



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

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AUTOR: Pablo Emanuel Moya Moreno

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PRESENTA:

PABLO EMANUEL MOYA MORENO

ASESOR (A):

MTRA. Diana Karina Hernández Cantú

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DIRECTORA ACADÉMICA

MTRA. MARCELA DE LA CONCEPCIÓN MIRELES
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SECRETARÍA DE EDUCACIÓN
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 BENEMÉRITA Y CENTENARIA
 ESCUELA NORMAL DEL ESTADO
 SAN LUIS POTOSÍ, S.L.P.

DR. JESÚS ALBERTO LEYVA ORTIZ

RESPONSABLE DE TITULACIÓN

MTRA. LETICIA CAMACHO ZAVALA

ASESOR DEL DOCUMENTO RECEPCIONAL

MTRA. DIANA KARINA HERNÁNDEZ CANTÚ

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Introduction

This research document is a report from the period of practice during my final year of my stay at the BECENE (Benemérita y Centenaria Escuela Normal del Estado) in the school year 2022-2023. These practices were applied and adapted with the help of audio visual aids. The lessons were carried out in the junior high school “Antonio Diaz Soto y Gama” located in the city of San Luis Potosi, SLP, Mexico. The main objective of this document was to analyze, observe how students work and improve their English language and individual work in the lessons using visual aids.

This research document was applied to a group of twenty eight students that were second graders. I worked with this group for almost a whole year. I chose this group because each student has a different way to learn and a different profile. This was something that helped with the development of this document, because the students helped to see different attitudes and reactions in students when the visual aids were applied, during each lesson.

The main reason that I decided to implement audio visual aids in my lessons was to create material in my lessons that could favor students' English language skills. Also, during the previous periods of observation and practice of fifth semester, I noticed and found some problems in students' individual use of language.

The problems that I detected were focused on the lack of interest and motivation in learning a foreign language. Students did not see the English subject as an important subject like the others that they have in the educational program that is provided by SEP (Secretaria de Educación Pública). The students also did not have the level of English, having an A1 and even some students a pre A1 level.

These problems were detected during the professional periods of observations. I could observe different reactions and students' attitudes towards different kinds of activities with the head teacher. After these observations I had the opportunity to practice with different groups, where after I made an analysis of my observations. I investigated different types of strategies and methodologies that could help me to find the better ones for this research project.

I used audio-visual aids during some lessons during the period of practices of the sixth semester and I noticed some improvements during these practices. With this document I intended to develop the knowledge and skills to select appropriate material to help students learn the language and find possible options to deal with the problem that I faced in previous lessons during the fifth semester.

To be able to implement this project in my lessons. I created an action plan where I presented the main stages that were the evaluation, analysis, results and the final presentation of this project. Taking into account my graduate profile of competencies of BECENE (Benemérita y Centenaria Escuela Normal del Estado).

During the development of this document, I read about different authors that helped me to create a theoretical background that helped to develop and applied the action plan that was set before this project started. The theoretical background was supported with theories, methodologies, strategies and researches that are mainly related to this investigation project.

For this document, I planned different lessons where I applied different kinds of audio-visual material that were useful for this research document. I analyzed five different lessons that had the principal topic of “the monologues”. In these lessons students worked on how to write a monologue and present their monologue as performers.

These lessons were analyzed and evaluated according to my personal point of view and the main results that were registered during the lessons with the twenty eight students. In each lesson students worked with different activities that led to a final product that was the monologue. The monologue was a story about themselves that they want to share. The students had the option to write their monologue with three different genres that were drama, comedy and interpersonal.

Each student wrote their monologue according to their main context and set of their story. With this writing the students were able to present their monologues to their other classmates. In this document I presented the main results, what went

wrong?, what were the main benefits, the things that need to be reworked again and my final conclusion with this research project.

This process led me to a final conclusion within this learning process. This document also led me to new questions that arise from the results that I got with the implementation of audio-visual aids. And what I would do differently if I had the opportunity to do it again.

1.1 Physical characteristics and description of the professional practice

My professional practices and this research, were carried out in the Junior High School “Antonio Díaz Soto y Gama” which is located in Eusebio Kino #6 Col. Foviste, San Luis Potosí, Mexico. The neighborhood is really quiet and calm. It is close to Muñoz avenue. It is apparently a safe area, considering that on the corner there is a police module. The police can respond quickly and easily in case of an emergency that could happen around the area. Most of the students live close to the school. They live one to five minutes away from the school, only in some cases, there are a few students who live far away. I noticed this because there were some students that arrived from five to ten minutes after the first ringbell that is at seven thirty.

The school has fourteen groups, five first graders, five second graders, four third graders, the school has more than six hundred students. The institution has eighteen classrooms, two are audio-visual classrooms. It has a laboratory, and two are classrooms designed for workshops. It also has two areas where the children can do academic and ludic activities.

Throughout the school year I practiced with 4 groups of second graders, that is group “A”, “B”, “C” and “D”. Students in this grade are around 13-14 years of age. The students of groups “A” and “C” are really participative. They have a basic English level. This provides previous knowledge in order to carry out the lessons, because they are able to understand. They are also disciplined during their lessons. The groups “B” and “D” are not as participative. As the first two groups. These are the ones who do not like to work during the lessons. Group B is the one with better discipline during the lessons and has a basic level of English. While group D is one of the groups that lacks discipline, this group is really loud and talks too much during the lessons, and they are the ones who get low grades on assignments because of their English level which according to the initial diagnostic exam that was applied at the beginning of the scholar year that showed a level of beginner A1.

1.2 Academic rationale and relevance

The topic that this pedagogical report focuses on is “The use of audio-visual aids that could help students learn a foreign language”. My main academic interest in this topic comes from the practices carried out in 5th and 6th semester. When I had the opportunity to use it in my English lessons, I noticed that students were more interested and had a better response in the classroom.

Another tool that I applied was a speaker. This helped me to incorporate listening material that was useful to develop their listening skills. I was able to use audios like conversations, music or sfx (special effects) with this kind of media that could favor my students' learning process during the course.

Over the last period of practice I implemented different kinds of activities that helped students work on and develop their skills. “Visual aids can be very powerful if teachers know how to use them.” (Ahmed, 2018) Visual aids can create an interesting lesson that can benefit students and teachers' work in the classroom. We can apply different kinds of materials that can be innovative for students. When they work with audio-visual aids, students expect to see something new or material that can have an impact on their personal learning. Considering that each student has a different way to learn, some students can learn better with visual aids while others could learn with listening. These tools provide a feasible option.

1.3 Personal interest in the topic and professional responsibilities assumed as an educator

The main reason that I had for considering the topic of audio-visual aids came from fifth semester. Especially in my professional practice, the main observation was that students had a lack of interest in the English lessons especially when the students had lessons with typical and traditional resources like the board, worksheets, books and notebooks. They showed no interest during the lessons that were made during the fifth semester.

I found that students had a better response and work, with material that engages their attention. There are different kinds of material that could potentiate and help the students in their learning. In my case when I applied the audio-visual aids with the students. Students got engaged in the lesson that was presented, because this type of material is not very common in their lessons. This material can have different approaches, because we can adapt different contents and aids that could impact on their language skills.

For the sixth semester, I had the opportunity to use a projector in my lessons. With this resource a relatively new material was adapted and incorporated with the main purpose of being interesting and innovative for them, in other words engaging and thus providing attractive material. During that period the first impressions with this kind of resources were that students participated in the activities and showed more interest. The main results were an increase in students participation and also that they began to be more engaged in class answering oral activities voluntarily without the need to be chosen by the teacher.

In my lessons, I applied different types of apps like YouTube, Kahoot! and Jeopardy, with these apps students were able to work with videos, quizzes and carry out reviews that were according to the topic of the unit. These activities had positive results, because students found it funny and interesting that led them to have more participation during the lesson.

These resources were used in the practice stage. With material that was innovative for them that could help them with their language learning especially in the four main skills. The material was designed with resources that could be didactic during the lesson and I used material that could be worked using technology.

I implemented technologies that mainly implied, encouraged aspects of communication, learning, knowledge and participation characteristics in the classroom with the hope that this could help students reach their own English goals and improve their communication skills.

Some problems were faced that were related to internet connection, since the school did not have access to an internet network and most of the students did not have access to mobile data in their cell phones. Therefore, I had to use and share my own personal mobile data with students and this was a problem. I had to share my personal internet with more than 5 different students. As a result I decided to use material that did not require an internet connection, such as created presentations, downloaded audio-visual material, offline games, etc.

1.4 Objectives of the study

During the observation period, I noticed that the material that was given to students, that is the student's book and reader, had a complex level of English for them. This became a problem, because students started to struggle in their personal learning and this led to students having a lack of interest in learning a foreign language as well as disengagement with the lesson.

In the practice period of fifth and sixth semester. I applied different kinds of strategies like TPR (Total Physical Response) is the language teaching method built around the coordination of speech and action; it attempts to teach the language through Physical activity (Richards, 2001). Also using resources that could help students in their own learning. While I was applying the strategies and resources. I also observed and analyzed students' work and reaction to activities that were implemented during the unit. I was able to conduct a survey that was answered by some students and they gave me their answer on why they liked the strategy and the main resource that was applied during the lesson. I also asked what they would like to see in future lessons. Most students answered and asked to keep implementing audio-visual aids.

After analyzing the main results that I got with the implementation of audio-visual resources, I decided to implement them and I created material taking into account what students could reach and use in the lessons. My main objective was to help students learn the language with audio-visual resources.

Before I planned the main objectives, I analyzed the main results that I got with previous groups that I had worked with. I used and experimented with different kinds of strategies and resources that helped me apply different kinds of activities at the time that I applied these activities. I started evaluating, observing each process and personal development of students. During this process. I discovered that each group worked in a different way and each student had some varied response to the strategies and activities that were used and applied in the lessons that were carried during the fifth semester.

This helped me to formulate an opinion and see what the best strategies and resources that I needed to apply and use to help the students' personal learning and development in the English language. After I analyzed the main results I evaluated and considered these aspects that could help me make a plan for these last two semesters of practice. I considered each aspect from the evaluation and observation period. The main level of English that I got from the results of the diagnostic test was an A1 level in their English language.

Now my lesson plans were designed according to students' English level. This included the material that I planned to use and apply during the lessons. I constantly made changes like using different material like realia or applying more didactic activities. If I noticed that the students could not practice or produce with the material that I used in lessons. Also the head teacher gave me suggestions to make the lessons more specific for them because they are still kids and they got confused with the same activities.

During the execution stage I started applying my lesson plans, material and strategies with students. The method carried out in my lessons was PPP (Presentation, Practice and Production). Before I applied the material, I took into account the main needs and interests of my students, making material that could help the students to develop each skill and to be understandable for their learning.

EVALUATION

The main focus of my evaluation was on communication skills that students could develop and use in the classroom. I evaluated the progress of each student

every week with charts that specified their strengths and low points of each skill that they worked on.

ANALYZE

I analyzed the response that the students had with the material and the lesson that the students had. Checking if the students were not having problems during the time of working with the activities that were implemented in the classroom. This helped identify if the activities were effective in their personal learning.

RESULTS

With the results that I got it from the group, which will help me get the final conclusions of the application of the proposal after experimenting with this material and resources intended to help students to achieve their main goals and the goals that I set for the practice. With audio visual aids. I do not only want to improve students' English , but I also want them to improve their individual and team work during the lessons that they have in the classroom.

PRESENT

I intend to present the main results that I got from the periods of practice, where I applied these strategies and resources within this document. This document intends to focus on how I incorporated visual aids with the intention of reaching the established objective of each class.

What?

During my previous periods of professional practices of sixth semester I used to give lessons that did not include resources like audio visual media, it was until I started to apply it for one unit. And I noticed positive results so I decided to apply it for my next professional practices of seventh and eight semesters.

How?

I intend to use these resources as a tool that could help students to learn a foreign language, adapting and using material that will fit in their individual learning.

Why?

I think that using these kinds of resources are very familiar with their context that is now set, because most of the students are now working with technologies in their respective homes. With this report, I intend to document my intervention with the use of Audio-Visual aids, the skills that I focused on as well as the results of the material used.

For this final year my main purpose was to take the best advantage of audio-visual aids, making material that could help students. I created and used material that could facilitate meaningful learning in my students. The main purpose was that this kind of material could help them to develop their listening, speaking, reading and writing skills, hoping that students could reach a communicative level in the English language.

1.5 Problem contextualization

According to the SEP program, the English subject is made up of two stages; the first one is aimed at the initial grades of basic education, the main purpose of this stage is to promote familiarization and contact with English as a foreign language. The second stage is focused on the basic competency and mastery in the English language.

The main purpose of learning English as a foreign language, is for students to develop their skills, knowledge, attitudes and strategies that help in learning to participate and interacting in social oral and written practices of the language, which include different communicative and cultural contexts, such as routine, habitual and familiar actions with native and non-native English speakers.

The guide of “Aprendizajes Claves” states that there are four cycles, the fourth cycle centers in the three grades of junior high school. The purpose of this fourth cycle is for students to have interactions and adapt their individual performance through different oral and written texts in a variety of communicative situations. Students are expected to be able to:

- Analyze the main aspects that could allow to improve intercultural comprehension.
- Apply different strategies that could help to get over personal and collective challenges in the learning of a foreign language.
- Transfer: Strategies that could help to consolidate performance in different foreign language learning situations.
- Use a simple but with a broad linguistic repertoire in a variety of familiar and current situations.
- Exchange information of actual interest.
- Develop a neutral record with different social exchanges within a diverse range of situations. (Nuño Mayer, 2017)

The level that the program tries to reach is an A2 which is the second level of English in the Common European Framework of Reference (CEFR), a definition of different language levels written by the European Council. In everyday speech, this level might be described as “basic” as in “I speak basic English”. The official level descriptor in the CEFR is “elementary”, which means the same thing: it is the foundation. At this level, students can use the basic structures in the English language and can communicate simple, basic needs.

Learning a foreign language can be difficult for most students of junior-high school. During my time of observations and practices from first to sixth semester at the BECENE (Benemérita y Centenaria Escuela Normal del Estado), I noticed that students did not have the level of English that the program indicated. Most students were not able to communicate in a foreign language with topics that were related to their personal life. Students did not have an early A2 level, their level is an initial A1.

This was a problem, because the material that the government provides students and teachers consists of complex information, because it is for students that already have an A2 level. Students struggle in their learning and understanding the material of the subject.

A problem is that most students do not have early contact with the language during their period of elementary school. Most schools have not implemented a

program that teaches a foreign language. Thus resulting in a problem in learning a foreign language. Students started to have contact and learning English until junior high school.

During the previous period of practices and observations I observed that sometimes it is difficult for teachers to give a lesson based on the contents that are provided by the SEP (Secretaria de Educacion Publica). Something that I noticed and my head teachers have told me is that the contents are too complex for students. In the period of practice, I tried to work with the book, and it is really complex for the students' learning, because students did not have the appropriate level to work with the students' book. The activities of the book managed an A2 level and students got confused and could not follow the lesson.

Therefore, I decided to use resources, strategies and material that could help students learn English and allow them to communicate with other students in the classroom using the language. The projector was incorporated with the main purpose to have visual support in my lessons, because it could allow me to create and use different didactic material that could help students develop their communication skills in the classroom. I selected material that was innovative for them like flashcards, videos, audios or games that could be useful and meaningful in their learning.

The incorporation of these resources included material that was easy and understandable for them, that could also help me to change aspects that did not have the results that are expected during the process of the lesson. The strategies that I used had a great response, because I could see that students selected to use English (language) in place of Spanish (language).

Visual aids did not only involve the projector, but I also included material like photographs, charts, flashcards and other electrical devices, like cell phones and speakers. During the last period of practice I started to apply more audio-visual material that could be used in the students' individual learning. I started to create and use material from the internet that was related to the topics that students were working on. I created and used this material considering their needs and interests

during the lessons, incorporating the target language and focus. They had a lack of motivation in learning a foreign language, and my intention was to engage them with the different resources that audio-visual aids can offer.

The main objective came from the results that I got from the diagnostic test that was applied at the beginning of the school year. The main results that I got showed that students did not have the academic level that the program indicated. This program indicates that students should have an A2 level, but the results showed an A1 level, even some students had a pre-A1 level.

During the period of observation during seventh semester I applied to several groups a diagnostic test, that was according to the contents that students saw in their previous scholar year. The test included sections of vocabulary, reading and use of English. The students have different kinds of answers like (open questions, multiple options and match pictures).

In the test, students work with days of the week and months in a year, students had to put some words that were included on a box, the students had to label each work in the correct column example: (days of the week: Monday, months of the year: January). Then students worked with different questions on how to answer when someone asks you something. Students had multiple option answers on how to reply, students were able to choose the correct answer according to the question. Example (Do you like some coffee?; Answer: Yes, I do.)

The following section was about vocabulary. In the first part students had different pictures about different actions, each picture had three different multiple options. Example (Picture of someone waking up: options "a) wake up, b) go to bed and c) play soccer). Students chose the correct option according to the actions that were presented in the picture.

The second part of the vocabulary section was to label the correct parts of the body. Students had a picture of someone and they had to put each word in the correct body part where it belonged.

Finally, students worked with a reading text. This activity was about reading comprehension. The text that was selected for this section was “Little Red Riding Hood”; this was a summarized text adapted to the English level of students. The students read the text and after they read it, they have to put some sentences in order according to the main story.

This test was applied to the four groups that I worked with during the practices of seventh and eight semester, this test was applied at the beginning of the scholar year in the month of September. Students had forty minutes to answer this test, the other ten minutes were used to check the answers, the students corrected each answer that they did not answer correctly. (APPENDIX A)

The results that I got with the group “C” was a general score of six each student had different results on their text, most students got better results in vocabulary, the only section where most of the students failed was in the reading comprehension section, because most of students did not understood the task or put in different order each sentence.

Students got different grades that were four point nine that was the lowest and eight point five that was the highest. Only two students got grades of eight, while three students got grades of seven, four students got grades of six, fourteen students got grades of five and only one student had the lowest score, which was four point nine. With these grades, students had an overall grade of six, this was the highest that a group got from the four that I worked on the scholar year.

In this chart I present the main results from twenty five students that I got after I applied the test to students of group “C”. The Maximum grade that a student got was eight dot five and the lowest was one dot seven. Most of the students got between a five dot nine and five dot five. With these results that I got I realized that this was the group with the highest overall score and with the best level of English. I decided to work with this group on the topic of audio visual aids. (APPENDIX B)

1.6 Main Competencies

The competencies I wanted to strengthen fall under generic, professional and disciplinary categories. The generic category focuses on the type of knowledge, provisions and attitudes that teachers need to develop through their lives that allow them to become professionals through different social, scientific, technological and cultural changes. (These competencies were taken from the graduate profile of BECENE)

The generic competencies that I intend to work on are the following:

- The critical use of informative and communicative technologies.
- The application of linguistic and communicative abilities in different contexts.

Professional competencies synthesize and integrate different types of knowledge, skills, attitudes and values that are necessary to practice the teaching profession at different educational levels in education. These are delimited by the fields of psychopedagogy and socio-education.

-The identification of student characteristics in order to make didactic transpositions according to the context, plan and programs.

-The identification of the cognitive processes, main interests, motivations and formative needs of students to organize my teaching and learning activities.

-Propose learning situations of the English language taking into consideration the current plan and program approaches as well different contexts.

-Designing and using different instruments, strategies and resources to assess students' learning and performance considering different types of knowledge to carry out an effective communication in the foreign language which is English.

-Implementation of innovation to promote learning of the English language.

-Designing and using learning objects, resources, didactic media and technological media in the development of learning in English.

- Using Information and Communication Technologies (ICT) Learning and Knowledge Technologies (TAC), and Empowerment and Participation Technologies (TEP) as construction tools to promote the significance of teaching and learning processes

Disciplinary Competencies

-The use of linguistic elements to describe, express personal points of view, communicate and build arguments in the English language.

-Identifying grammatical -lexical elements that we use to develop our communication skills in different contexts.

-The use of language functions as a means of expression of the social practice in communication.

-Exchanging different ideas, thoughts and emotions with native and no native speakers of the language fluently and properly, in every type of situation in his academic, social and personal life.

-Identifying factors that facilitate or hinder the acquisition and learning of a Foreign language in students

-The use of didactical strategies to learn vocabulary and grammar.

-Evaluating students' process in the acquisition of a foreign language using criteria that was already established.

1.7 Content description

This document includes the following sections that describes the main stages:

Introduction, in this section you will be able to find what were the previous experiences and background that I faced during the period of practices of semesters fifth and sixth, describing the context of the school that I was able to practice during the period of professional practice. The main experiences that led me to work with the audio-visual aids

I also described what was the main reason that I decided to focus on audio-visual to help students learn the English language. I found the problem thanks to observations and a diagnostic exam that was applied during the first week of the scholar year 2022-2023, in the junior high school "Antonio Diaz Soto y Gama" and the main intentions that I got with this document followed by the action plan that was implemented. With the implementation of different kinds of methodology and

strategies that were used during the period of practices that could help me to solve the problem that I found with my students during the professional practices of sixth semester.

Before I implemented the audio-visual aids with my students. An action plan was made that helped me to establish the main problem that was found during the period of observations and using the main results that I got with the application of different strategies and methodologies during my professional practices of 6th semester. After I analyzed the previous observations and the results that I got from the diagnostic test that was applied at the beginning of the course. After I made my analysis, the main objectives were formulated with a main purpose of finding a solution to the main problem using different stages that were evaluation, analysis, results and the presentation.

The action plan and implementation during the lessons were supported with a theoretical support and background, material, methodologies and resources that were part of the strategy implemented that would help me to work with the students. The strategies and ideas applied were supported with different authors, books, articles and research investigations that could help during the lessons.

In the development and reflections of the action plan section in this section. I described every lesson that I took into account for this document, focusing on the ones where I applied audio-visual aids. I describe the main activities and actions that happened during the lessons and also the material that was used in these lessons; how was it applied? the main purpose of each activity, results that I get during the lesson. The lessons were selected because this led students to make a final project where I take into account the action plan that was planned before the start of this project.

After I described and presented the results that I got. These lessons helped me to get to a final conclusion. I remarked on the main competencies that I expected that my students would develop during these practices and my professional competencies as a teacher at the end of this project. I analyzed the main results that I got with the application of audio-visual aids and reflected on the whole process that

made me arise with new questions and what could I do differently, if I have the opportunity to make it again.

In the section of references, you will find the main authors, books, web pages and articles that helped me to complete this research. And finally you will find the appendix section that shows charts, graphics, pictures, lesson plans and final products that were used for the redaction of this document.

CHAPTER

II

2.1 Diagnosis and analysis of the educational situation describing contextual characteristics

The main objective that I wanted to achieve with my students is to make students communicate through the English language using the four main skills. To be able to develop and achieve this I analyzed and observed students' work and learning styles in different lessons in the classroom. During the school year I applied and used material that can be worked with the Audio Visual Aids, the material was used according to the unit that students were working on.

The theoretical background that helped me to develop a possible solution for the main problem that the students get, when they are learning a foreign language. The diagnosis and analysis of the educational situation describing contextual characteristics. Helped me to

The Junior high school that I worked at offers the basic and essential resources and contents for the education of the students, due to the recent COVID-19 pandemic there has been a downfall in the education system. Based on interviews from comments made from the teachers mostly because some students were forced to quit during their process or students who had problems during their learning process; because of different kinds of struggles that they had like learning problems, economic problems, technological problems, etc.

2.2 Description and focus of the problem.

The main problem is that for most students, they have difficulties when they are learning a foreign language. During the period of observations, I was able to apply a diagnostic test that helped me to see their actual English level and identify their needs. And I noticed that my students had a lack of vocabulary that prevented them from expressing their ideas that the program indicates. They had not acquired grammatical skills or developed their listening skills and speaking skills that the program indicates.

Another problem was that students did not have an interest in learning a foreign language, because they had not identified the use of this knowledge in their current lives. During the period of practice with students I noticed the reaction and comments of the students in the lessons, like it is boring and difficult. During these periods of practice I used material that was common or according to the book. The head teacher suggested to me that I should adapt the material according to the student's needs and interests.

For my document, I have decided to focus on how the different kinds of visual aids can help in the learning process of a foreign language for the students focusing on the sub skills and on the main advantages and disadvantages that the visual aids can offer in the teaching and learning process.

Kinder, S. James states that visual aids are: "Any devices which can be used to make the learning experience more real, more accurate and more active" (Scengo, 1950, 336). Based on this, not only did I want to use the projector, I also wanted to involve other material like posters and flashcards that could be attractive for the students learning. In the first period of practice of seventh semester I wanted to implement more visual examples like images that could help in the acquisition of the second language.

Another resource that I wanted to implement more were speakers. They could help me with listening to some audio material from readings, audios that might help develop better pronunciation. Audios that could help with vocabulary. I wanted to implement the use of music. This kind of material could help them with vocabulary and pronunciation. This could be interesting for the students because it is a topic that can be interesting for them. I will use the speaker to help them in their listening and speaking skills that can develop during this English course.

So the main focus of this document. Is to use visual aids that can help in the learning of my students, that can make a significant impact on them, that can also make them have an interest in the English subject. I want visual aids to make them have an interest in the lesson, a suit that is not boring for them, that can stick their

eyes to the whole class. Allowing them to participate in each lesson and most important to develop their second language skills.

2.3 Purpose of the action plan.

The topic that I intended to focus on is the use of “Visual Aids in the EFL classroom” with these resources I would like to create and use material that could help the students improve their English level, and help them to reach a pre A2 level at the end of school year. This could help the students be able to use the foreign language to communicate with other people. I take into account that my students do not count with the level of English that the program indicates that students should have.

I used audio-visual aids to help the students to develop and practice their communication skills. I decided to use media like videos or audios that will have the main purpose to put into practice the main skills in communication. My analysis on how the students work and implement the foreign language will help me identify how they react to their different activities in the classroom that mainly imply the use of foreign language. I will also observe how the students' work changes and personal progress with the use of the visual aids and without these ones.

- My observation on how the students dominate the language. Will allow me to identify the main problems and what are the things that the students do not have problems with in the language. This might help me to choose and make the right activities for the students that could help them to understand the English language .

- Students' individual reaction and work during the activities that were implemented using the visual aids, this helped me to see what went ok and what needs to change or be renovated and what I needed to eliminate.

- I observed the progress that the students had with the help of the visual aids. I monitored how their foreign language acquisition has progressed during the course, what needs to be worked on and also what kind of activities help the students in their development.

2.4 Theoretical review that supports the action plan

In this part of the document, I talked about the Audio-visual aids, what are these tools?, the different kind of Audio-Visual aide that we can use in the ESL classroom, talking in consideration the main skills in the second Language acquisition (Speaking, Listening, Reading and Writing) I focus on how we can take advantage with the use of Audio-Visual tools that I can count with.

Teenagers

During the scholar year, I have been working with second graders that are teenagers with approximately an age of 13-14 years old. Each student has his way to learn and work in the classroom.

ZDP (Zone of Proximal Development)

Vygotsky developed a concept that marks the distance between a level of an effective development, (things that the student can do by his own) and the level of potential development (something that the student can do with the help of an adult or a student that has more experience. There are three stages (APPENDIX C).

Vygotsky defines as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978)

Scaffolding

Wood describes “the support provided by an expert or adult to a child or novice in one-on-one tutorial interactions in playful contexts. The adult let the child play with a task which was above the child’s current ability but within his/her capacity for a while and only intervended when he/she got into difficulty and needed

assistance. The adult's aim was to let the child pace the task for himself as far as possible" (Wood, 1976)

Intellectual capacity

The (ECEA) Exceptional Children's Education Act defines intellectual capacity as an exceptional capability or potential recognized through cognitive processes (e.g., memory, reasoning, rate of learning, spatial reasoning, ability to find and solve problems, ability to manipulate abstract ideas and make connections, etc.)

The intellectual capacity of students can be affected by the learning of each student, it can be affected by the society and experiences that students have been exposed to. Especially during their academic history through the years since kindergarten to junior high school.

Critical thinking

Critical thinking is regarded across disciplines as a reasoned or questioning approach to learning as opposed to a doctrinaire or rote approach. Researchers investigating critical thinking in higher education often refer to the Socratic tradition as the origin of this approach (Furedy, 1985). The students think and make an evaluation on the different ideas, concepts, arguments and information that are important to education and work, the students are able to evaluate and make judgments on their own. In the lessons students will use their critical thinking abilities to be able to find solutions or create suggestions to an activity that is presented during the lesson.

Problem solving

In early studies of problem solving, it was defined as an advanced stage of thinking that involves the individual's need to seek a solution to a situation that has never before been encountered (Wallas, 1926) A skill that helps the students to find solutions to problems that can happen in the classroom or in daily life. If the students are able to find solutions to their problems, to find these solutions the students need

to make a critical thinking and analysis of the different kinds of solutions that could exist and decide what is the better one. In my lessons I intend that my students use these abilities to solve activities during the lessons.

Analysis

The students break down the problem into parts to have a better understand, this is an important skill for problem solving and relates to critical thinking, the students evaluate all the information that they have to achieve this they break it down into smaller parts and put in order all the information to get to a final conclusion and solution for the problem. I intend that students could analyze the language and content that is used in the material that I will provide them during the lessons that are going to be applied to it.

Attention span in teenagers

The attention span is defined as the length or amount of time, that a person can spent a length of time to do a task without taking any distractions, this depends in the context that is applied; there is people that are able to concentrate and take a lot of time in the task, there are tasks like games, reading, participate in conversations.

Attention span is a significant factor, this influences the learning effect in the students. Educators believe that the notion of attention span has often been seen as a mystery, although the definition of attention span and attention deficits has to be developed by teachers and clinicians (Binder, 1990). The use of audio visual material could help the students to get engaged in the lesson, because with the use of media like videos students center their attention on what is happening on the video. This aid is very related to their daily life, because most of the students had learnt through videos that are informational, so I use this kind of videos that are related to the topic that we saw in a unit.

Improve attention in English language classroom

The main purpose of learning English is that students can develop the 4 main skills that are reading, writing, listening and speaking. In the EFL lessons students are required to participate and have interaction in the classroom. Something that is not happening with my students, so in my professional practices I used the ARS method. Jeff Cain stated in 2009 that using the audience response system (ARS) questions effectively during the ESL class may help learners 'maintain attention and stay motivated. Clearly, ARS could make the audience participate in class and eliminate excluded feelings by giving feedback to peers and discussing the opinion of the instructor. The way that I implemented this method was making questions in general, the way I received answers was that I made polls. For example: What was the main genre of the story?. I put in the blackboard the genres that we focusing on

Student centered pedagogy

Student-centered learning has been defined most simply as an approach to learning in which learners choose not only what to study but also how and why that topic might be of interest (Rogers, 1983). I would apply this methodology mostly in the final projects of the units. According to the final product that the program asked them to do, students are going to be free to relate it to something that they want to share, talk about it or just simply have some interest in it. For example if they need to write an essay or monologue, students can talk about something that they mainly have interest to show it with their other classmates.

This is a method that helps to hold learners' attention, the students must be active, this method takes a major focus in the needs, abilities, interest and learning styles of the students to design an effective lesson plan, this helps the students on their personal learning and improve the student attitudes and increase the students individual performance.

Learners find the learning process more meaningful when topics are relevant to their lives, needs, and interests, and when they are actively engaged in creating, understanding, and connecting to knowledge (McCombs & Whistler, 1997). If we

want to gain the attention of the students is important to adapt and create material where the students can work with their own personal interests, because the students like to use their personal needs and interest, we can create activities that the students can relate to their daily life, like tasks they do in their home, their personal activities that they do outside the classroom.

The learning environment has learner responsibility and activity at its heart, in contrast to the emphasis on instructor control and the coverage of academic content found in much conventional, didactic teaching (Cannon, 2000).

The learning environment supports positive interactions among learners and provides a supportive space in which the learner feels appreciated, acknowledged, respected, and validated. Rather than trying to “fix” the learner, the learner has the power to master his or her world through the natural process of learning (McCombs, 1997).

Characteristics of my students when they are learning the English language:

- Most of the students are not active participants during the lessons .
- Most of the students use their mother language.
- Only a few students are able to use the English language.
- Some students get easily distracted during the lesson.
- Monitor their own learning to develop strategies for learning.
- Students struggle during the activities that they are asked to do during the lessons.

Self awareness in teenagers

It consists of three components: self-awareness, accurate self-assessment, and self-confidence. According to Hargreaves (n.d.), “To become effective learners, young people need to develop a strong sense of self worth and confidence in their abilities. They need to learn to take responsibility for their own learning and performance, and demonstrate persistence and resilience in the face of obstacles or setbacks.”

Self awareness is necessary in learners because students that are putting into practice a foreign language that they intend to communicate, are going to have mistakes in their early practice; like grammar mistakes, pronunciation, speaking and vocabulary spelling mistakes. If the students are able to create their self awareness they are going to be able to detect and analyze their mistakes while they are performing, this could be very helpful for them, because they could motivate themselves and could help to achieve their personal goals and objectives that they set while they are learning a foreign language.

The audio visual aids could be a very helpful tool for them, because as a teacher I can use media that is related to a famous person or someone they admire in real life and use it as an example could help them to project an image of themselves on how they could use the English language.

Self esteem in teenagers

Self Esteem these days has a huge impact on young students, because it helps to determine their performances with activities or tasks that they do in their personal life. According to (James, 1950), "the self is part of me that is one's body, abilities, reputation, strengths, weaknesses, and possessions, while self-esteem is a feeling of worth that we have of ourselves. Self-esteem is a kind of belief about a self that a person brings with him or herself when facing the world" (Robinson, 1991)

In EFL self esteem is important because it helps the students to learn, because it could help them to determine their own goals when they are learning a language. Students will be taking into account their own needs and interests, these factors could lead to being motivated to learn a foreign language. So with the audio visual aids I intend to use and create material that could increase their work during the lessons. I feel that this kind of aid can have so many benefits and different ways to use if we take advantage of it.

During my observations and practices period, I noticed that the EFL students show some attitudes during the lesson. The main behaviors that I noticed were that the students do not take with importance the English lessons as other subjects, also

the students have a low interest in working and the students refuse to participate, they do not try to participate they response with “ I can not do it teacher”, “is very difficult” or “ask another student”

With these observations that I made, I decided to use new strategies and resources in this case based on my previous lessons, I noticed that they participation increased when I applied this resources and material to my practices, the students participation and interest increased, I made material that is appropriate for them and can help them to achieve their personal goals that want develop in the learning of English language.

The self esteem can also affect the participation of the students, according to Kazumata (1999) states that people with a positive self-esteem are not seriously affected whenever they are misunderstood or when they receive negative feedback from others while people with low self-esteem are afraid of committing mistakes and receiving negative feedback which hinder their acquisition of new knowledge or skill.

This is something that is true. I have seen this in my lessons, students that are more emotionally stable always receive their feedback in a positive way coming from the teacher or a classmate, even when it is a feedback that corrects serious mistakes or makes serious suggestions that the students did on his performance.

Students that have a negative self-esteem do not like to receive feedback especially in front of their classmates, because sometimes they feel that they are getting embarrassed or getting exposed in the session, most of these students prefer to have their feedback in private. Sometimes, students can receive their feedback, and lose interest and personal motivation and sometimes their own goals start to fade away and feel demotivated in learning or achieving new things. To avoid these kinds of problems, students also need to feel that they are getting the attention and motivation from the teacher and their classmates.

One of the main reasons that I decided to work on specially with visual aids, I feel that this could help students become more autodidactic and have more self-confidence in their use of English language. Especially the videos and audios,

because this could be helpful material for students because it helps them to learn and practice their language skills like speaking and listening.

I think Audio-Visual Resources can be very helpful, because the students are very familiar with these kinds of technologies. Like I said sometimes the students do not want to participate, achieving communication can be a challenge for the students. One strategy that I am going to implement is the use of platforms or apps like Tik Tok or You Tube, i find this app very useful for the students, because they can create videos of themselves exposing a topic in a oral way, it will be interesting for them and they can create their own goals to achieve in the creation of their video.

One topic that the English course has is the creation of a monologue. This topic is very challenging for the students, because they need to speak in front of the group and Self Esteem is a factor, because if a student has low self esteem, this will be a problem. So to avoid this kind of problem and help the students in their necessity to communicate, I ask them to create a tik tok video where the students are gonna be comfortable and will have a better performance

PPP method

During the period of practice. I used the PPP method for my lesson plans. Thornbury defines the PPP method as three phases of learning, called Presentation, Practice, and Production (PPP). The three phases are aimed at developing students' automatic habits through repetition, controlled practice, and the process of modeling. To apply the PPP Method in learning the speaking skill, teachers are required to introduce contextual situations with the language to be learned, so that students can concentrate more when learning takes place. (Thornbury, 2005)

I find this method useful and interesting, because it helps me to develop and apply my material with the students in 3 different stages where they can practice and produce, according to the material that is intended to be used in each stage of the lesson.

Common European framework of reference for languages

The program indicates that students of second grade should have a pre-A2 level at the beginning of the scholar year, but most students are in A1 level.

A1 Level: The students should be able to comprehend and use expressions that they use in their daily life. Including sentences that are basic that needs to satisfy the main needs. The student should be able to introduce himself to others, ask and give basic and personal information about his personal data, things that he owns and describe people that students know.

A2 Level: The students are able to use sentences and expressions that are related with the experimental areas that are specially relevant for them like (personal information about themselves, information about his family, things that they could buy, landmarks that are interesting for them and job occupations). Students know how to communicate when they are doing simple and daily tasks where they only require simple and easy information exchanges about things that are habitual.

English as a foreign language in Mexico

English as a foreign language is defined as a traditional term for the use or study of the English language by non-native speakers in an English-speaking environment (it is also known as English for speakers of other languages.) That environment may be a country in which English is the mother tongue. (Nordquist, 2019)

English has become a foreign language that needs to be taught to all the students in Mexico since Junior High School, this began in 1992 when 5 states of the country, implemented a program for English language teaching in the school, that were Morelos, Sonora, Nuevo Leon, Coahuila, Tamaulipas, but this programs started working in 1993, this program take a huge impact in the country the following year, because of the North American Free Agreement, between Mexico, Canada and United States of America, but it was implemented in all the states of Mexico in 2009 with the program (PNIEB) that incorporates the English subject to the plans and

study programs from preschool education to junior high school, in this program participates all the 32 states of the country and has the main objective in strengthen the teaching and learning processes of English as a second language in public schools of basic education. (Bonilla, 2009)

Motivation

One of the main challenges that we have as EFL teachers is the lack of interest and motivation by the students in the classroom. This is a problem because the students do not feel the motivation to learn a new second language or to keep learning another language. There are different definitions of learning; Crookes defines motivation as the learner's orientation regarding the goal of learning a second language (Crookes, 1991). The students have their own goals that can be personal or according to a subject that the learner is seeing.

Another definition proposed by Elliot is that motivation gives the reasons for people's actions, desires, and needs. As teachers we have to take into account the desires and needs that the students have, this really motivates the students to keep focused in their personal learning (Elliot, 2001). The behaviors in the students are really important because Narayanan (2006) states that motivation is the reason or reasons behind one's actions or behaviors.

With these definitions, we can now have an idea of what is motivation? and how it can benefit or affect the students in the EFL classroom. It is something that I have noticed during my two years of practice, that the students do not have a motivation to learn and when there is no motivation, the students can not have a meaningful learning that can be really useful for them in some years.

The topic that I am focusing is with the help of Audio-Visual aids, create a motivation for the students based on their own interests and needs, observing what we can do better, what can really change in the ESL classroom that can help them to create a personal motivation, to set their own goals and objectives in the English language.

Audio- visual aids in ESL

Audio visual aids are resources that we can use in our lessons. According to Burton (1955) "Audio visual aids are those sensory objects or images which initiate, stimulate and reinforce the learning process". Rather defines the visual aids as instructional devices which are used in the classroom to encourage learning and make it easier and motivating. (Rather, 2004,). Kinder. S. James defines the Audio Visual Aids as any device which can be used to make the learning experience more concrete, more realistic and more dynamic. (James, 1950)

Main characteristics of Audio Visual Aids:

- Helps students to understand the topic more easily.
- Increase interest in students
- Reduces costs in prints
- Media can be updated
- Increase motivation in students
- Easy modification in the material presented
- Develop different language skills

Technology has become part of our daily life, since the COVID-19 pandemic teachers and students have been forced to use technology like computer or smartphone, this help the students to continue with their education, during 1 and half year of lockdown, but now after the recent pandemic; the teachers are now implementing the use of Visual Aids in the classroom, and the visual aids are really necessary and important in the English lessons, because this helps the teachers to give more significative and useful lessons for the students, also the visual aids could motivate the students to learn, attract their attention and the main interest that the students have.

Skills that can be worked with the use of Audio-Visual Aids

We have 4 essential language skills that are Listening, Speaking, Reading and Writing. These skills are crucial when the students are acquiring a Second Language. These skills are also important if the students want to develop a

successful communication with others. The ability to communicate in second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life (Brown, 2004)

Speaking

Audio-Visual materials could be a useful tool for students to practice their speaking skills. Students could use their cellphones This skill is considered as the most important skill of the language, Chaney defines as "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998), this skill can variate depending on the context that we use it, the main objective of speaking in second language acquisition, is to establish communication.

Burns and Joyce also defines the speaking skill "as an interactive process of constructing meaning that involves producing and receiving and processing information" (Burns, 1997) we as speakers we can produce a message that is gonna be received by a person, he is gonna process the main message that we give to him, this comes from the language input.

The language input can be worked with the audio-visual aids, this aids could have a major importance and can be very important if it is correctly used, this aids can help the students to be more interested on what they are learning, also using their needs and personal interests, because we can use different kind of tools, like the speakers that is gonna help us with the audios, as teachers we can use an audio that is appropriate for them and then making them listen to a conversation or a dialogue that can be between 2 people, and make them listen and focus on what the audio says, focusing in the speaking, because speaking also implies sub-skills that are the fluency and pronunciation, this will be very helpful for the students because they can develop a great speaking, have a great pronunciation and be able to have a great communication with others.

Another tool that is useful for speaking is the projector, because we can show videos of conversation, interviews or excerpts from maybe a series, movies or

cartoons, and this can attract and motivate the students learning, this kind of material also will help them in the interaction, because they would see how the people act, when they are communicating, producing a message and receiving a message. This will help them if they want to have an interaction with others.

Listening

This skill is a skill that could be perfectly worked with Audio-Visual resources, because students could work with media that could improve and make them practice this skill. The media can be used from the internet or can be created by the teacher. According to the topic that students are working on, the teacher can select media from different sources or create media that could be helpful. When I am talking about media it could be interviews taken from news programs, podcasts, dialogues from movies, examples of conversations or songs that have a relation with the main topic.

Listening is also really important in communication, because the ear is the main tool that we have, because it is the one who helps us to receive, process and codify a message that we receive from the speaker. Stephen Lucas has an psychological argument states that:

“Involves the vibration of sound waves on our eardrums and the firing of electrochemical impulses from the inner ear to the central auditory system of the brain, but listening involves paying close attention to, and making sense of, what we hear.” (Lucas, 1998) Rost states that listening: “Is a complex process that allows people to comprehend spoken language. Not only is it an essential element of producing effective communication, it also helps people to understand the world” (Rost, 2011)

As I mentioned before, listening is really important because it is the skill that helps to have appropriate communication, this skill helps the speaking skill. This skill is considerate to be a difficult skill in the process of a second language acquisition, the use of Audio-Visual aids can really benefit the students learning of this skills, because audios that are specifically created for the learning of a student, are very helpful because the students listen the main message of the audio and also the

students can pay attention to the pronunciation, because we also have the sub-skills of listening:

- Listening for Specific Information: The students will only listen to information that they need. for example (if I put in an audio, that informs about some close streets, the students will concentrate only on the street that is important for them).

- Listening in Detail: The students will make sn scanning on what they listen, they will pay even more attention to the audio, because in this case the students will try to comprehend all the information from the audio. For example (an activity that will be good for them, it will be to put them in audio about a story or a conversation and make them comprehend questions about the audio, the students will pay attention to the audio, and they will try to answer almost all the questions.

The audios are a tool that can have significant and valuable learning for the students, because the students will develop their listening skills and also will help them in developing their speaking skills. And most importantly this will help them to develop their communication skills.

Reading

Reading is a skill that according to Urquhart and William Grabe stated that Reading is the process of receiving interpreting information in language from via the medium of print. (Grabe, 2009) also according to Patel and Praveen we have different types of reading such as Intensive reading, Extensive Reading, Aloud Reading and Silent Reading (Praveen & Patel, 2008)

Brown defines intensive reading: "calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like." (Brown, 1994,) The main purpose of intensive reading is to understand all the details of the text that are lexical and syntactic, the text needs to be a short one, the students need to understand everything from the text, they even have to pay attention to the minor details of the text.

Research questions

With this theoretical background I also intend to answer the following questions that are according to the use of audio visual materials using the skills of the English language.

- 1.- How could I use audio visual aids to improve the use of English language?
- 2.- What impact did visual aids have on students' interest in the English class?
- 3.- What effect did they have on my students and their language process?

Chapter III

3.1 Setting of the Action Plan

In the period of professional practice, I implemented different types of activities and strategies that could help the student to develop and practice their communication skills using material that could be implemented and worked with the audio-visual resources that were projector, speakers and videos.

During each period of professional practices, I planned different lessons . The main purpose was to focus on communication skills. Each lesson was planned according to the program taken from “planes y programas 2017”. In each lesson I tried to use different types of audio-visual resources that could help to improve communication skills that were listening and speaking.

During the course the students worked with different topics that were established in the program. I selected 2 topics to report in this analysis. During the planning of these lessons, I used material from the internet only. I made some adaptations according to the level of students. I also created material taking into account the resources that I had available like projector and speakers.

The main teaching method that I used was PPP (presentation, practice and production) it is defined by Baker points out that one of the best ways of helping students to reach the objectives of the lesson is to introduce the new language well in the first phase of the lesson: this is “the presentation phase” (Baker, 2000). Then, students need to have “plenty of activities” to help them to practice the new language: this is “the practice phase”. Lastly, it takes time for the students to use the new language they have learned in order to communicate with each other: this is “the production phase”.

The Identification of the cognitive processes, main interests, motivations and formative needs of students to organize my teaching and learning activities. I tried to work with the main interests that the students had. In this unit I used videos because it is easier for students to work on and motivates them to learn a foreign language and use their main interests that they have during the lesson.

The way that I used this methodology in this lesson. First in the presentation I showed to students a presentation and some videos about the main topic that I am going to focus on in the lesson. In this stage students analyze what the teacher is teaching to them. After that comes the practice stage; where students start to work in this case with worksheets that are focused on the main topic of the lesson. Finally this lesson ends with the production where students communicate with other students using what they have learned during the presentation and practice stage.

The first topic was the creation of a written monologue. This topic involved and implied the main 4 skills in communication that are reading, speaking, listening and writing. With this topic I was to present media like excerpts from movies that were monologues and presentations from stand up comedians.

The main competencies that were worked in this lesson was the use of Information and Communication Technologies (ICT) Learning and Knowledge Technologies (TAC), and Empowerment and Participation Technologies (TEP) as construction tools to promote the significance of teaching and learning processes. We work with these kinds of technologies according to the topic that we worked with students. I adapted every material using technologies that fit most with the unit that we worked on.

3.2 Interaction practices within the classroom (actions, strategies and instruments)

In the practices, I tried to use the English language with them especially when I gave instructions, explained vocabulary or grammar to them. To make myself understood I used a more basic English level that was according to their level of English. That is an A1, to explain something more easily I used strategies like explaining with flashcards or using body language. I only used the mother tongue when students started to have struggles in understanding instructions or the explanation of the topic.

The main method that I used in my lessons was PPP (Presentation, Practice and Production). Presentation, Practice and Production; based on behaviorist theory

which states that learning a language is just like learning any other skill. The high degree of teacher control which characterizes the first and second stages of this approach lessens as the class proceeds, allowing the learner to gradually move away from the teacher's support towards more automatic production and understanding (Penny, 1996).

I mainly used this method because my main goal in my lessons was to make students practice and produce communication with the English language. I find this method as the one that fits most with the topic of this document. Because almost at the beginning of all my lessons, I start explaining the grammar structure that we are going to focus in the lesson this happens in the presentation stage, then I let the students practice the grammar structure with activities that could help them to practice the structure and finally I make activities where students could produce the grammar structure.

According to Renandya many traditional approaches to language teaching are based on a focus on grammatical form and a cycle of activities that involves presentation of new language item, practice of the item under controlled conditions, and a production phase in which the learners try out the form in a more communicative context (Renandya, 2002). This has been referred to as the P.P.P. approach and it forms the basis of such traditional methods of teaching as Audiolingualism and the Structural-Situational approach.

For every lesson, I used material that students could use to work without having so many struggles. For the material and activities selected I adapted to their level of English and their academic context.

I used different resources and material, in this case Audio-Visual resources like projector, flashcards, posters, infographics, speaker, audios, songs and videos. Students' response to this material was that they were able to understand what was explained more specifically vocabulary and grammar, because they relied on pictures to understand. Even students were more able to use the foreign language in their individual work and when they participated. I noticed that students that used their mother tongue started to implement the English language to participate.

Lesson 1: Introducing monologues and main genres of the monologue.

Main Aim: The main aim was that students were able to know about the different genres that exist in the written monologue and how to identify it. (APPENDIX D)

In this lesson, students were introduced to the topic of monologues. Students saw the main concept and definition of the monologue, the main characteristics and the three main genres that they can use for their monologues. Before I introduced the topic, Students were asked if they had any knowledge about the topic and also were asked about the stand-up comedians. In this lesson planning the main methodology used was PPP (presentation, practice and production). With these methodology I was able to teach the main purpose that was the identification of genres in monologues.

The response of the majority of the group showed a previous knowledge that they already had, because they related it to the famous story times that appear on social media. Mostly to the short videos that appear in tiktok platform. The main answer that most of the students gave me was: "It is when someone tells a story or an anecdote" it was pretty accurate. Other students answered that "it was a conversation between two people". The students of the group gave me two different kinds of answers.

To introduce this topic it was used in a digital presentation Fisher (2003) stated, "Digital presentations are easy to obtain, modify, and create. They are versatile and a great asset to any classroom. Good presentations may take time to produce or adapt, but they can be shared and used year after year". This presentation was created with the main purpose to help me to explain better and easily to all the students in the classroom. I explained the main characteristics and main genres. I showed them some examples. (APPENDIX E)

Following the explanation I showed them some examples and some videos about famous people doing monologues. Students were asked to identify the type of monologue that was presented; for this activity they worked with 3 different videos

from monologues. The videos used were excerpts from different TV series, like late shows and an excerpt from a movie. In this activity students had to analyze and decipher the main genre of this monologue. Students responded with no problem in analyzing each video, because it was easier for them to analyze because they paid attention to the details like the body language, facial expressions, vocabulary, emotions and attitudes that were shown in the three videos. (APPENDIX F)

The main decision to use this kind of videos was because it attracts learner interest in the lesson. Students could focus on details about how people participated specifically in their performance. Jane Sherman presents a convincing argument for incorporating authentic video material into language classrooms. She provides a variety of practical classroom activities showing how to use video to bring real world language and culture into the classroom in contemporary, engaging and productive ways. There are a lot of documentaries, educational films, interviews and sites containing a large body of material created and posted by people all over the world to communicate their ideas and beliefs, and allow for interaction with others through the commenting feature (Sherman, 2003). So I decided to use videos from real actors with contexts that are related to the real world that the students live in.

What different kinds of visual aids did I incorporate in my lessons?

In this lesson three videos were used. They were presented with the projector. The first video was about an introductory monologue of a host in the TV show called “Saturday Night Live” where the host of the show starts with an introductory monologue that is mostly a comedy roast about himself.

The second one was an excerpt from the Tv series “The Fresh Prince of Bel Air”. I decided to use a scene where the main character expresses his feelings to someone. I chose this excerpt from this scene, because it reflects the main expressions of the drama genre like the language that the characters uses and the tone of voice that he uses to express his feelings. Last video that I used was an introductory monologue from the movie “Goodfellas” where the main character gives an introduction about himself. This part of the movie was good to show them the

interior monologue, because the actor who speaks uses an appropriate tone that fits with the genre.

Students use their critical thinking abilities to be able to determine and detect the main genre of each of the videos that were presented, because they needed to analyze the main setting of the video (for example, if it was a dramatic monologue; students have to analyze the language that is used, tone of voice and interactions that he makes in this case the video). So students did this because I asked them what were the main characteristics of the video and how they got to the conclusion of the video was this type of genre. Lebowitz (2015) states that learners of critical thinking are the persons who investigate, analyze, accept or deny the data, evaluate and come to conclusions, and so on and so forth.

The activity that was planned with these videos was that students would listen as they watched the videos and analyze how the character spoke, used vocabulary, intonation and main emotions. Students also had to detect the main genre of each video that I presented.

What effect did they have on my students and their learning process?

Most of the students were able to work with this activity, because they were able to identify and understand what the character was talking about. Students mention why it was that genre. For example; in the dramatic monologue, students mentioned that the characters used a tone of voice that exaggerates and also they mentioned the body language that showed the anger and sadness in the scene.

In the following chart I present the statics of students that were able to identify the main characteristics of the video from a total of 26 studentS (APPENDIX G)

The students already had a previous knowledge about the topic because this is a topic that they have previously seen in the Spanish language subject, so it was easier and understandable for them because they were able to relate it with the main topic. Also because I decided to use videos that were more according to their context with TV programs.

To close this lesson. I handed them a worksheet where they needed to read and fill the missing gaps of some excerpts of different monologues. With the main purpose of reading and identifying the main genre of each excerpt. When they finished the activity I asked some students to read and try to practice the intonation using the excerpts. (APPENDIX H)

How did visual aids influence students' interest in the English lesson?

In this lesson, I used Audio-visual resources that were the projector and speakers. The resources I was able to present audio-visual media were videos that I used for the monologues. With this material the students were able to work and analyze the different monologues that I showed them. With the appliance of this material students were more able to work and use the English language and to work on with these kinds of material. This lesson showed that students are able to work using foreign language. Because it is easier for them to identify the genres with media that is more common with them in their daily lives.

The only thing that did not workout like I wanted to work was the part where students tried to practice the intonation of some monologue excerpts. In this stage I selected random students to read these excerpts and try to use a tone according to the genre that we saw during the lesson, so the students that were selected tried to imitate the tone that they heard in the videos. But it did not work out like I planned, because students were not able to read the excerpts with the indicated tone that was according to the genre of the monologue, students just only read with a normal tone of voice without exaggeration.

This activity I thought could have gone better, If I asked students to write their own monologue excerpt and practice the intonation using the intonation that they thought fit most for their own monologue.

Lesson 2: Improvising a monologue and the facial expressions

Main Aim: Was that for students to watch a video and detect the main facial expressions that the presenter used and then write three monologues using different the three main genres that were (comedy, interior and drama). (APPENDIX I)

What different kinds of visual aids did I incorporate in my lessons?

In this lesson, the material that I used was a video of a comedic monologue from a late night tv show. The video was from the show of Conan o' Brien, in this case it was an especial show that was made in Mexico, in the video Conan presents his show to the Mexican audience. In the video the presenter uses both languages that is English and Spanish to be able to make himself clear to the audience (APPENDIX J)

The way that I used this video was to make students watch the video and to analyze the main emotions, body language and setting that the presenter shows in the video and write in the notebooks the main characteristics that they have observed from the video.

What effect did they have on my students and their process?

The students' response was positive, because they were able to identify the main genre that was comedy, because students based on the main setting that was set in the Tv show, and they also take into account the type of language that was used in the video. They also were able to understand the language, because I asked students about what he was talking about in the video. In the following chart I present how many students were able to identify the following characteristics.

Most of the students were able to identify the main characteristics that I asked them to analyze on the video, most of the students answered to me that it was a comedy monologue due to the context that was set, also they mentioned to me that

their tone of voice was like a chill and sarcastic tone of voice like an stand up comedian. (APPENDIX K)

The impact on the sub skills vocabulary and grammar

With this video I also intended to improve and develop students self-awareness, because it is a factor that influences in their performance, because sometimes this factor gives students confidence to practice and use the foreign Language that they are learning, and this kind of video could gave them some confidence to do not get stuck or be afraid when they use the language.

The other material that I applied was a worksheet, where the main objective of this worksheet was to write three mini monologues in different genres that were comedy, drama and personal/interior. The main activity of the worksheet consisted of filling the missing gaps using their personal experiences. But in different genres.

I handed a worksheet to each student where they could write a short monologue. The worksheet was easy for them, because they had a list with different vocabulary options to complete their monologue; they only needed to complete their monologue with their personal information. (APPENDIX L)

The students did not have problems in writing their monologue, almost all of the students wrote their monologues with good grammar and use of vocabulary. After they wrote their monologues I asked five students to present their monologues, but using their facial expressions the students had five minutes to practice their facial expressions.

They practiced their presentation of their monologue, when they presented their monologue the students used basic emotions like happiness and joy when they talked about a story that they wanted to share. The students that shared their monologues were understandable because the classmates who listened to the monologue of the ones that they presented, had to answer some comprehension questions about the story.-

During this stage learners practiced their performance with my help, because I was observing them and giving them guidance on how to perform, this stage is called ZDP (Zone of Proximal Development).

How did visual aids influence students' interest in the English class?

With this material, students get influenced by the videos that were shown, because students like to use technology these days, it is easier for them to understand. In this lesson the video that I used was a monologue from the presenter Conan O' Brien where he tells a story about his arrival in Mexico, so students get into and want to hear what the story was about. Students try to understand even if they do not have a great level of language. Also some students practiced their pronunciation when the performer was presenting his monologue.

Lesson 3: Review of the monologue

Main aim: In this lesson, the students reviewed the main characteristics of the monologue before they wrote one. (APPENDIX M)

What different kinds of visual aids did I incorporate in my lessons?

The material that I selected for this lesson was a film excerpt of the movie goodfellas. I chose the introduction of the movie, where the main protagonist of the movie explains the setting of the movie. I chose this scene because the monologue that appears in this movie is an interior monologue. It contains the main characteristics of the interior monologue, it contains an appropriate language and the tone of voice is according to the genre.

In this lesson, I asked the students to listen and watch an excerpt from the movie "Goodfellas" . I hand them a worksheet where they need to complete the missing gaps from the monologue, the student will hear the monologue 3 times and they will complete the text. During the first time they heard the monologue the students had struggles in finding the missing words, so I put it a second time and the

students were able to find almost all the words that were missing. I put it one last time and the students were able to complete the missing gaps that were missing. (APPENDIX N)

After they have completed the missing gaps from the monologue, they completed some comprehension questions about the main context from the monologue and they were able to complete the questions. After that I asked the students to rehearse the pronunciation and intonation that was used from the movie excerpt from the monologue. I played the monologue and students imitated the intonation that the character used in the monologue.

What effect did they have on my students and their process?

The first time I played the monologue the students were able to imitate what the speakers were saying, then I asked the students to read the monologue using the same intonation that the speaker used in the audio. The students were able to read and use a correct intonation that was similar with the audio, this activity could help the students to use the correct intonation and how to present their own monologue when they present their own monologue.

The impact on the sub skills vocabulary and grammar

The video that I used helped students to improve their vocabulary, because in this scene that was used in the video the actor used different words and vocabulary that students do not use when they are learning a foreign language. So I introduced new vocabulary for them, with the video and students learned how to pronounce each word that they heard. At the end of the video I asked the students which words they do not know. So I asked students to search the words that they are looking for and then share it with the group.

How did visual aids influence students' interest in the English lesson?

In this lesson students were influenced by the movie, because most of the students like to watch movies and most of this scene because is an introductory scene where it tell to the audience what is going to be the main plot of the movie, and is good for them because is like a summarize about the whole movie.

Lesson 4 Writing a monologue.

Main Aim: In this lesson students will write their monologue individually and they will work with a free topic. (APPENDIX O)

The material that students used was a paper sheet and a dictionary to be able to complete their monologue. I also created my own monologue to show the students an example. The monologue that I created was about 140-150 words and I handed a copy to each student. This could help students to write their monologue.

To start this lesson, I presented the characteristics and elements that they needed to include in their monologue, like the kind of language that needed to be contained, structure and how to start it and end it. The teacher sets the time for students to work on their writing. This individual work is related to student ZPD (Zone of Proximal Development) because I only gave them guidance to be able to complete their own writings and I helped them in case that they needed or they had some struggles. ZPD consists of problems that a student might solve when "given a little help, solution step instructions, keywords, or guiding questions" (Rieber, 1987).

I let the students write their own monologue according to the topic that they wanted to talk about. I decided to do this because my students are teenagers and I feel that this makes them feel more comfortable and secure to write, because this is a way to express their feelings and main emotions about something or someone.

While students were working, the teacher was checking students' progress checking if they are struggling with something or if they are doing something that is wrong. The students worked in their writing during the whole lesson. Before the

lesson was over the students' teacher gave the instructions for the next lesson that is the presentation of their monologue.

Some students were able to finish their monologue on this same day, while others finished their monologue on the next day. This relates to the attention span of every student, because there are students that can take some time without taking any distractions that can be seen in the classrooms. They are able to concentrate on their individual work, while other students get distracted easily and it is difficult for them to focus on only one task.

Lesson 5

The material used in this lesson was students' written monologue; students will be performing their monologue to their other classmates; only 5 students will present their monologue and student's notebook. The notebook helped them to write and answer some questions about their classmate's performance. The questions were about (main genre, intonation used, main expressions used by the performer and the main story of the text). (APPENDIX P)

In this lesson students finished their monologue and started to get ready for their individual performance of their monologue using body language and facial expressions. These two characteristics would help the performer to make themselves understood with their other classmates and be more accurate in their individual performance. This characteristic also makes students practice their communication skills in the language.

The students had fifteen minutes to finish their writing monologues and to rehearse for their performance in the classroom. After fifteen minutes five students were selected randomly and made their individual performance, while the performer was making his performance including the body language and facial expressions, the other students were watching, listening and answering the questions in their notebooks. Most of the students finished their writings and handed their monologues with the characteristics that were asked. (APPENDIX Q)

CONCLUSIONS

Conclusions

I will provide conclusions based on the questions used for the analysis of my document in order to find frequent reassurances and determine strengths as well as areas of opportunity. The visual aids I used were charts, infographics, videos, presentations, projector, speakers and pictures.

There are three types of audio-visual aids that are the following categories:

- Purely auditory (eg. tape recorders, microphones, amplifiers, earphones)
- Visual Aids (eg. blackboard, flannel graphs, models, specimens, film strips, posters)
- Combined Audio-visual Aids (eg. sound films, slide tape combination, television, internet)

Each of these resources had different pros and cons, in my lessons and in students' individual learning. This are the pros that I observed:

- Auditory helped students with pronunciation and with listening, because I used recording with worksheets that could help them to work these skills. According to their level of English. Each material used was adapted or created for the benefit of students. I noticed that students had no struggles when they worked with this material during the lessons.
- Visual Aids this material is common for students learning, specially the blackboard. That helps students to understand the topic that is explained during the lesson and helps also when I explain.
- Combined audio-visual, was very useful because it helped me with the explanation of the topic of monologues. Especially when I used videos about famous people doing monologues and excerpts of films. This material helped students to understand and analyze the performances that the actors did on the videos.

The following cons were detected:

- Auditory was difficult sometimes, because most of the recordings are performed by people whose primary language is English. So they speak with a fluency that is normal for them, but for a foreign language student could be

difficult, because sometimes they get mistaken by some words that may have sounded the same in pronunciation but in reality it is a totally different word.

- Visual aids; the problem that I found was that if I do not have a good organization when I am using the blackboard. It could be a mess for the students to understand the topic that I am explaining to them.
- Combined audio-visual, the only problem was that pictures can be a distraction in students, why? this especially in the videos of the performance of the monologue. Students paid more attention to the actor who was given the monologue, but they did not pay attention to what he was saying in his monologue.

Before the period of practices, I had a different perspective and beliefs at the beginning of the scholar year. At the beginning I thought that it would be easier to carry my lesson to my students, but through different lessons I realized that this kind of material has their advantages and disadvantages in students' learning. One of the things that I realized is that this kind of material needs to be adapted to the level of English students and their main interests.

According to the level of English of my students that they get thanks to the diagnostic test I thought that my students will be able to work with the following competencies:

-Identifying grammatical lexical elements that we use to develop our communication skills in different contexts.

-The creation of different types of texts respecting each discourse norm.

-Students produce oral and written texts that are clear, good structure and detailed showing mechanics of organization, articulation, cohesion and coherence.

-The application of didactic foundation and principles to develop the four main skills that make up the communicative competence in the foreign language.

Not only the students' competencies were strengthened. My professional competencies as a teacher were the following ones:

-Designing and using different instruments, strategies and resources to assess students' learning and performance considering different types of knowledge to carry out an effective communication in the foreign language which is English: In

these two periods of practice the material according to the different types of work of every student.

-Designing and using learning objects, resources, didactic media and technological media in the development of learning in English: I used and created material where students can work the different skills of English language, activities that mainly involved didactic material and media that was related to their daily life and daily use like videos.

-Implementation of innovation to promote learning of the English language: Students used to work with material that was very common for their learning like books, notebooks and worksheets, so in my practices I implemented technologies and activities that students were not familiar with.

The ones that I feel that were not successfully achieved are the following ones:

-The identification of student characteristics in order to make didactic transpositions according to the context, plan and programs: This discipline was somehow applied, but most of the times I did not take into account the context of the students, and this led to not have the results that I expected when I applied this lesson plans with the group or in some cases to change the whole dynamic during the lesson.

-The Identification of the cognitive processes, main interests, motivations and formative needs of students to organize my teaching and learning activities: This was a problem for me to apply it and was because the main topics of the units were difficult to adapt to the main interests of students and it was difficult to relate it to the main purpose of the subject that is communication.

- Using Information and Communication Technologies (ICT) Learning and Knowledge Technologies (TAC), and Empowerment and Participation Technologies (TEP) as construction tools to promote the significance of teaching and learning processes. This competency was not fully achieved because the use of technologies was limited in the school and in the classroom. And the technologies that were intended to use in the classroom were impossible to use with the students because they were not familiar with them and also did not work due these technologies require an internet network.

During this scholar year I faced some problems that made students struggle during their work and during the lessons, so during this process I had to make some changes in the lessons and material to be able to achieve the main disciplinary competencies that I wanted my students to achieve.

The main results that I got in the application of this research project, were that increase students participation and use of language. The audio visual aids helped students to understand and develop their language skills in the classroom.

My main observations that I saw when I applied this material to my students. First of all I noticed that my students improve their attention and interest in the English lessons. Because I noticed before I started to apply the audio visual resources in my lesson, I noticed that students do not have the same interest as they have when I applied this kind of material. This was mainly because I used media that was attractive for their learning.

I noticed, too, that students started to use their English language instead of their mother language, which is Spanish, because the activities that I applied during the lessons I made more easier for their learning and work. Activities that do not require too much time to work on and in producing with the English language.

After the application of this project, new answers and questions arise. I learn a lot with the application of this project, because I observed how students work and react with the audio-visual aids.

- Why do audio visual aids have a better impact on students' learning?
- How can I relate the main interest of each student to each lesson?
- How can students influence the creation of the material?
- It will affect students' learning, if they go back to work with the material that they were used to like notebooks and books?

Definitely I would take more into account students' main interests and learnings. This will help me also to create material that will be adapted for only students use. I

feel that if I create material it would be much easier for students to work on, because this type of material will be more helpful for their learning and could help improve my teaching skills with students. I will also explore more technological media and resources like apps that students could work on in the classroom.

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APPENDIX

Appendix

This section includes material, diagnostic tests, activities and final products that were created in the lessons.

APPENDIX (A): Diagnostic test that was used, during the period of observations it consisted in three pages.

Esc. Sec. Gral. Antonio Díaz Soto y Gama
Examen Diagnóstico
 2º grado de secundaria
 Segunda Lengua, Inglés
 Miss Karla Morales

Score = **53**
 Final Grade = **9.4**

Complete name: Valentina Alemán DLS
 Grade & group: 2B Date: 01/09/2022

Order the next words in the correct column

January	August	Saturday	April
Monday	June	March	Sunday
February	October	Tuesday	May
September	Thursday	December	Wednesday
Friday	July	November	

5. Do you like coffee?
 a) Yes, I do
 b) Yes, I does
 c) No, he is not

6. Are you a dentist?
 a) Yes, I am
 b) No, she is
 c) Yes, he is

7. Order the next words in alphabetical order: money, mother, mosaic, motion, motivate

- money
- mosaic
- mother
- motion
- motivate

Look the next dictionary sheet and answer the questions

"happy" *hæp.i* adj. hap-pi-er, hap-pi-est
 1. Characterized by good luck; fortunate. 2. Enjoying, showing, or marked by pleasure, satisfaction, or joy. 3. Being especially well-adapted; felicitous: a happy turn of phrase. 4. Cheerful; willing: happy to help. 5. a. Characterized by a spontaneous or obsessive inclination to use something. Often used in combination: trigger-happy. b. Enthusiastic about or involved with to a disproportionate degree. Often used in combination: money-happy; clothes-happy.

8. Select the ENTRY word
 a) hapier
 b) happy
 c) hapiest

9. Write the part of speech.
adj.

10. Write the pronunciation
hæpi

11. What type of dictionary is it?
 a) bilingual dictionary
 b) monolingual dictionary

Choose the correct answer in each question

- The date "16 de enero de 1990" in English is:
 a) January 16th, 1990
 b) January 16st, 1990
 c) 1990/Jan/16th
- How do you say "puedo ir al baño" in English?
 a) May I go to the classroom?
 b) May I go to the bathroom?
 c) May I go out?
- What's your name?
 a) 33 36 22 64 84
 b) Today is Thursday
 c) Mariana Rosales
- What's your phone number?
 a) It's on October
 b) My phone number is 33 00 54 84 77
 c) No, I don't like it

Days of the week

1. Monday	2. Thursday	3. Wednesday	4. Tuesday	5. Friday	6. Saturday	7. Sunday
-----------	-------------	--------------	------------	-----------	-------------	-----------

Months of the year

1. January	2. February	3. March	4. April	5. May	6. June	7. July	8. August	9. September	10. October	11. November	12. December
------------	-------------	----------	----------	--------	---------	---------	-----------	--------------	-------------	--------------	--------------

LAROUSSE Compact

(APPENDIX A)

Choose the correct answer for each image

- ✓ 12. a) run
 b) write
 c) speak



- ✓ 15. a) watch tv
 b) play videogames
 c) run

- ✓ 16. a) wake up
 b) go to bed
 c) play soccer



- ✓ 13. b) study
 a) write
 c) play

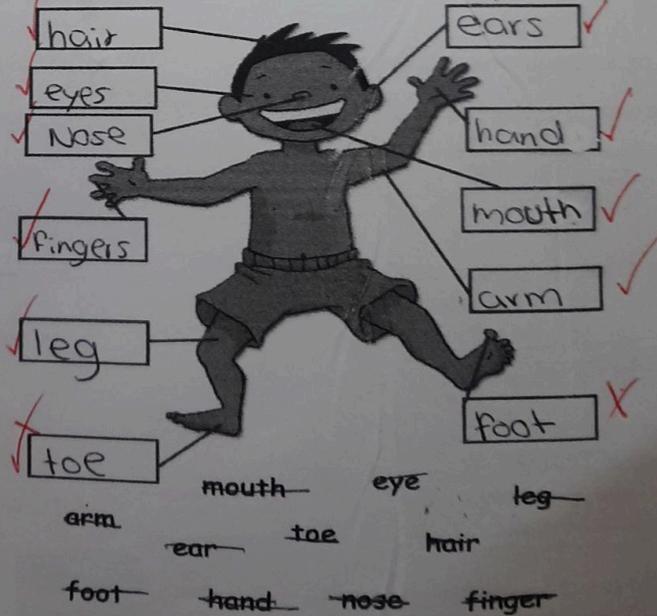


- ✓ 14. c) cook
 a) drive
 b) walk



17. Write the correct word

Parts of the Body



(APPENDIX A)

18. Read the following text and answer the questions.



Little Red Riding Hood lived in a wood with her mother. One day Little Red Riding Hood went to visit her granny. She had a nice cake in her basket. On her way Little Red Riding Hood met a wolf. 'Hello!' said the wolf. 'Where are you going?' 'I'm going to see my grandmother. She lives in a house behind those trees.' The wolf ran to Granny's house and ate Granny up. He got into Granny's bed. A little later,

Little Red Riding Hood reached the house. She looked at the wolf. 'Granny, what big eyes you have!' 'All the better to see you with!' said the wolf. 'Granny, what big ears you have!' 'All the better to hear you with!' said the wolf. 'Granny, what a big nose you have!' 'All the better to smell you with!' said the wolf. 'Granny, what big teeth you have!' 'All the better to eat you with!' shouted the wolf. A woodcutter was in the wood. He heard a loud scream and ran to the house. The woodcutter hit the wolf over the head. The wolf opened his mouth wide and shouted and Granny jumped out. The wolf ran away and Little Red Riding Hood never saw the wolf again.

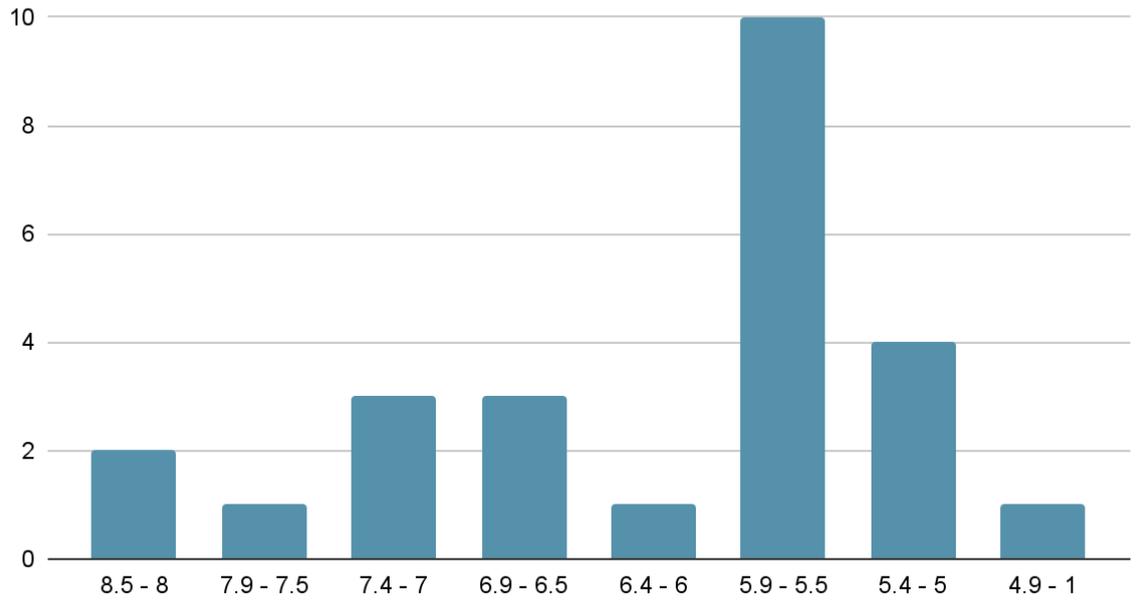
Put the sentences in order.

19. 2 ✓ On her way she met a wolf.
20. 4 ✓ Little Red Riding Hood looked at the wolf's eyes, ears, nose and teeth.
21. 1 ✓ One day Little Red Riding Hood went to visit her granny.
22. 7 ✓ Little Red Riding Hood never saw the wolf again.
23. 6 ✓ The wolf opened his mouth wide and Granny jumped out.
24. 3 ✓ The wolf ran to Granny's house and ate Granny up.
25. 5 ✓ A woodcutter heard a loud scream and ran to the house.

GOOD LUCK! 😊

APPENDIX (B): This chart presents the results that students got from their diagnostic test appliance.

GRADES OF STUDENTS'



APPENDIX (C): This is a model that is used to present the stages of the ZDP.

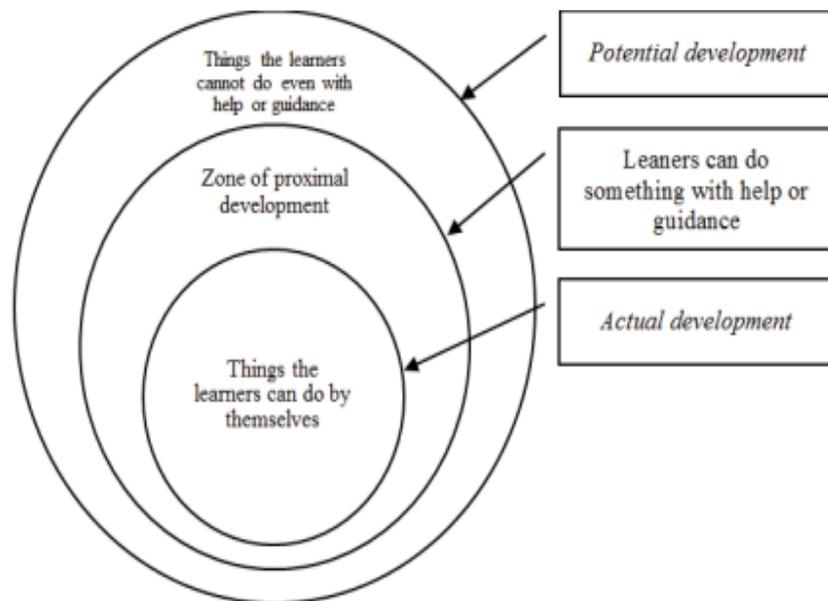


Figure 1 Zone of Proximal Development
(Vygotsky, 1978: 86)

(APPENDIX D): Lesson plan used during the first lesson of this project.



BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO
LICENCIATURA EN APRENDIZAJE Y ENSEÑANZA DEL INGLÉS
EN SECUNDARIA.

Teacher	Moya Moreno Pablo Emanuel				
Traineé:					
Scholar year	3	Semester	6	Group:	A
		:		Subject:	Innovation to Teaching

School's information

School:	Antonio Diaz Soto y Gama	Head Teacher:	Diana Karina Hernandez Cantu
Address:	Calle Padre Eusebio Kino No. 6, Colonia FOVISSSTE, San Luis Potosí, San Luis Potosí, C.P. 78150		

Class Information

Junior high school teacher:	Karla Lucia Morales Rodriguez				
Subject:	English	Grade:	2	Group:	A, B, C, D
Student's average age:12-13		Total student's number:	116		

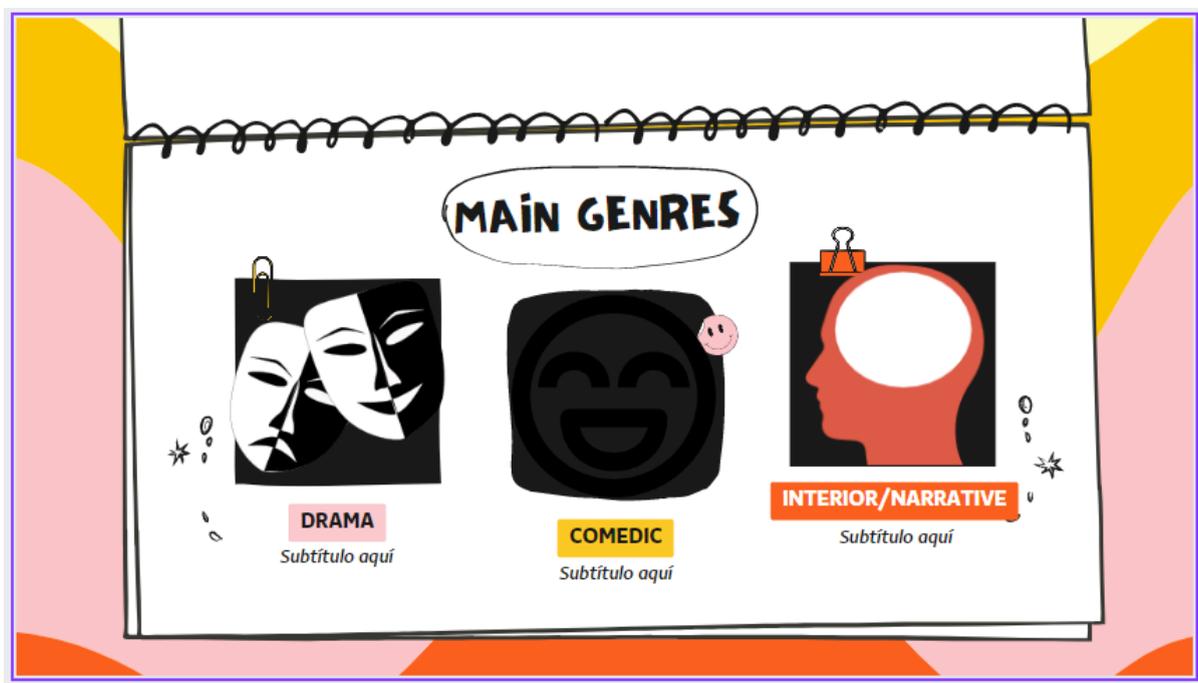
Class Profile: I work with 4 groups of second grade, they have a very basic level of English, the students have a great response in the work, does not matter if it is individually or in group, they have a great response, there is some aspects that we need to work on their level of English, like the vocabulary and use of English.

Topic:	Improvising a monologue
Main Aim of the lesson:	Different genres in the monologues
Assumptions:	The students will know about the different genres in the monologues

STAGE/TIME/AIM	DESCRIPTION	MATERIAL	SKILLS TO BE PRACTICED	POSSIBLE PROBLEMS AND SOLUTIONS.
Presentation	To start this lesson, the teacher is going to present the 3	SLIDES APPENDIX 2.1	-Speaking -Listening	

	<p>main genres that are interior, dramatic and comedy. The teacher is going to ask them what they know about these 3 genres. The teacher is going to show 3 different videos from TV shows where the students will identify the main genre of each video.</p>	<i>Videos</i>		
Practice	<p>The students are going to work with a worksheet with two exercises; the first one they have to relate the definition of each genre, after they have related each definition. The students are going to watch some excerpts from movies and they are going to identify the main genre.</p>	<i>-Worksheet APPENDIX 2.1</i>	<i>-Reading</i>	
Production	<p>To close this lesson the students are going to read some excerpts, where they are going to fill the missing gaps and then they are going to identify the genre of each excerpt.</p>	<i>-Worksheet APPENDIX 2.1</i>	<i>-Reading</i>	

APPENDIX (E): Slide used to explain the main genres of the monologue to the students



(APPENDIX F) Results of students, when they identified the main genre, context and intonation of the performer of the video

Student that were able to:	Genre of the monologue	Context of the video	Intonation of each video
Identify	22	15	19
Did not.	4	11	7

(APPENDIX G) Main results and difference of students. When they work with regular material and audio-visual resources

Students working with:	Audio-visual resources	Regular Material
Use of foreign language (English)	18	10
Use of mother language	8	16

(Spanish)

(APPENDIX H): Worksheet used in the lesson for students to work on the identification of monologue genres.

Types of monologues 1 Date: _____

I. Read the characteristics and identify each type of monologue.

interior/narrative – dramatic - comedic

1. _____ This monologue has theatrical qualities. It expresses tragic and painful situations. It's frequently used in poetry.

2. _____ The character recalls stories and events from his life in a funny way. It used to tell jokes.

3. _____ The character reveals his/her inner thoughts. It's about fictional or real stories.

II. Complete the excerpts of the following monologues.

crazy - house - star - why - foot - do - bad - thinking - nose - feel

A I'm married, have a 1) _____ and work hard. I have commitments. Do you understand? You didn't 2) _____ any of that and there's nothing wrong with your life because it's the way you've chosen to live it and that's fine, but you don't respect my choices and who I am today.

B Do you think I'm pretty? Wow. I haven't heard that in so long. It surprised me. Sometimes, I wonder 3) _____ people don't say it more. Just a "you look pretty" could change someone's day. It helps someone else and you. You feel good by making other people 4) _____ good.

C Go and catch a falling 5) _____. Get with child a mandrake root, Tell me where all past years are, Or who cleft the devil's 6) _____. Teach me to hear mermaids singing, Or to keep off envy's stinging, And find, What wind

D When you told me you stopped loving me, I couldn't stop 7) _____ about it for days, weeks, months and it started to drive me 8) _____, the more arguments we'd have, even the small things, everything began to bother me. I'm so angry with you.

E I'm ugly. Oh, yes, I am ugly. Look at this 9) _____ and this hair! I am not perfect... In any way. Perfectly ugly maybe.

F I didn't mean to make you feel 10) _____. I feel so horrible about it. I love you... I wish I could hurt myself worse in some way. Please forgive me.

III. Now write the type of monologue of each.

A	B	C	D
_____	_____	_____	_____
	E	F	

(APPENDIX I) Lesson plan used for the second lesson of the project



BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO
LICENCIATURA EN APRENDIZAJE Y ENSEÑANZA DEL INGLÉS
EN SECUNDARIA.

Teacher	Moya Moreno Pablo Emanuel				
Traineé:					
Scholar year	3	Semester	6	Group:	A
		:			Subject: Innovation to Teaching

School's information

School:	Antonio Diaz Soto y Gama	Head Teacher:	Diana Karina Hernandez Cantu
Address:	Calle Padre Eusebio Kino No. 6, Colonia FOVISSSTE, San Luis Potosí, San Luis Potosí, C.P. 78150		

Class Information

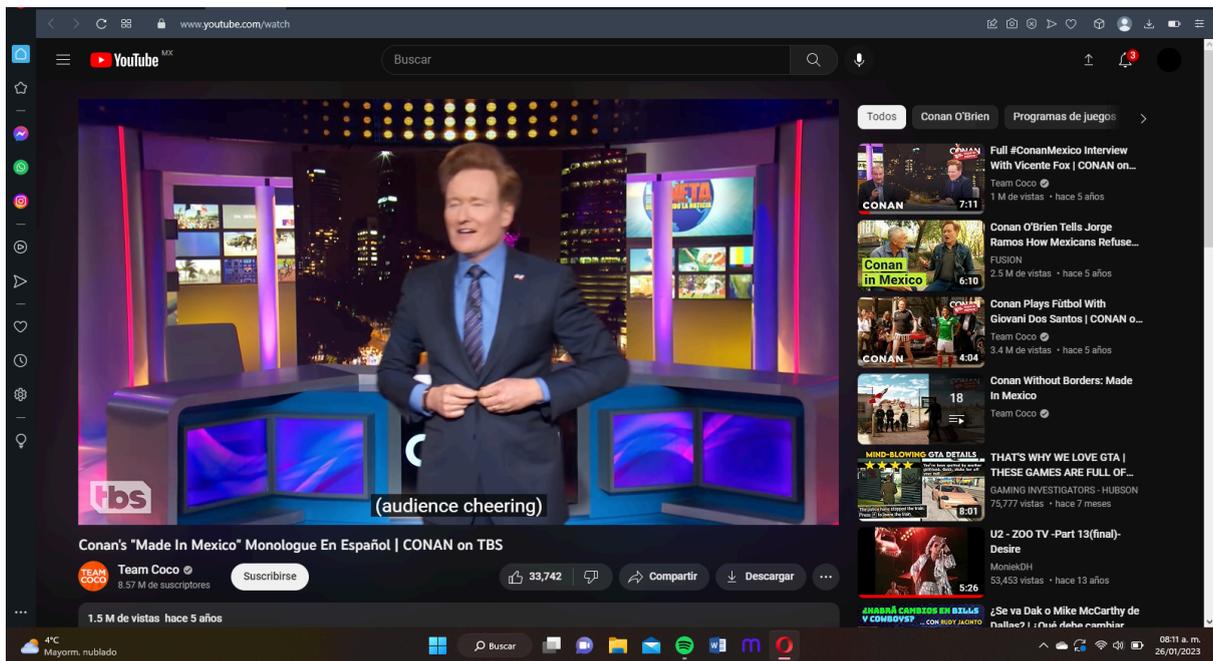
Junior high school teacher:	Karla Lucia Morales Rodriguez				
Subject:	English	Grade:	2	Group:	A, B, C, D
Student's average age:12-13		Total student's number:	116		

Class Profile: I work with 4 groups of second grade, they have a very basic level of English, the students have a great response in the work, does not matter if it is individually or in group, they have a great response, there is some aspects that we need to work on their level of English, like the vocabulary and use of English.

Topic:	IMPROVISING A MONOLOGUE
Main Aim of the lesson:	The students will listen and watch a monologue and then write a monologue.
Assumptions:	The students will be able to write a monologue and they are going to expose it including facial expressions and body movement.

STAGE/TIME/AI M	DESCRIPTION	MATERIAL	SKILLS TO BE PRACTICED	POSSIBLE PROBLEMS AND SOLUTIONS.
Presentation	The students will watch a monologue, the students are going to take special attention to the facial expressions and body movements that the person in the video does. They are also going to analyze the main topic and what he is talking about.	-Video https://youtu.be/cXWkoRCfTWY APPENDIX 4.0	-Listening	
Practice	The students are going to work with a worksheet where they will write 3 monologues (dramatic, interior and narrative).	-Worksheet APPENDIX 4.1	-Writing	
Production	After they have finished their monologues, they are going to read it, they have to include facial expressions and body movement	-WORKSHEET	-Reading -Speaking	

(APPENDIX J) Video monologue used for this activity, taken from an American late night show.



(APPENDIX K): Result of the students who identifies, the main characteristics of the video of Conan O'Brien

Characteristics	Students that identified	Students that did not identify
Voice tone	19	9
Main Setting	28	
Genre	27	3
Face Expressions	23	

(APPENDIX L): Worksheet used for students' work.

Monologue about my family Date: 21/02/23

Complete the monologues. You can use the vocabulary on the left side.

Type of monologue: Narrative
 Let me tell you something about my family.
 I live with my 1) mom, dad, sister

My 1) mom's name is Mirna Nataly.
 2) He is 30 years old.
 2) _____ is 3) _____ and 3) _____.

** You can repeat this part for each family member*
 We've got a pet 4) dog. 5) Her name is Sipi
 2) She is 6) black
 2) He is 7) crazy and 7) _____

Type of monologue: Interior
 I would like to start by saying that I'm proud of my family.

Thanks, 1) Mom for 8) being there
when I needed it
 You are such a 9) good and great person.
** You can repeat this part for each family member*

Type of monologue: Dramatic
 I really hate my 1) cousin sometimes.
 2) She treats me like 10) dirt
 Our relationship is bad because
 2) she 11) bothers me, plays the
victim cards, has no respect
and _____

 It's so annoying. I'm not exaggerating when I say that.
 2) she is a 12) horrible ungrateful person.

(APPENDIX M): Lesson plan used for the third lesson of the project

BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO



LICENCIATURA EN APRENDIZAJE Y ENSEÑANZA DEL INGLÉS
EN SECUNDARIA.

Teacher Trainee:	Moya Moreno Pablo Emanuel				
Scholar year	3	Semester	6	Group:	A
		:			Subject: Innovation to Teaching

School's information

School:	Antonio Diaz Soto y Gama	Head Teacher:	Diana Karina Hernandez Cantu
Address:	Calle Padre Eusebio Kino No. 6, Colonia FOVISSSTE, San Luis Potosí, San Luis Potosí, C.P. 78150		

Class Information

Junior high school teacher:	Karla Lucia Morales Rodriguez				
Subject:	English	Grade:	2	Group:	A, B, C, D
Student's average age:12-13		Total student's number:	116		

Class Profile: I work with 4 groups of second grade, they have a very basic level of English, the students have a great response in the work, does not matter if it is individually or in group, they have a great response, there is some aspects that we need to work on their level of English, like the vocabulary and use of English.

Topic:	Improvising a Monologue
Main Aim of the lesson:	Review
Assumptions:	The students will make a review of the monologue, before they start working on the unit project

STAGE/TIME/AI M	DESCRIPTION	MATERIAL	SKILLS TO BE PRACTICED	POSSIBLE PROBLEMS AND SOLUTIONS.
Presentation	The students are going to hear an excerpt of the	<i>MOVIE EXCERPT</i>	<i>-Listening</i>	

	movie GOODFELLAS, they are going to hear the principal monologue of the movie.			
Practice	Now the students are going to hear the audio again and fill the missing gaps from the text and answer some questions of the same monologue.	<i>-Worksheet APPENDIX 5.0</i>	<i>-Listening -Writing</i>	
Production	To close this lesson students organize their ideas for their monologue.	<i>Notebook</i>	-	

(APPENDIX N): Worksheet used with a movie excerpt that was presented to the students.

Monologue 1 Date: _____

I. Listen to the monologue and circle the correct option.

1.- WHAT KIND OF MONOLOGUE IS THIS?
A)DRAMATIC B)INTERIOR C)COMEDIC

2.-THE MONOLOGUE IS A)FORMAL B)INFORMAL

3.-WHO WAS THE BOSS? R= _____

-REMEMBER -WANTED -BEING -BETTER -PRESIDENT -BEFORE
-WANDERED -THEM -THERE -SOMEBODY -PARKED -TICKET -CARDS
-COPS -BOSS -NEIGHBORHOOD

As far back as I can _____, I always _____ to be a gangster. To me, _____ a gangster was _____ than being _____ of the United States. Even _____ I first _____ into the cabstand for an afterschool job I knew I wanted to be a part of _____. It was _____ that I knew that I belonged. To me, it meant being _____ in the neighborhood that was full of nobodies. They weren't like anybody else. I mean, they did whatever they wanted. They double _____ in front of a hydrant and nobody ever game them a _____. In the summer when they played _____ all night, nobody ever called the _____. Tuddy Cicero. Tuddy. Tuddy ran the cabstand in La Bella Vista Pizzeria and a few other places for his brother Paul who was the _____ over everybody in the _____. Paulie might have moved slow, but it was only because he didn't have to move for anybody.

(APPENDIX O): Lesson plan used for my fourth lesson of the project



BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO
LICENCIATURA EN APRENDIZAJE Y ENSEÑANZA DEL INGLÉS
EN SECUNDARIA.

Teacher	Moya Moreno Pablo Emanuel					
Traineé:						
Scholar year	3	Semester	6	Group	A	Subject: Innovation to Teaching

School's information

School:	Antonio Diaz Soto y Gama	Head Teacher:	Diana Karina Hernandez Cantu
Address:	Calle Padre Eusebio Kino No. 6, Colonia FOVISSSTE, San Luis Potosí, San Luis Potosí, C.P. 78150		

Class Information

Junior high school teacher:	Karla Lucia Morales Rodriguez					
Subject:	English	Grade:	2	Group:	A, B, C, D	
Student's average age: 12-13		Total student's number:	116			
Class Profile:						

Topic:	Improvising a Monologue
Main Aim of the lesson:	Writing a monologue
Assumptions:	The students will work in the unit project that is gonna be the monologue

STAGE/TIME/AIM	DESCRIPTION	MATERIAL	SKILLS TO BE PRACTICED	POSSIBLE PROBLEMS AND SOLUTIONS.
Presentation	The teacher will remind the students what their			

	monologue needs to have and what it should include.			
Practice	The students will start working on their monologue, they will have all the lesson to work with their monologue	<i>-MONOLOG UE</i>	<i>-Writing</i>	
Production	The teacher will ask the students if they have already finished their writing.(In case they have not finished their writing, they will have a chance to finish their writing in the next class.)		-	

(APPENDIX P): Lesson plan used for my last lesson of this project.



BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO
LICENCIATURA EN APRENDIZAJE Y ENSEÑANZA DEL INGLÉS
EN SECUNDARIA.

Teacher Trainee:	Moya Moreno Pablo Emanuel				
Scholar year	3	Semester	6	Group	A
		:		Subject:	Innovation to Teaching

School's information

School:	Antonio Diaz Soto y Gama	Head Teacher:	Diana Karina Hernandez Cantu
Address:	Calle Padre Eusebio Kino No. 6, Colonia FOVISSSTE, San Luis Potosí, San Luis Potosí, C.P. 78150		

Class Information

Junior high school teacher:	Karla Lucia Morales Rodriguez				
Subject:	English	Grade:	2	Group:	A, B, C, D
Student's average age:12-13		Total student's number:	116		

Class Profile: I work with 4 groups of second grade, they have a very basic level of English, the students have a great response in the work, does not matter if it is individually or in group, they have a great response, there is some aspects that we need to work on their level of English, like the vocabulary and use of English.

Topic:	Monologues
Main Aim of the lesson:	Monologue presentation
Assumptions:	Some students will be able to present their monologue.

STAGE/TIME/AI M	DESCRIPTION	MATERIAL	SKILLS TO BE PRACTICED	POSSIBLE PROBLEMS AND SOLUTIONS.
Presentation	The teacher will give instructions about the presentation of the monologues, only 5 students will be able to present due to the time. The students will have 10 minutes to finish and check their monologues before they make the final delivery.			
Practice	Only 5 students are gonna be able to present their monologue, the ones that will be presented will be random. The 5 students will present and the other students will have to pay attention and listen to their classmates' monologue.	<i>-Monologue</i>	<i>-Reading -Speaking</i>	
Production	The other students are going to answer some questions about the monologue, questions like what was the main topic, etc.		<i>-Writing</i>	

(APPENDIX Q): Final product, from the five lessons used for this project.

MONOLOGUE

Hi, good ... I will tell you about the day

I get locked in the shower at my house.

That day i was with my cousin at my parent's house, it was the mother's day and we went to take a shower (we were 8-9 years old aproximelly) we finished and we wanted to get out from the shower room, but we had to pull the door hardly because it had caught himself with a tower, when we pulled the door out, it passed the edge that prevent the water from coming out, and we didn't realized about it.

So we tired to moved the door but it was stacted then we tried to figure out how to solve the problem, hopefully my cousin had a barrete in her hair and we were able to lift the door's rubber that prevent the water from coming out and throw the door upon leaving, in consequence the whole bathroom and my parent's room had flooded, for all the water that come out while we bathed. At the end we couldn't celebrate with our mom's because we had to clean and dry all the mess.

Until this day we continue enjoying and

(APPENDIX Q)

Hi! today go to count about my first love all start so much years ago when i have 7 years old there was one group of boys the make me bullying one day one boy defend me so i start to past time whit he, the boys be funny and smart, i loved past time whit he, he's name is alex, alex and me make friends and pas so much time thoghether, he make my days more funny, to pas the years alex and me be so much cercain, be count evreting the one of the other, one time go to walk and i hurt my foot so he shop me one gift and then go to the alex's house for se movies but he don't feel the same for me and now he have girlfriend

DATE: today is Monday 28th february 2023