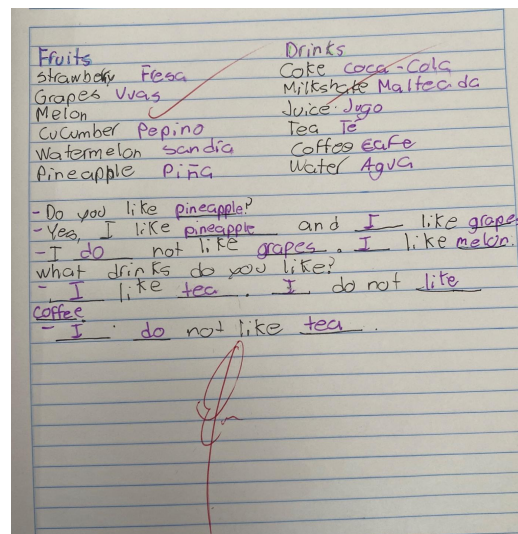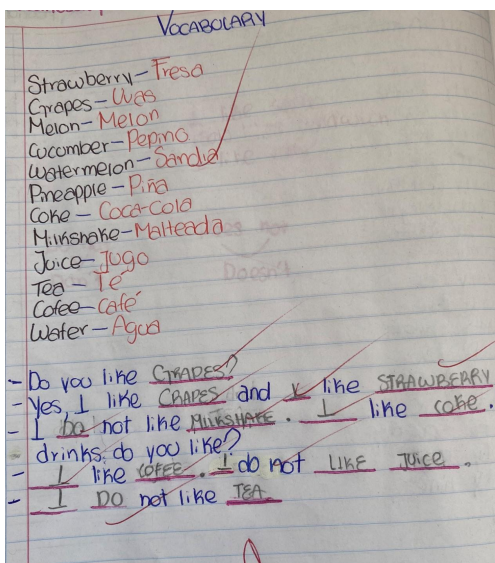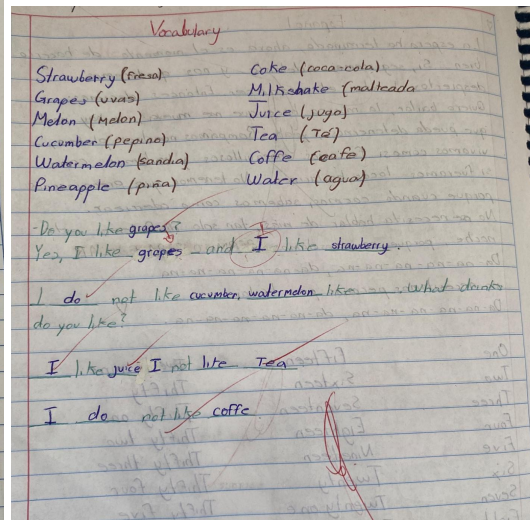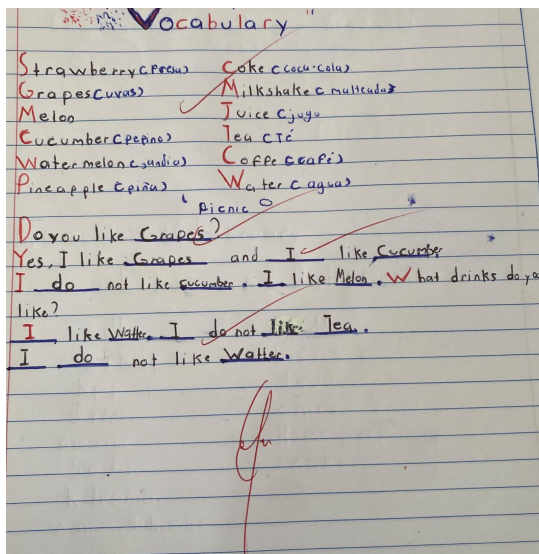
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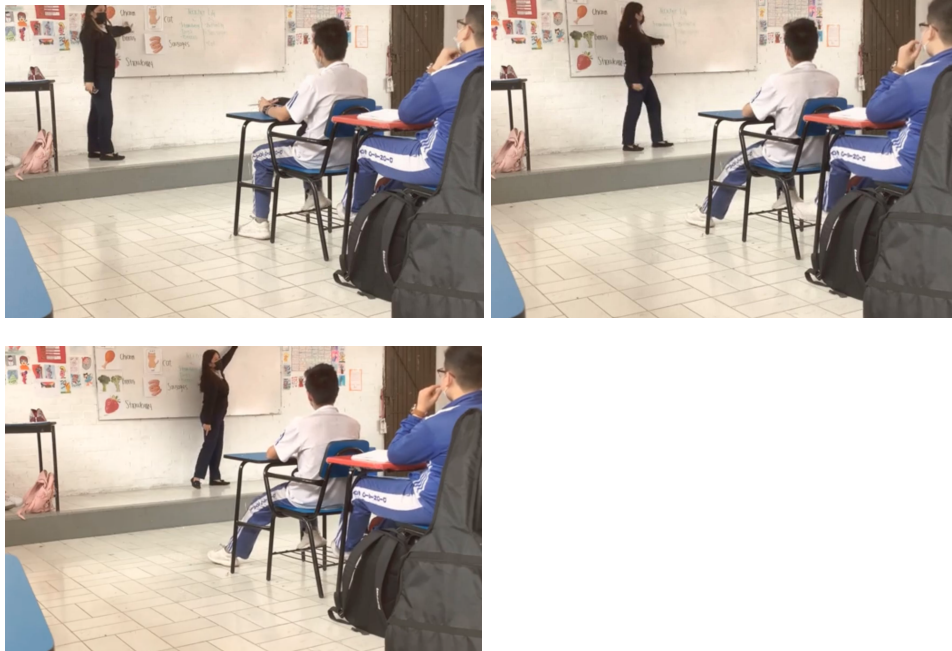
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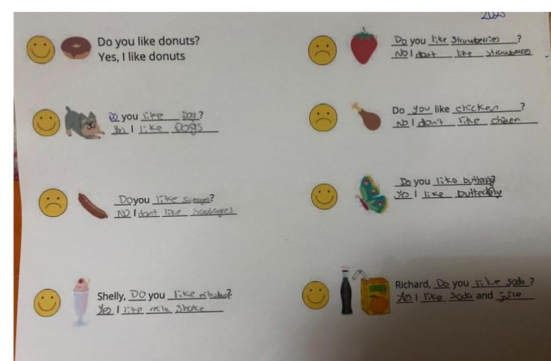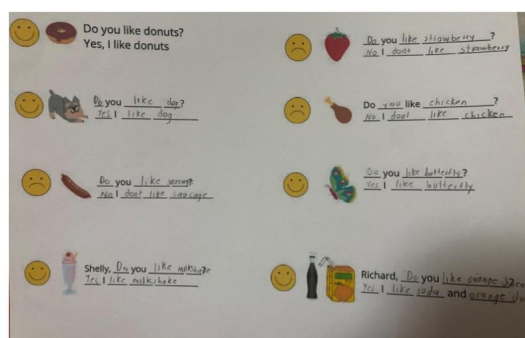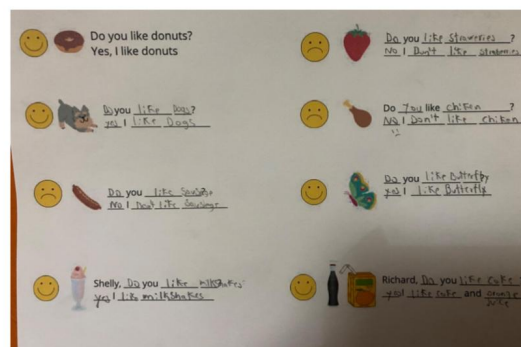
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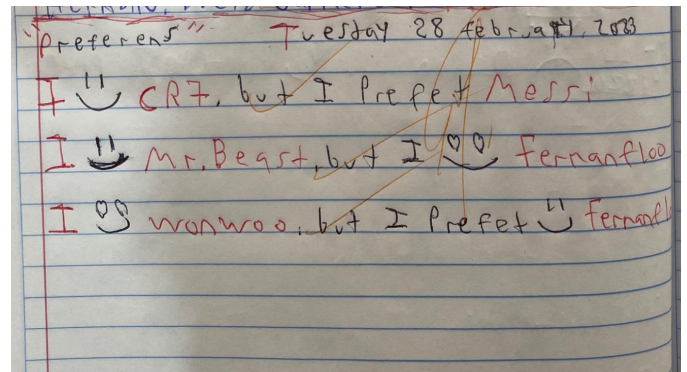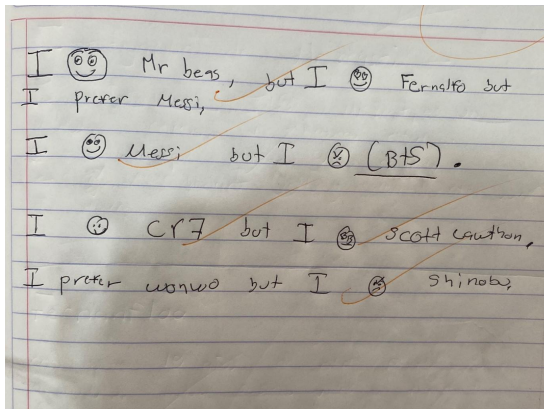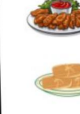
Appendix: Material 2

Jessica loves chicken but hates broccoli.
She prefers _____.

Samuel does not like coffee but loves coke.
He prefers _____.

Samuel likes tamales but he does not like bonless.
He prefers _____.

Appendix: Material 3

A. Match the verbs with the pictures

1. HATE   2. LIKE   3. LOVE   4. DON'T LIKE

B. Put the food and drinks on the chart, according to your preferences

Pizza   Tamales   Icecream   Boneless
Coke   Coffee   Flautas   Orange juice
Milk   Carrots

LIKE	LOVE	DON'T LIKE	HATE
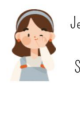
C. Listen to your classmates' participation and answer the questions:

Question: _____, do you like carrots?
Student: _____

Q: _____, do you like boneless?
Student: _____

Q: _____, do you like orange juice?
Student: _____

D. Circle the CORRECT answer. Then write the PREFERENCE.

Jessica loves chicken but hates broccoli.
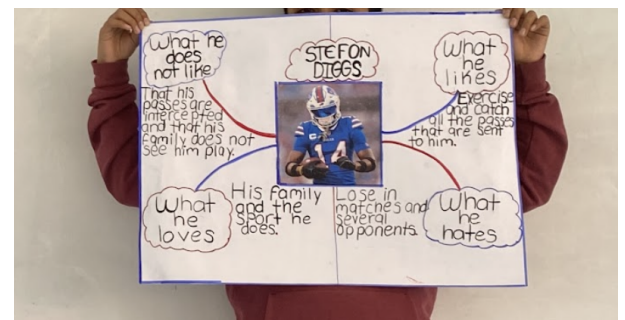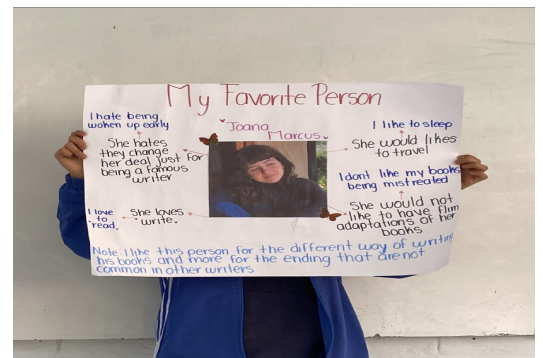She prefers _____.

Samuel does not like coffee but loves coke.
He prefers _____.

Samuel likes tamales but he does not like bonless.
He prefers _____.

E. Write your favorite person's preferences

Appendix: Evidence 1.3

Evidence: Speaking rubric
Take the pen (2013)
Retrieved from: https://www.takethepen.net/at-the-doctors/speaking-rubric/

	4	3	2	1
FLUENCY	Fluently speaking	Speaking with some hesitation, but it doesn't interfere with communication	Speaking with some hesitation, which interferes with communication	Too much hesitation, which interferes with communication
PRONUNCIATION	Pronunciation and intonation are clear and accurate	Pronunciation and intonation are clear and accurate with a few problems	Pronunciation and intonation error make it difficult to understand the conversation	Frequent problems with pronunciations and intonation
BODY LANGUAJE	Movements are fluid and help the audience visualize	Movements or gestures that help the comprehension	Very little movements or descriptive gestures	No movements or descriptive gestures
CREATIVITY	Very original presentation of material	Some originality apparent	Material presented with little originality	Repetitive. No variety. Insufficient use of materials

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