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

TITULO: The use of communicative activities to Improve speaking skills in a first grade class

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FECHA: 7/4/2019

PALABRAS CLAVE: Salón de clases, Competencia comunicativa, Comunicación oral, Habilidades comunicativas y Lenguaje oral

SECRETARÍA DE EDUCACIÓN DE GOBIERNO DEL ESTADO

SISTEMA EDUCATIVO ESTATAL REGULAR

DIRECCIÓN DE EDUCACIÓN

INSPECCIÓN DE EDUCACIÓN NORMAL

BENEMÉRITA Y CENTENARIA
ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ

GENERACIÓN

2015   **2019**

"THE USE OF COMMUNICATIVE ACTIVITIES TO IMPROVE SPEAKING SKILLS IN A FIRST GRADE CLASS"

ENSAYO PEDAGÓGICO

QUE PARA OBTENER EL TÍTULO DE LICENCIADO EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD EN LENGUA EXTRANJERA: INGLÉS

PRESENTA:

SAÚL HERNÁN MARTÍNEZ RIVERA

ASESOR (A):

MTRA. DIANA KARINA HERNÁNDEZ CANTÚ

SAN LUIS POTOSÍ, S.L.P.   **JULIO DEL 2019**

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Por ser un gran ejemplo en la vida, por inculcarme el valor del trabajo arduo y a nunca rendirme, apoyarme y motivarme y que de ahora en adelante será mi colega y un guía en mi nuevo camino como docente.

A mi Madre:

Por siempre estar para mí en los momentos más difíciles, apoyarme y darme ánimo en esos momentos en los que quise abandonar el camino y hacerme seguir adelante y ahora por fin estoy del otro lado, gracias por tanto apoyo madre.

A mis hermanos, Kevin, Alondra y Rubí:

Por siempre sacarme una sonrisa, pedirme apoyo y recordarme lo bonito que es ser maestro y en un futuro espero brindarles el mismo apoyo que ellos me dieron y verlos salir adelante terminando una carrera universitaria.

A AVVM:

A ella que estuvo conmigo durante todo mi proceso de cuarto año, que me apoyo cuando más lo necesite, por sus palabras de aliento, de no dejarme vencer y sacar adelante cualquier obstáculo que se me pusiera enfrente. Y estoy más que seguro que ahora que se dio cuenta de cómo es trabajar el último año, sabrá sacarlo adelante sin tantas complicaciones como las tuve yo.

A mi asesora, Diana Karina Hernández Cantú:

Por su grandioso apoyo, y guía tan extraordinaria, gracias a ella, que supo cómo darme ánimo para lograr terminar en tiempo y forma, por todo el tiempo extra que dio para que yo pudiera tener un buen documento, su enseñanza y forma de ver los temas siempre fueron de gran ayuda, sin la presión que sentí, jamás hubiera logrado estar escribiendo esto. Muchas gracias maestra.

A mis sínodos, al maestro Chaves Nolasco y a la maestra Yunuen Cruz:

Por haber leído y comentado sobre mi ensayo pedagógico y formar parte de mi trayectoria profesional.

Al maestro Jesús Ricardo Muñoz Ovalle (RIP) :

La más grande persona que jamás había conocido, tan lleno de conocimiento que siempre admiraba más y más con cada platica y clase que tuve con él, le agradezco eternamente por haber sido tan gentil y jamás negarse a hablar sobre los problemas personales que llegue a tener, como prometí profesor, finalmente lo he logrado y en gran parte será a usted. Por circunstancias de la vida hoy usted ya no está entre nosotros, pero sé que usted cuida y seguirá dando aliento a todos sus alumnos. CARPE DIEM

A mi mejor amiga, Salma Yulissa:

Una de las personas más cercanas que conocí durante este trayecto profesional, jamás me dejo solo y siempre estuvo conmigo para darme ánimo y apoyo, contagiarme de esa sonrisa que siempre tenía, tan alegre y contagiosa.

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INTRODUCTION

INTRODUCTION

The following document is a product of a process of investigation and teaching practices carried out with a specific group of students in a middle school in order to conclude with my studies in the English major at the "Benemérita y Centenaria Escuela Normal del Estado de San Luis Potosi". It was created during my last school year in the major throughout different practice periods during the school year 2018 – 2019 at the middle School "Dionisio Zavala Almendarez".

This pedagogical essay reflects the results of my investigation. The topic to be studied is: "The use of communicative activities to improve speaking skills in first grade class". After the observation period with the group of First "C" a lack of speaking opportunities was detected. Consequently, the need to use communicative activities to stimuli them to practice and improve this skill was derived. Therefore, the topic chosen aimed to benefit both, students and their learning process as well as my personal trainee performance.

My personal reasons on developing this topic raised since previous observations and practices where I noticed that the teachers that I worked with, used not to spoke in English, they provided students the work on this language but the instructions they gave were in Spanish, so I wanted to focus on this skill and promote a different English class, through the use of communicative activities that students could easily relate to their daily activities. With my group of study, I observed that students were accustomed to recurrent practice in reading and writing activities on different topics, but without oral interaction in the target language. Another aspect that influenced in my decision of working with speaking skills was that this skill is the less used in a classroom, so this represented to me a big opportunity to work with my students and to try to help them develop this skill through different communicative activities, such as role plays, broken telephone, picture and running dictation.

The purpose of this investigation was to asses my own ability as future teacher by focusing on speaking skills through the use of communicative activities and evaluating students with rubrics that provides results of student's improvement or weaknesses with a second language. Considering that the emphasis of this research was to use communicative activities and improve speaking skills inside the classroom during my teaching practices, the attention would primary rely on students level, previous knowledge about common things, such as food, activities and verbs or even to present by themselves saying "My name is" all of this was used as reference to as starting point to begin with the lesson planning.

However, before applying different communicative activities, different research activities were made. Starting in May 2018 when our assessor asked us to start looking for information for our future topic, I began reading books, finding out methodologies that could be applied in my pedagogical essay. Then in August 2018 I create a survey that I applied to students during observation period to find out what their thought about learning a second language was. A diagnostic test by Cambridge was applied, to recollect data about their authentic English level. The exam involved three different skills, reading, writing and listening. Due to the lack of time we had with the group of First "C" my tutor and I, made the decision to apply a spelling bee activity that helped us evaluate their speaking skills and finally a questionnaire with personal information was applied. This was with a specific purpose of identifying the needs they had and to have a complete class profile.

My group of study consisted of 22 students, 7 boys and 15 girls. In this group there was a girl that according to the survey applied to students she answered that she had never been in a Private English School or even had a personal teacher as other students in her same classroom. She tried to ask the doubts she had and even asked how to say words in English. She was one of the students that really wanted to learn. On the other hand, there was another student that had been taking Private English classes for a while, but she did not like to participate. She said that was afraid of doing it and that the other students might laugh of her. Considering those

two students, I thought that they might help me let the rest of students participate more.

The linguistic needs that my students had were related to the listening and speaking skill. What I could conclude was that the previous teachers did not used to include speak and gave them the instructions in L1 (Spanish). Although the topic and product were in English. So, considering this I determined that I had to focus more on improving speaking and listening skills, so my students would raise their English level. Considering the affective needs that I observed my students had were related to stimulus- response. Due to the fact that they reacted in a good way when I recognized them after they had spoken in English, or even asking for permission.

The research steps that I followed for this pedagogical essay were, first create a mind map in a notebook, writing ideas and relating it with some authors that through they previous years I checked and worked with in several class essays and other classes such an OPD (Observacion y Practica Docente), English class, this last one was more about activities that I could implement during this last years as a teacher trainee. Going to the school library was one of the most important places where I look for information and read previous pedagogical essays. The second step made was to look for specific author that were related to my topic, diving it into communicative activities and through which method should I adapted it to. At the beginning of my research I tried to adapt my C.A. (Communicative activities) through the Rassias Method ©, due to the fact that at the end of sixth semester the school offer us a course about this method and how we could use it in our classes.

I replaced the Rassias © Method with the audiolingual method, because while I was looking for information about my topic, I found some books that described this method as functional, used during the Second World War, to help their soldiers to understand certain vocabulary to communicate with others. That was why it totally caught my attention and I started looking out for more information and adapting to my research. After I had enough information I started applying it during the school

year 2018 – 2019 with the group of First C, the results were not the as I expected but I consider that my students learned more about the use of a second language.

Difficulties encountered through this research were focused in the implementation of the activities due to the lack of experienced that I had, the English level of my students, I knew which it was but my level it was higher compared with them, I lost control of it and most of the times I forgot it and I talked faster or the way that I pronounced was not clear for them. I learnt that using body language is essential while you are giving instructions to students, even if you do not say a word.

The utility for this pedagogical essay was that it could be useful not just for future teaching practices also for everybody that reads this research. This essay provides the space to share my academic experiences and might motivate other future teacher to implement similar activities. Expand the use of communicative activities which could result end in the development of better students. The ideas towards the use of speaking skills throughout communicative activities might be beneficial to teachers and students of the English subject in middle school.

CHAPTER I

I. TOPIC OF STUDY

The following essay aims to promote reflection and analysis on a specific skill which is in this case speaking. The first thing was to detect an educational need of first grade students which after some analysis it was determined that there was a lack of English use inside the classroom. The results obtained from the professional experience showed how the need was addressed by the teacher trainee, how students responded regarding the activities. What was learned from the different types of contact with them, and how the results could have been improved.

1.1 Nucleus and Topic Line

Students had a natural need to interact and socialize within their social context, additionally, they need to do it in the foreign language they are learning as part of the learning process to develop the language. Nevertheless, that is to say, there is a need for practicing the language through communicative activities by being through the language, not just knowing about it. According to Rivers (1987, p.30) being able to interact in a language is essential because communication derives essentially from interaction. Therefore, speaking it is crucial when learning a second language because students need to be given chances to use the language they are learning by communicating with others in order to learn it effectively.

According to the 2011 English Study Plans (SEP, 2011) competency in the English language does not stem from mere repetition or exposure to it for a long time. Most importantly, it is necessary to have a variety of individual and collective experiences that include different ways to participate in oral exchanges and in text reading and writing. Some authors who mention the importance of communicating in the second language are Richards (2008), Harmer (2007), and Rivers (1987) among others. They address that the purpose of learning a foreign language is to communicate and interact. Another aspect worth mentioning is that oral interactions between students were not in the target language (L2), this made it clear that I would

need to focus on the developing of speaking skill. That is the main reason that this research focused on activities and materials that could serve as stimuli for the improvement of speaking skills in the English classroom.

During the first observation period with the group, I noticed a serious lack of speaking opportunities inside first grade "C" to improve learning of the second language (English). Observation was the main tool to get my initial group information, this helped me to notice the lack of exchanging information between student-student and teacher-student in English. Students practiced mainly focusing on reading and writing activities, the majority of the students were reluctant to participate in the target language (L2) and preferred to use Spanish (L1). That is why I needed to encourage and get them interested in speaking.

The area of focus forms part of the nucleus "The didactic competence in teaching the specialty" because I worked using techniques and implementing activities where students had to interact and socialize within their social contexts as part of their learning process of a foreign language. Which means, that a special need existed for them to practice the language through communicative activities, being through the language, as well as knowing about it. Being able to interact in a language is essential because communication derives essentially from interaction. (Rivers, 1987).

1.2 Description of the Case Being Studied.

Considering that the main emphasis of this research is the incorporation of different communicative activities in the teaching practice, the attention was primarily based on students speaking skills and their use inside the classroom. The followings are aspects that covered the case that was studied in this pedagogical essay.

1.2.1 Purpose of Study.

During the First Practice period with the group of First Grade "C", I noticed a need to develop their speaking skills through the use of communicative activities because the only skills commonly developed are reading and writing. Therefore, they needed more development of the speaking skill due to the fact that most of them had not had contact with the language in their junior school. The group chosen for this essay was First Grade "C" because there were various advantages in working with them like I already mentioned. Some of these reasons were not enough exposure to the language and that two students in this group had taken additional English Lessons at private schools.

Other reasons were that they supported each other when they did not remember or knew what to say when I asked to participate. As well as other ways of working, such as in groups, pairs, or individually, but when they work that way, students tend to use L1 (Spanish) instead of the target language (English) making it a challenge to incorporate speaking activities to activate participation in the English Class.

The selected activities to be implemented were applied in the continuous periods of practice in order to analyze learner's progress and setbacks experienced while developing their speaking skills. Referring to the first practice period, the activities chosen were not the most appropriate for student's level and characteristics. The introductory activities applied during the observation period were attractive to students but they were not developed correctly due to the fact that the lack of experience students and that they did not have enough vocabulary to express their ideas and even to try to ask for permission to go to the bathroom in English.

The analysis of the topic chosen for this essay was worthwhile because it provided me numerous opportunities to reflect upon my teaching trainee experience with a specific group, letting me be aware of areas of improvement to be developed in the future moments of my career as an EFL Teacher. Moreover, the complete process that was developed in this essay demonstrated what was done in order to

respond to the specific needs observed and detected in my teaching practices. In this case support for the development of students' speaking skills.

Regarding the recommendations given by my tutor during the observation period, she mentioned me she would be having an English workshop and wanted to incorporate speaking activities, which gave me the opportunity to apply my essay topic but unfortunately the principal did not assigned her the workshop, therefore my initial idea to develop this essay changed and I then considered the group "C" and took into account their profile as well as their interests for the communicative activities selected. Moreover the goals selected to be achieving during the course development were the following:

This first objective was the application of what students needed to obtain information about which communicative activities could be the most interesting to work with. The second objective was the evaluation. It was crucial to be included as an objective in order to reflect on the usefulness of the implementation of communicative activities in the development of speaking tasks according to students' opinion and my evaluation of the speaking task using a rubric. The last goal included the conclusions of the difficulties in the tasks and the use of materials with students and further suggestions to improve on them.

This essay intended to take into account three specific goals established above to enhance the learning of the foreign language through the implementation of communicative activities based on the contents incorporated in the Aprendizajes Clave (SEP, 2017) taking into consideration certain goals of their graduating profile at the end of the course 2018 – 2019 the students of First "C" could be able to increase their English level, moving from A1 to A2. It might not be the one recommended by SEP in their Plan & Program 2011 but the most important will be their new English acquisition achievements.

1.3 School Context and Geographical Location.

The school "Escuela Secundaria Dionisio Zavala Almendarez" (Work code: 24DES0018Z) is a public general middle school, located in the state of San Luis Potosi. It is directed by the principal Enrique Arevalo. Its address is Fernando De Magallanes #239 Street. The zip code is 78140. The area of the school is located and well accessed by students that come from different parts of the city and the neighborhood. (Appendix A: School Location).

The buildings that surrounds the school premises, there are local business in front of the school such as stationery and a mini food store. According to my tutor, teacher Nohemi Flores Coronado, there is plenty of traffic from private transport (students' parents with their own car) what sometimes makes difficult to found a parking lot. One of the mainly problems is because it causes lot of traffic and many students did not have enough time to get in at 7:30 which is the time when the Principal closes the door to students and also to teachers.

Within a 400 meters radius of the school, there could be found 13 stationery stores where students had access to places and get school supplies if were needed. There were 2 computer access services where they have the opportunity to rent a computer in order to complete their homework or even printed it in case it was required (INEGI, 2013).

1.3.1 School History.

The school "Escuela Secundaria Dionisio Zavala Almendarez" opened its doors on September 12th, 1973. The land was granted by urbanizadora industrial. The architect in charge to build the school was Joel Cuevas Patzuengo. The first principal that this school had was Profr. J. Jesús Mayorga Campos, the first president of parent's society was Mr. Guillermo Narváez Leyva. The school only had 10 teachers, two administrative, two prefects and two janitors. And during this time a code school

was given "ES34Z – 18" and for the work center was 24DES0018Z. Dionisio Zavala was invited to the inauguration of the school in his honor but he was not able to be in San Luis Potosi, because of health issues and unfortunately, he died one day before it was inaugurated.

1.3.2 Current Physical Condition of the school.

The physical characteristics of the building has drastically changed since it was founded. The school is surrounded by concrete walls, two metal gates at the entrance of the school. It has 18 classrooms where the total of 448 students are taught in the morning shift. The first grade classrooms have a range of 20 to 25 students per group, are well-ventilated, but none of them have projectors and desktop computers which for me was disappointing, because I really like to the use of ITC (Information Technology and Communications), and bring different type of material for my students such as videos or images.

Talking about the facilities that school has, there is basketball, volleyball and a soccer court for physical education activities. One of them is used every Monday for civic events, where the ceremony in honor to the Mexican flag takes place. The school facilities and characteristics mentioned affected the teaching and learning of English. Regarding the space and resources provided for it, for example, I planned an activity where students had to guide each other using directions and arrive to the principal office, to the court or to the teacher's room.

1.3.4 School Personal.

The principal of Dionisio Zavala is Prof. Enrique Arevalo and the vice- principle is Prof. Natividad Francisca Hernández. The school has 448 students, 200 are boys and 248 are girls. In reference to each grade in first grade there are 116 students in

total, 65 boys and 51 girls; in second grade there are 103 students in total, 66 boys and 37 girls, and in third grade there are 111 students in total, 69 boys and 42 girls. There is an average of 25 students per group. In the case of the rest of the personal, there are 53 in total, 27 are teachers and 23 are secretaries, coordinators, prefects and personal maintenance.

1.3.5 English Academy.

There is a specific English academy for this school. The four teachers in charge of English subjects of the morning shift are Nohemi Flores Coronado, Alberto Carlos Flores, Carolina Calderon and Alexandra Delgado. They are in charge of the eighteen groups of the three grades. The purpose of the academy is to make decisions about the activities to be carried out with their students regarding to the foreign language not only in a single English class also in the Club class as teacher Alberto Carlos gave musical English class. The four teachers work together to improve the English level of the students. Therefore, they work as a team with teachers from other subjects to improve students' performance with special educational needs; this is usually done during the academic meeting that take place every last Friday of each month during CTE (Consejo Tecnico Escolar).

During the first meeting between teacher trainees and tutors we applied a survey asking them five questions in order to find out about common practices carried out by the teacher at school. The results are as follows. (Appendix B: Teacher Survey)

According to teacher Nohemi Flores, the main aim of the English program is to enable students to improve both the ability to communicate and the linguistic competence in a second language, as stated in Aprendizajes Clave (SEP, 2018) The main aim is that "students develop knowledge, attitudes and strategies for participate and interact in social practices of the language, orally and written through social contexts with native speakers and nonnative speaker".

According to SEP in Aprendizajes Clave (Sep 2018, pp11), all students at secondary school should had a B1 level, but to be honest after a diagnostic test, the authentic level is going to be demonstrated, in my case, the students I had, reflected an A1 level. (Appendix C: Common European Framework of Reference for Languages (CEFR)".

Students creating their own material that is going to be used in the English classes will let them notice the importance of taking care of the material and make the topic easier to understand for them. This is something that in my experience as a Teacher trainee could present some obstacles, because lost time waiting students to finish the material while others do nothing because they had not brought material to work with.

I agree with my tutor, teacher Nohemi about the importance of taking care of the material but not all the students do what they need to do in class. Therefore, I should not disregard my head-Teacher recognition but I should try to bring my own material as to facilitate the teaching process during class time.

Penny Ur (2002) points out that overhead projectors, computers, video and audio equipment are excellent to work with because they are more vivid and attention-catching materials. However, they may also have technical problems: electricity failure, bulbs burning out, and lack of mobility. On the other hand, Penny Ur (2002) mentions that "Good teacher-made materials are arguably the best there are: relevant and personalized, answering the needs of the learners in a way no other materials can" (p.192) Without diminishing the capacity electronic equipment has to facilitate language learning, we agree with Penny Ur's suggestion of having a 'back up' plan for those moments when the use of electronics is not possible.

Talking about extra resources to work with Inside the classroom they don't have any extra resource like computers or projectors that could help make a difference in the explanation or showing a video students, teachers just have a whiteboard inside the classroom, but if they ask permission to the teacher in charge of "aula de medios" or the library, they are available to move their students to a different place and do

different activities this means, that I must consider time it takes to move from one place to another.

I adapted my material to get my students attention and engage them into the class. The evaluation in the English class is 50/50, which it means 50% for written exam and the other 50% is obtained by working in class, doing homework and participation, I spoke to teacher Nohemi to include communicative activities as part of the exam percent and fortunately she agrees to include my activities in the evaluation process.

1.3.6 Number of Students and Groups.

In first grade "C", there are a total of twenty-two students enrolled, eight boys and fourteen girls.   She just got along with one classmate, but her performance was not the same level as the rest of the group, but this girl never payed attention, and when you asked her to repeat, she was too shy to do it, even if the rest of the classmates supported her to participate, she was always reluctant. She needed more attention and monitoring from me to make sure she did not stay behind and look for another way to encourage her to participate or how to work with her.

1.4 Relevant Social and Academic Characteristics.

I was working with first grade students in 4 groups that are 1st C (22 students), 1st D (20 students), 1st E (22 students) and 1st F (24 students) with a total of 88 students and the group of study I choose is 1st C, I chose them because they were not participating in English during the lesson, they preferred to say it in Spanish even though they were in the English class, therefore my topic emerged which is communicative activities to improve the use of English inside of the classroom in first

grade students, and the main purpose is to involve my students within the class in daily life situations using English as the main source of communication.

According to Naveed (2012), there are many reasons which are responsible for the rapid spread of English. For example:

- It is a source of communication between the people with different cultures. They can use it as a unanimous resource to communicate with each other.
- English is considered as the language of science and technology. The people who want to gain knowledge of these fields, it is considered that they should know English language.
- It is believed that English is the native language of internet, as people who know English can deal well with internet.
- English is considered to be the language of modern age. It is being used in various fields as economy, e-commerce, medicine etc.
- English is a compulsory demand for most government and private jobs.

1.4.1 Group Average, Needs and Likes.

In order to find out more about student's regarding English, a survey about what their expectations feelings and likes are and how to work was carried out. The results helped me to understand my students. They answered a total of five questions choosing one option from the choices provided. A total of 22 students answered this survey (Appendix D: Student Survey).

The first question was about English and its importance to them; four students answered that it was important to learn English and eighteen answered that it wasn't. This perspective provided one of my challenges and reason for choosing this group, and trying to understand why they thought English was not important and to encourage them to learn through new activities, and to motivate them to participate in class.

The second question was about what they thought about learning English, eight students answered that it was boring, two answered that it was easy, twelve answered it is hard and no one chose that was interesting to learn English. What I conclude is that they felt that is harder to learn a new language, but at the same time the activities done previously might have been too difficult for them to the point that they did not want to try to give English a second chance.

The third question asked how they considered themselves learning English. One answered that they were very good at learning English, five answered that were regular at learning English, four were good at learning English, eight answered that they need to make an extra effort to understand the language and the other four students did not answer. Therefore, I found the need to adapt my activities to achieve the recommended goals in Aprendizajes Clave.

1.4.2 Linguistic Needs

During the first period of observations I apply the Diagnostic Exam (Appendix E: Diagnostic Exam) with a total of 45 questions, 25 for reading and writing and 20 for listening. The results were that just the 1% of the students reached A1 level and the other 99% had a result of True Beginner (TB). Due to the lack of time and school organization I couldn't apply the speaking section, but teacher Nohemi and I applied an activity called "spelling bee" that help to analyze the pronunciation that students have through the alphabet and simple words they knew.

CEFR (Common European Framework of Reference for Language) is mentioned as reference in Aprendizajes Clave (SEP, 2018, pág. 168), but I just focused on two, the one that students should have and what is the level that in first grade was achieved through the different activity's students complete and learned.

- Level achieved during the school year 2018 – 2019, A1: "Can understand and use familiar everyday expressions and very basic phrases aimed at the

satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help".

- B1 suggested by Aprendizajes Clave (SEP, 2018, pág. 187): "Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.

- Can produce simple connected text on topics which are familiar or of personal interest.

- Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

1.5 Description of the Case Being Studied.

Through my observations, diagnostic exam and survey results, even if they were true beginners it would be easier to get their attention and improve their use of English inside the classroom, using simple commands such as greeting, every day at the beginning of the class. This was something that was really simple. Through communicative activities it is intended that students increase their use of speaking inside the classroom without trying to use Spanish. They should feel comfortable with the use of English. When I used lot of speaking, they are usually bored and returned to the use L1.

My personal interest was to promote the use of English in classes, during my 4 years at BECENE (Benemerita y Centenaria Normal Del Estado) I observed that most of the teachers in public secondary schools that I practiced in use Spanish to give class but ask their work, projects and exams in English.

According to Harmer that is not a good way to teach, students get confused and start using just L1 even if they are learning a foreign language therefore, I should write all the vocabulary in a specific place on the whiteboard and ask students to write it in their notebooks, so they can check it if they try to use Spanish.

1.5.1 My Action Plan

Considering the situation, I began by investigating communication and how it is reflected in the classroom, when I understood what communication was. Which happens when is imparting or exchanging information by speaking writing or using other media that at the same time it conveys into a successful sharing of ideas and feelings. I associated it with communicative activities by investigating what they are and how it was related to my class objective. Then, when I should apply CA (Communicative activities) to improve the use of speaking inside the classroom or at least student try to use it.

The first activity that I consider was a role play, I thought that this type of activity would be beneficial to my students because it was contextualize in a doctor and a patient situation and also in a convenience store, unfortunately at that moment I didn't analyze and check different authors of how a role play should be applied.

1.6 What is known about the topic?

It is worth mentioning that the aspects that comprise the graduating profile of students in secondary school regarding to linguistic abilities as well as the role of the English language in this. According to Aprendizajes Clave by SEP 2017, the graduating profile of middle school reflects the characteristics that students must demonstrate at the end of their basic education studies as a guarantee that they can progress satisfactorily in any way they chose for their development. Students in

middle school develop competences for life, and, apart from knowledge and abilities, they include attitude and abilities for students to be able to perform diverse tasks.

Throughout Basic Education it is aimed that students learn and develop linguistic abilities to talk, listen, and interact with others; to identify and solve problems; to understand, interpret, and produce diverse types of texts. Nowadays, it is necessary to talk about the social and cultural practices of the language and its products which is the job of the school. The communicative ability in the contemporary world is incomplete without two extraordinary components. (SEP, 2017, p.80).

Another aspect worth mentioning about speaking is that when learners are exposed to the focus on the new language it needs to be practiced through different interactions to allow students with opportunities to use the new language as Rojas (2007) mentions that language acquisition is a social phenomenon is improved when English language learners have multiple opportunities to practice the language with other students in structured ways.

1.6.1 Presentation, Practice and Production Approach (PPP).

The lesson plans made for the implementation of material for this research, were based upon the Presentation, Practice, Production approach to language teaching (also known as PPP). This approach is one of the most recommended to trainee teachers as a teaching procedure.

Richards & Rodgers (2001, cited in Maftoon and Najafí, 2012) describe the three stages of the PPP:

- Presentation stage: The teacher begins the lesson by setting up a situation, either eliciting or modeling some language […]. Presentation may consist of model sentences, short dialogues illustrating target items, either read from the textbook, heard on the tape or acted out by the teacher.

- Practice stage: Students practice the new language in a controlled way. They drill sentences or dialogues by repeating after the teacher or the tape, in chorus and individually, until they can say them correctly […] matching parts of sentences, completing sentences or dialogues, asking, and answering questions using the target language.

- Production stage: Students are encouraged to use the new language in a freer way, either for their own purposes and meanings or in a similar context introduced by the teacher. It can be a role-play, a simulation activity or a communication task. (p. 32).

However, the reason for using this approach in the elaboration of my lesson plan was that it was commonly used during my teacher trainee phase that is why I chose it, it was easier to develop my lessons, and I commonly used it during the three years before so I was more comfortable with it. Therefore, the way that I incorporate Communicative was since the practice stage, after providing enough resources to my students, such as: Vocabulary and sentences that they could use for an oral production in the Production stage of this methodology.

1.6.2 Communicative Activities.

People interact through communication. Teaching and classroom management take place by means of communication. Therefore, this means by which the varying needs, feelings and attitudes of teachers and learners are conveyed to each other in order to establish cooperation and achieve the learning outcomes. If communication is not effective, the objectives of education cannot be attained.

Nevertheless, the classroom manager must know exactly what good communication is and what the principles and conditions for effective communication are, and which factors might impede these. Successful communication happens when the message is understood correctly by the receiver and the feedback given to the sender is acceptable.

One of my favorite ways of communicating when the group did lot of noise was by, just using movements to caught their attention because they already knew what it means, e.g. I raise my hand and close it, they know that they must be in silence, The one that I was focusing was verbal communication, it belongs to speaking and that skill is the one that I noticed since the beginning with my students not only observing them, also with the results of the diagnostic test. Communication is represented into five different moments during the class and also depend on what activity it is working on.

1. Teacher/Class Communication:

It exists when I as their teacher communicate with the entire class and verbal communication exists when you as a teacher tell classmate's the information they need to follow. e.g. "Please open your notebook and write the date". This is a direct form of verbal communication to them by explaining what you want or expect from them. Nonverbally communication in my classes, through my posture and using body language. e,g Instead of telling a student to open their notebook, I used nonverbal communication by moving my hands simulating that I was opening my notebook.

2. Teacher/Student Communication:

It only happens when you talk with a specific student. This type of communication is effective when you want to communicate a private message or encouraging your student to keep improving in the class, motivate or even talk about any inappropriate behavior your student have in your classes. Communicative activities mean getting students to actually do things with language, and it is the 'doing' that should form the main focus of such sessions.

Communicative activities encourage and require a learner to speak with and listen to other learners, as well as with people in the program and community. Communicative activities have real purposes: to find information, break down barriers, talk about self, and learn about the culture. Even when a lesson is focused

on developing reading or writing skills, communicative activities should be integrated into the lesson. (Moss & Ross-Feldman, 2003).

It is recommended to keep teacher talk to a minimum. Explain as much as possible by demonstrating the process, explaining in different ways, and repeating. Do not worry if every learner doesn't understand every part of an activity. Move on when the majority of the learners get the idea, and then circulate and help as needed—unobtrusively. One way to gauge the success of a class for English language learners is to observe how much or how little the students are depending on the teacher. The more learners are working independently, in pairs, or in small groups, the more successful the class. (Cal.org, P2, 2018) I learned with my group of study that not all the time that you let work them in pairs or in small groups means that the class was successful, because they did not use L2, they started talking in L1, not paying attention and distracting each other, sometimes what helped me in this type of activities was to divide by myself the teams or pairs, even though they didn't want to work with his/her classmate.

Learner training is vital if students are to achieve their full potential as learners. In its different forms it encourages them to think about their experiences. Feedback as teacher gave to my students in the different activities such as role plays is seen as vitally important. It cannot be stressed enough that we have a responsibility to react to content and not just to the language that I heard from our students because the main objective was to develop the use of the speaking skill at least inside the classroom.

The way that I assessed my students in communicative activities was based on checklist, e.g. in a role play about a doctor and a patient I used the following one that was adapted from ESL Speaking Rubric (Appendix F: Speaking Checklist). What I did, was to investigate more about what a role play exactly was. Douglas Brown states that a Role Play minimally involves (a) giving a role to one or more members of a group and (b) assigning an objective or purpose that participants must

accomplish. "Students A is an Employer, Student B is a prospective employee; the objective is for A to interview B" (Brown, 2000, pág. 183).

Firstly I needed to have a clearer objective of what I wanted to cover, e.g. in the first role play the objective I had was that my students were able to have a conversation in a doctor's office and express their sickness. Secondly, establish time, I did it, but then when my students did not finish, I gave more time, so had not have enough time to cover every activity I planned for that class. And finally setting if the role play was in pairs or in groups, as I mention above, one of my biggest mistakes was of letting them working with his/her friends then the class became a totally disaster.

According to Douglas Brown problem solving focus on the group´s solution of a specified problem. They might or might not involve jigsaw (a group have specific information to achieve some objective) characteristics, and the problem itself might be relatively simple (such as working out an itinerary), moderately complex (such as working out an itinerary from plan). Which it was the one I should apply hand by hand with an asking for directions activity but I had not have it clear until I check once again teaching by principles book. My activity was more focus on a Decision Making technique which is a kind of problem solving where the ultimate goal is for students to make a decision (Brown, 2000, pág. 185). Therefore my students needed to decide which route was better to arrive easily inside the school.

1.6.3 Speaking sub Skills and their Application.

Ken Lackman stated ten speaking sub skills, but I only focused on four of them due to the fact of my research topic and activities implemented during the different practice periods.

Fluency:

Students practice speaking with a logical flow without planning or rehearsing. Which it means that this activities which require students to focus on meaning in communication without immediate concern for accuracy (errors can be corrected afterwards).This sub skill was incorporated in the production stage of PPP approach, by being specific it was focused on the activity chosen, Role Play in a doctor's office, where students should interact and respond several questions about possible illness.

Accuracy with Words & Pronunciation:

Students practice using words, structures and pronunciation accurately. Therefore Students need to be able to use and pronounce words and structures correctly in order to be understood. Also it is recommended to work it with controlled practice activities are the most common way of working on spoken accuracy. Sub skill that I applied during Practice stage, using a repetition drill where students were able to practice all the aspects mentioned above.

Appropriacy:

Students practice using language appropriate for a situation and making decisions about formality and choice of grammar or vocabulary. This is applied with activities which stress that the purpose of talking determines what language is appropriate. Students are required to make choices about grammar and vocabulary and also other aspects of communication like intonation and length of turn.

Repair and Repetition:

Students practice repeating or rephrasing parts of a conversation when they suspect that what was said was not understood. The spontaneous nature of conversation requires that participants constantly have to make sure that what's being said is understood. When misunderstanding is suspected, a participant will 'repair' parts of the conversation.

I incorporated the Appropiacy and Repair and Repetition sub skills during the practice stage, with a substation drill applied, where students were able to repeat a sentence from the sentence previously given and they replaced with a word or phrase.

(Lackman, 2010, pág. 3).

1.6.4 Accuracy VS Fluency.

Fluency, according to the Oxford dictionary, is defined as the quality or condition of being fluent, in particular the ability to express oneself easily and articulately. Ellis and Barkhuizen (2005), following Skehan (1998), define fluency as "the production of language in real time without undue pausing or hesitation." to be more specific, fluency is the ability to speak, write and read smoothly and effortlessly. This is involved when your teaching is focused more on meaning and context rather than grammatical structure.

Meanwhile Accuracy is defined by the Oxford dictionary as the quality or state of being correct or precise, it refers to how correct learners' use of the language system is, including their use of grammar, pronunciation and vocabulary. Therefore, accuracy is the ability to speak or write without making any grammatical, vocabulary, punctuations and other errors.

Both aspects were incorporated in the Presentation, Practice and Production approach. With usual classroom activities to promote fluency that I used were role play (At the doctor's office), group works (Presentation of convenient stores) and games (Broken Telephone).

However, balancing between fluency and accuracy in teaching, many authors like Hemmens (2011) and Cotter (2013) had come up with the recommendation that accuracy should be introduced first in the beginner level and fluency comes along as the learner's progress. The reason being is that, as learners do not have enough

previous vocabulary and knowledge of the language in the beginning, they might not really able to engage in a lengthy conversation and thus, they should be first taught a few basics and how to get them right and accurate.

1.7 Questions that this Case will be attending.

Taking into account that the topic of this research is based on the incorporation of communicative activities, I wrote the following questions in order to answer the objective that was stated at the beginning.

- How did I apply communicative activities in the classroom?
- What results did these communicative activities have in reference to the class goals?
- What were the main difficulties in the implementation of communicative activities and what was done to deal with them?

CHAPTER II

The questions that guided this pedagogical essay emerged from the statement of my personal purposes on how I can involve students in English class and to improve the use of English inside the classroom throughout communicative activities such as Role Plays, Picture and Running dictation, Find some who and Broken telephone. The activities that were implemented and analyzed in the development of the study were carried out during the three terms of the school year 2018-2019 in which the practice took place.

The answers to the questions established will be described in this chapter, it is worth mentioning that the speaking activities that were implemented and are described in the next chapter were used at different stages in each respective lesson, with the purpose of analyzing both the speaking activity carried out (production) the material used with it, and evaluating their results through the use of rubrics to have better control on statistical results

2.1 Question One: How did I apply communicative activities in the classroom?

In the activities carried out with the study group during the different practice periods. The purpose "to identify opportunities for learners to improve their speaking skills inside the classroom" was taken into account as a starting point to attempt to meet students' needs and to keep in mind the aspects that were going to be included in future tasks. It was determined that students needed to develop accuracy in speaking. Students also needed to develop fluency to be able to communicate about the course contents studied and for them to have choice of language at their disposal, when they did so. Accuracy and fluency form part of the same skill and according to Willerman (2011, npn.).

"Accuracy and fluency are not contradictory because they affect each other… There is a need of combining these two aspects in English speaking classes and using them separately according to students' needs, English levels, activities and

lessons' purposes." In the following activities selected, students needed to develop both aspects of speaking in different sections of the Lesson and showed different results in different aspects which will be explained after de description of each activity.

2.1.1 Activity One: "Spelling Bee"

The first activity implemented was during practice stage of a lesson, to develop accuracy. This activity was carried out during the observation period of teaching practices and occurred on august 24th. It was the last week of practices and I noticed a good response from the group as they were very participative during the activity, I felt comfortable with them since my tutor let me work with them before practices and let me incorporate different communicative activities and to notice of they would be interested for them.

There was any content to be covered at that moment, during the observation period I applied the diagnostic test, and with this activity I was trying to notice their accuracy and previous knowledge about the ABC. I wrote the ABC on the board and below each letter I put how they could pronounce each letter so they would be able to remember easily. After that I wrote 10 words where students should write it on their notebook dividing the words and writing down the word pronunciation (Appendix J)

The second step taken was to practice the pronunciation of each word in group so if someone made an error with their pronunciation, would promote self-correction in students without me telling them they were incorrect. And finally I chose 10 different students to come in front of the class to spell a word that was previously given. Students were very participative in this short communicative practice because when they heard someone who had an error they said how it should be pronounced and motivating their classmates to participate that were not reluctant to speak. This was something that was taken into consideration in developing further speaking

activities for students to talk in different interaction patterns such as closed pairs where students are working simultaneously and privately without feeling exposed.

Regarding the student with a minor learning disability I did not ask students to help her nor encouraged to participate in the activity, they did it by their own. She responded well to the activity and tried to spell the word that asked her. Although she did not interact the same way as the rest of the group did, but she tried to accomplish the task. I had in mind what my tutor mentioned about this student, namely, that I should carry out the same activity, but demanding less content of her.

During the activity I noticed that some students were asking each other that was the meaning in Spanish and other students were checking their dictionaries to find. This made me think that I always need to make sure I have covered all the vocabulary needed with students before letting them do the task on their own as well as using material such as flashcards.

2.1.2 Activity 2: Role play (At the Doctors Office) (Appendix G)

The second activity selected for the present essay was a role play called "At the doctor's office" during the production stage. Fluency according to Gower et al. (2005) involves the ability for people to get the message across with their own abilities and resources they have. The reason to include an activity to develop fluency was because the first task was focused on developing accuracy in the practice stage, now it was necessary to find a way to compare what the outcomes were in the production stage, in this case when having students produce language by carrying out a role play with a specific context. This time represented an opportunity to reflect and document how students responded when developing fluency in class as well as detecting their needs when carrying the activity. As Dr. P.C. Naga Subramandi recommends on how to do role plays, I needed to focus and be sure to consider two critical points.

Imaginary people:

"The joy of role-play is that students can 'become' anyone they like for a short time! The President, the Queen, a millionaire, and a pop star the choice is endless! Students can also take on the opinions of someone else." (Subramani, 2017, pág. 137).

Imaginary situations:

Functional language for a multitude of scenarios can be activated and practiced through role-play. 'At the restaurant', 'Checking in at the airport', 'Looking for lost property' are all possible role-plays. (Subramani, 2017, pág. 137).

The second activity was part of Unit One of the book "Aprendizajes clave" Sep. page 267. Social practice was exchange opinions about a community service, Communicative activity Exchanges associated to a specific purposes and Expected learnings Listen and check dialogues about community services, Understood the general meaning and the principal idea and Exchange information about community services). It was held on October 8th, 2018. The lesson goal of this class was to prepare students to have conversations without a script.

The class started at 9:10 A.M. and finished at 10:00 A.M. This class was the production from the PPP approach (presentation, practice, and production) which was part of the sequence to cover the contents and the specific objective already mentioned. During this time, students were expected to remind the vocabulary that I gave them while they repeated after me. My idea was to correct student's fluency which according to Jennings (2014 p.213) "Students who have difficulties with pronunciation can really benefit from choral reading, because it provides them with a model and practice.

This activity made students to participate and start being fearless about their own pronunciation. After we did choral repetition of the conversation, I asked random students to read aloud for the rest of the group. Everyone had to read in silence because when I said "stop", I was going to choose another student to continue with

the reading". I noticed that through this way of introducing the vocabulary helped a student. She never used to speak or repeat even if I repeated first and then asked her to repeat, but doing choral repetition, and also something that I didn't expected happened, the rest of the students were supporting her, telling that she could it, and whispering the pronunciation.

At this point, I noticed that rest of the students had said the answer, but I didn't say anything because I just wanted to hear her get involved in the class. Due to the fact that through observations and what teachers talk during the first CTE (Consejo Tecnico Escolar) that she had ADHD (Attention Deficity Hyperactivity Disorder) problems, she got distracted the whole time and for me it was difficult to work with her, I didn't know what do at the moment, so I thought that helping her to feel relax and comfortable with the activity will made her participate more in future classes.

The next step was to practice the full conversation in pairs but before dividing the students in pairs, I practiced with some of them, so students could repeat it and raise their confidence practicing, that's why I chose the student with ADHD (Attention Deficity Hyperactivity Disorder), one of the most introverted girl of this group.

Since I observed the group for the first time I noticed that she didn't want to participate in any class, this was the opportunity to start with the improvement of speaking skill by letting students practice with other student that could make him or her felt comfortable to practice the language but unfortunately, it did not work as I imagined. I asked her to come to the front of the class, so we could practice the dialogue, what I didn't take into account was the problem to talk in front of other people. Her classmates tried to help her by telling her that she could do it, but this made her feel shy. She read softly but not many people could hear her. What I did was to repeat what she said louder, so the rest of the students could knew what she was reading.

I gave students a worksheet they needed to complete with information provided by practicing the conversation. I couldn't convince my students to get in touch with the language they own as friends or partners motivate each other to accomplish what

I was expecting them to do which was asking for the information that other half of the group had. The group of first grade, group "C" had one of the best characteristic that I have ever observed before, which was that most of them help each other to participate, even the students that have a higher level of English, they supported peer to peer even if they did not know the correct answer, pronunciation or even what to say in English.

The final production was a presentation of a Role Play between a doctor and a patient about their illness where they ask for medicine and explain how they felt. Through a speaking rubric (Appendix F) that was adapted from ESL Activities to evaluate students in the speaking area, so I could notice which the real level they have. What I programed was a speaking activity, it ended up being different because my students didn't understand, the way that I gave instructions was difficult, during the class I didn't notice that I was explaining using a higher level of English that my students had, talking fast. They needed more practice because it was not enough for them for the reason that they just memorized the example and waited until another classmate finished and shared the correct answers to complete the activity, that's why in future classes I had to change notebooks between students to make a peer evaluation "Peer evaluation, the individual reflects upon and evaluates the work of others. This process can be done by either students or teachers and may or may not use an established set of criteria." (Sydney, 2019).

Not all the students studied the dialogue, or even remembered what they might answered to the questions stated by the doctor. Students practiced a lot during the week, I felt so sad because what I thought will be interesting for my students ended being boring. So what I did to continue with the activity and gave to students the opportunity to continue with their role play using their notebooks, therefore my rubric did not helped me to evaluate and ended the role play activity and turned into a reading activity. I did not achieved the goal of what I was expecting by my students.

Therefore, I noticed that what I knew about a role play was nothing, I just had the idea of how to do it, but not how it really should be applied, the steps that should be taken to build it, provide lot of vocabulary to students, it might take much time, but that why the Lesson Plan could be adapted according to the needs of my students. The way that students reacted to the first two lessons about role plays was not the way I was expecting because I wanted that my students do an oral presentation, according the role that assigned to them, a doctor or a patient without the script.

I was almost one hundred percent sure that they did not enjoy the activity and at the end of the lesson I asked them how they felt with this activity and that they answered that were stressed and shy during their presentation, because they do not remember what they should answer and just started reading the dialogue previously provided, my expectations about the lesson were too high. They were frustrated even though they present with a friend. What I noticed was that they needed to practice more before this type of activities since the warm up or lead in and students might involve more during role play activities.

I imagine that my students would do their Role Play in a more natural way. Unfortunately my class was not well planned with the correct activities that could helped my students to achieve the final goal of the lesson. I imagined that everything would be perfect, where students got involved, the situation should be familiar to them, but to be honest no one likes to go to the doctor, I could assume that this was one of the main mistakes of why students didn't enjoy the lesson.

Scholars suggest different steps and various successions in applying role play in teaching. Based on the empirical evidence, he suggest our step-by-step guide to making a successful role play that is why I should select role plays that will give the students an opportunity to practice what they have learned. Taking into account on what this authors said, this could help to improve the planning of a lesson dedicated to this type of activity following a step by step guide. Therefore, what I might do for further lessons is making a brainstorm as a warm up, present sentences instead of just vocabulary, practice the sentences but making little changes to them and finally

make an oral production involving the sentences, like an interview, all of this might changes depending on what context you have and which is the main aim of the unit.

2.1.3 Activity 3: Ordering food at a Restaurant. (Appendix H)

The third class to be analyzed in order to answer the current question was held January 16th, 2019 during the third practice period. The class lasted from 9:10 A.M. to 10:00 A.M. The lesson goal of this class was to prepare students to order food in a fast food restaurant.

The activity corresponds to Unit One of the book "Aprendizajes clave" page 267. Social practice was exchange opinions about a community service. Communicative Exchanges associated to a specific purposes and Expected learnings Listen and check dialogues about community services. Understood the general meaning and the principal ideas and Exchange information about community services.

The class started with a warm up activity which was broken telephone where they had to remember the sentence provided by me using vocabulary related to food which should be easier for them. I explained how the activity worked and use body language to facilitate the comprehension. I chose one random student, asked him to go out of the classroom and tell him the sentence, "I like to eat Hamburgers at McDonalds". The purpose of this game as a warm up activity was to notice if students are able to send a message that were given to the first person in row of students and then they instruction was to pass the message on by whispering it in the ear of the next person in line. The activity started when the student got inside the classroom and started whispering the sentence to the next one and so on until the last received the information. I asked what the complete sentence was, he said "I like to eat Tacos", and I was surprised and just said "Noooooo"! It is incorrect, I said to your classmate, "I like to eat Hamburgers at McDonalds" while I was writing it on the board.

During the presentation stage, I brought flashcards about fast food and places to eat, as well as a conversation audio. First thing done was to show them the flashcards without saying a word, they identify some of the vocabulary in English, like Pizza and Hamburgers, but with other images, they tend to said it in Spanish, and when I heard them, I asked "How do you say (Show the flascard) Papas a la francesa in English? And they just answered "No sabemos Teacher".

I started with the drilling repetition activity, using the vocabulary, the might first listened to me two times, and after that they should repeat together and so on with the whole vocabulary. Throughout the repetition student were able to learn the correct pronunciation the words and try to say it correctly by themselves when I asked them to repeat individually. Through the drilling activity students were able to notice the correct form or pronunciation of a word or phrase.

Students were very participative at the time of drilling the complete sentence because I said a random number of the list that needed to repeat the complete sentence by just showing him or her the vocabulary (Flashcard). To end the practice stage I played an audio about a couple asking food in a restaurant where students should identified which food they ordered and write on their notebook. I asked to them if they wanted to hear one more time the audio and everyone said yes, I played the audio one more time so they could have the complete answers. Due to the fact that I asked them if I had to play the audio once, I started monitoring them and I noticed that some students got stressed with the audio because did not understood what people were asking for, so I stopped the audio and asked them how they feel about the listening.

- T: "Is it too difficult for you?"
- S: Yes, teacher!
- T: Why?
- S: "Es que no entendemos bien que quieren comer"
- T: Don't worry is all about the vocabulary we already practiced
- S: "Mejor léalo usted teacher, le entendemos más que a lo que dicen ellos"

Due to the fact that they did not understand an audio where native speakers talk, in future lessons I might record myself or ask to other teachers to helped me with the creation of those, so students could felt more familiar with the pronunciation they heard.

For the practice stage, students were introduced to the vocabulary needed to complete a conversation handout where they might write all the previous vocabulary about food and to decode what the person wanted to order in the restaurant. The handout contained images of the food about what the person wanted to eat, what they just needed to do was to write the correct word. According to Gower et al. (2005, p.129) "visuals are used to illustrate a new language item, often a vocabulary item… and create a need for new language which the teacher then satisfies".

For the production stage I did not have enough time to complete it, due to the fact that I took too much time in the practice stage, solving doubts, repeating the audio, asking to students why they did not understand the audio. So, I asked students to write in their notebook some food they would like to order in a restaurant, according to vocabulary stated in the presentation stage, because I will ask them as a waiter. I started a mini dialogue with random students. I told them:

- T: Hello, good morning and welcome to Burger king, what would you like to order today?
- S: Yes please, I want a Hamburger
- T: Would you like to drink something?
- S: Yes, a soda please.
- T: Ok sir, your welcome.

Therefore, what I had to do for further lessons is to create my own audios about conversations or even provided students a script about the dialogue that they would listen. Also I had to distribute better my time while I planned the lesson and take into consideration this problems and propose possible solutions so I could remember what to do and how. But in the other hand, I also detected that students were more comfortable as they were able to finish the task according to the instructions I gave

to them and they relate it with the images. Nevertheless I noticed that working with the didactic materials the majority of students find interesting helps them to be engaged in the task as they interact with what they consider most suitable for them, such as flashcards to represent the verbs they had to use in the speaking activity.

Moreover, the material chosen (handout and flashcards) helped to achieve the purpose of how you could ask for food by associating the images with the corresponding vocabulary in the handout to know their meaning as Corder (cited by Chmielowiec, 2009, p.18) mentions: "in language teaching anything visible can be used by the teacher to teach meaning" in this case to know the meaning of verbs for the speaking task by asking questions with the actions.

After having described the activity in detail, I come to realize that improved in certain aspects that I needed to work , also I tried to fix all the errors that I committed during the first class described and throughout comments made by my tutor and assessor. In general I really liked this class but I was sure that my performance and pace of the class was not good as I expected, I have to take into account more, how much time I had left.

2.1.4 Activity Four: Role Play (Buying at the Supermarket) (Appendix I)

It was totally a production class that is why I asked students to make a horseshoe arrangement, so they could have more space in the middle of the classroom to represent their act. After 5 minutes that I let them to be prepared they started, I chose the first time to participate and I told them that when the finished their presentation they would be able to said who was next. Unfortunately as I imagined not all the students studied and practiced their pronunciation at home, in the other hand least half of the teams did such a great job achieving "Good" in almost everything but what it really surprised me, was the outstanding participation of the student with ADHD (Attention Deficit Hyperactivity Disorder) , she tried to speak louder, bring her material and I was not the only who notice the good disposition she had, also the

main teacher congratulate her as well as her classmates. I noticed that she did the best pronunciation she could, brought her own outfit as waitress of the fast food restaurant, using her bottle of water as a soda can.

The other girl that was on her team really motivated her to did a better job. What I assumed at the moment was that they practiced during the week. As an interesting fact the other girl is taking particular English classes, that is why I put them together and it really worked. Before the lesson ended I gave to students some feedback about their mistakes and I tried to motivate them to keep practicing their speaking, even if we do not have class on weekends.

I recognized them for their improvement. Also I rewarded them by giving a little present or to be more specific a candy for their great job and participation in the activity. After I failed the first time, I change the way of setting the activities, giving more time to practice before I asked for a production, setting other context which was more common and could relate to their daily life. Something in them could work in the future.

2.2 Question Two: What results did the Communicative Activities have in reference to the class goals?

Now that the first question has been answered according to the first results about what students need it was time to focus on the how to evaluate their progress during the communicative activities. As I mentioned in the second activity previously described I used a rubric to evaluate student's progress. For this reason, the second question to be included in this pedagogical essay was chosen with the following purpose: "to design rubrics that facilitate evaluation of students learning a foreign language through the use of speaking skills". By facilitating I mean to create or propose the use of this rubrics to achieve the specific objective that the lesson had. In order to fulfill this purpose it was necessary to find out different rubrics that teachers could use in order to facilitate students speaking results which it was the case of a role play activity done. Therefore I adapted a rubric that I saw on a webpage called ESL Activities that included these four aspects.

This rubric evaluates the pronunciation they did, because during the few weeks students practiced it through drilling activities. This part was divided into 4 points

- Low average: The student struggles to pronounce words.
- Good: The student is inconsistent in their pronunciation. Some words are pronounced correctly, and others are not correct.
- Excellent: The student is inconsistent in their pronunciation. Some words are pronounced correctly, and others are not correct
- Outstanding: The student's pronunciation is exceptional.

Second point was to evaluate their Fluency:

- Low average: The student has great difficulty correctly putting words together in a sentence.
- Good: The student demonstrates some fluency and is able to construct a simple sentence.

- Excellent: The student is able to respond to the prompt with few errors and relative ease.
- Outstanding: The student speaks clearly and articulately with no hesitation.

Third point was to evaluate student's comprehension:

- Low average: The student's speech does not reflect comprehension of the topic or prompt
- Good: The student's speech reflects basic comprehension, but with frequent errors.
- Excellent: The student's speech reflects strong comprehension of the topic or prompt with few errors.
- Outstanding: The student's speech reflects a clear understanding of the topic

Fourth point was word choice:

- Low average: The student is only able to speak a few words; none relate to the topic.
- Good: The student's word choice is very basic, with a few errors.
- Excellent: The student's word choice enhances his or her response to the topic or prompt.
- Outstanding: The student's word choice reflects a sophistication in speaking, similar to a native speaker.

Setting this four points in a speaking rubric, allowed me to check the most important aspects about this skill. I used it twice during my teaching practices, to have a comparison about how much they improved or noticed if they did not. Nevertheless, I find out that learning how to asses speaking skills was one of the biggest challenges, because I was very familiar on evaluating students writing than speaking because there are at least six aspects that we must take into consideration, such as (Englishpost.org, 2019) recommends:

- Fluency: This means speaking easily, reasonably quickly and without having to stop and pause a lot.

- Pronunciation: The act or result of producing the sounds of speech, including articulation, stress, and intonation.

- Vocabulary: The body of words used in a particular language.

- Accuracy: This refers to how correct learners' use of the language system is, including their use of grammar, pronunciation and vocabulary.

- Interaction: This refers to the ability to interact with others during communicative tasks.

- Communication: This refers to the students' ability to transmit her/his ideas.

When talking about how English learning could be facilitated through the use of rubrics to evaluate didactic communicative activities, the activity and the rubric have to be closely linked as it was created for this activity: setting which of the points stated before are the most suitable for the lesson goal, the following paragraphs the activity will be described with rubric used and the impact it had to facilitate English through the necessary rubric.

In activity number 2 previously mentioned in the first question, it was about a Role Play, the context used was their daily life situations, "At the Doctors Office". The main goal of the lesson was, that students should be able to ask and provide recommendations about illness (Patients) and answer what they could take to be healthy (Doctors). This Activity was developed through a dialogue given by the teacher. Where they were able to fill with a complementary information about several illness that for the production activity, in this case a role play, were able to study an specific dialogue instead all of them. It was evaluated through a rubric (Appendix F).

Due to internal situations, I could not evaluate students as I planned, because since previous classes I was not clear with the instructions and what I expected as a final product, also that they were not interested in the activity, I asked some student why they did not want to participate, and they answered that felt shy to be in front of the group talking in English and even when they talk in Spanish felt in the same way.

Also they get confused about what to say and what was the recommendation for the illness, students asked me let them to use their notebook where they had written the full dialogue, so to carry on with the activity I committed the mistake on letting them use their notebook and read instead of speak as I planned.

Unfortunately I did not applied the evaluation rubric I adapted for them, all of this due to the lack of experience in teaching this type of activities, and was a total disaster, if I was clear since the first class what I was expecting and choosing a different context, they might feel interested to participate.

In activity number three previously explained in the first question, where they had to order food at a restaurant, first I asked to students:

T: What is your favorite place?

S: Food!

T: Food?

S: Yes teacher:

T: But food is not a place, you might mean a restaurant?

S: Ah, si teacher a Restaurant

The main aim of the lesson was decided after asking students their favorite place, something that I did not do during the previous period of practice, now that was something they liked could work better and enjoyed students with the final production activity. The main aim of the lesson was that by the end of the lesson, students should be able to interact at a restaurant ordering the food they like. It was something students commonly do, because at least most of them bought food at the cooperative escolar in the school but in the activity just changed the place to a restaurant.

Following different steps in previous classes, providing them vocabulary, practicing in classes, relating to the way they buy food at school, they were ready to do it without a dialogue and they being a customer and me being the waiter.

The results were the following:

Pronunciation Results: (Appendix: K)

- 23% of the students had a low achievement.
- 45% of the students had good achievement.
- 14% of the students had an excellent achievement.
- 18% of the students had an outstanding achievement.

Pronunciation Results: (Appendix: L)

- 55% of the students had a low achievement.
- 27% of the students had good achievement.
- 9% of the students had an excellent achievement.
- 9% of the students had an outstanding achievement.

Comprehension Results: (Appendix: M)

- 14% of the students had a low achievement.
- 23% of the students had good achievement.
- 45% of the students had an excellent achievement.
- 18% of the students had an outstanding achievement.

Word Choice Results: (Appendix: N)

- 13% of the students had a low achievement.
- 35% of the students had good achievement.
- 43% of the students had an excellent achievement.
- 9% of the students had an outstanding achievement.

Once results were obtained I notice a significant improvement by the students in comparison to the first activity about going to a doctor's office, this time what they like was took into account to develop the activity and fortunately had a great response by students, not only because the participation they had, also the results previously mentioned, now I can conclude it is that, most of the time it is necessary keep in consideration what our students feel more comfortable with and knew more about their daily life context, knowing that it will be easier to students to get involved with the language.

2.3 Question 3: What were the Main Difficulties in the implementation of Communicative Activities and What was done to deal with them?

The communicative activities played a crucial role in the selected tasks and describe it before, those were designed and adapted to increase the students use of a second language, by adaptation of two speaking rubrics from different webpages that not only served to evaluate a single speaking aspect it involved at least 4 different aspects that were also previously described, both rubrics also served to contextualize what they had to evaluate, what to expect from students. Also by implementing different activities went hand by hand with the use of specific visual material such as flashcards that helped me to had clear to students what the word meant related to the image.

The Characteristics of a communicative activity previously stated in Chapter one influenced the way that class were given and how communication play an important role, throughout Teacher/Student Communication was very difficult at the begging of the school year, all of this because of the students level and the one that I had, I tried to explain how the activity should be devolved or what might do, but the vocabulary provided and used by me was too high for them, therefore what I did to solved it was to use more simple words and incorporate body language so it resulted easily for students. But what it worked the most was to start using visual material related to vocabulary or actions that were related at the moment having just a difficulty by students at the moment of making the pronunciation.

Second class previously stated I tried to focused more in the development on fluency that in accuracy, which I thought that through repetition students could be able to remind every single dialogue and being more natural, unfortunately this did not happen, they do not study anything even that students practiced it during previous classes so what I did was to be focus in both subskills but incorporating in different stages in the Presentation Practice Production Method. Thought repetition drills in practice stage students started to be aware of how the words should be pronounce and if other students heard other was wrong they tend to correct each other to have a good pronunciation. Then at the practice stage fluency were developed, students having freedom to share the previous ideas but incorporating what they like or enjoy the most or to be more specific students used their Appropiacy of the language and be able to create a simple conversation between classmates, those ones helped each other to gain confidence and felt more comfortable with the following oral production activities.

The difficulties aroused with the lack of experience that I demonstrate in front of the classroom since the beginning of my teaching practices where I explained first to the whole group and then I gave individual or pair explanations instead of doing it once again to everybody, this caused me to lost lot of effective in the class, as I mentioned it in the third class described. Another big problem I had was that students most of the time tried to investigate what the word meant in Spanish it does not matter if I showed the flashcard with the respective image.

Another difficulty arose when the distribution of time for each activity previously planned were not enough or were too much time for a single activity that I thought will take more time to students. I noticed that I gave less time to the practice stage instead of giving it more to presentation, practice was the main tool to improve their development of the production activities such as role plays, asking for food at a restaurant and a simple activity like the broken telephone.

After reflecting upon the difficulties which arose, I come to realize that they will serve to improve teaching performance as the possible ways of how they were dealt

with were mentioned, but most importantly suggestions for enhancement were made. Therefore the question and the objective of reflecting upon the difficulties faced when developing the skill described and with the implementation of communicative activities through the evaluation using rubrics as main tool for the development of the topic always have to be taking into account ways of improvement for future tasks.

III. CONCLUSIONS

Throughout the process of this research, my objective was to improve the use of speaking skill inside of the classroom due to the fact that these skills are not considered easy to develop when someone is learning a foreign language. When learning and acquiring this productive skill, learners have to make the use of all the elements they know about the language and use it to communicate verbally to interact with another person having a specific purpose. Therefore it is important to develop speaking when learning a foreign language. Parting from the fact that the group of study had a lower level of English (A1) than the one recommended by SEP (B1) I thought that was a perfect opportunity to enhance their use of speaking skill.

During the first periods of practice, the main task of the research was to find out information that could help me to obtain specific data about my students. Therefore at that time my knowledge of the communicative activities should be expanded, as well as having doubts of how could be implemented, taking into account these aspects to select the most appropriate C.A to improve the use of speaking.

In the first period of practice I was aware of my English skills, but as I started giving the lessons I did not notice that my use of English was not the adequate to my students, and I thought that my students never paid attention and even I felt frustrated because students did not participate during the activities. After the analysis alongside with my tutor and assessor, I was able to notice that the way I gave instructions was too fast, I started giving it slow but at some point of the class this changed. I felt insecure because during the following periods my plan was not working as I expected and the results demonstrated my lack of experience in teaching abilities.

However, after one year of frustrations and my assessor giving me feedback, ideas and some authors that I could analyze to improve that lack of experience, I finally found out which some possible alternatives to one of the final objectives in my research. I noticed that this essay was not only focused on students and their results

also was on me as teacher, and how much I could deal with pressure of teaching. Therefore, this essay helped to relate the knowledge provided by the authors and the knowledge obtained in, during and after the different practice periods. Which leads me to find out the answers to the questions formulated gather to the information founded within this essay.

The first question, which referred to the incorporation of communicative activities inside the classroom, included information about how it was planned and applied, this, to present evidence of the activities that other teachers or teachers trainee could use in their classes, also to prove the students' performance and participation in communicative activities. Therefore I was able to answer and analyze the results of this question.

For the second question, which referred the communicative activities and the results obtained according to the class goals established, took into account the students improvement and development of the speaking skill. Through the use of rubrics I was able to check certain aspects to detect mistakes committed by my students. Evaluating them was really important to see if they achieved the tasks stated or not or in which aspects they needed help to develop the these skill. In activities that I was totally sure that they would not achieve the final goal, they surprised me, because in the fourth activity previously described in Chapter Two, all of them participated it, and some student's created a welcome message when you bought food in their fiction supermarket. I underestimated them, at the end of their school year they really improve their English learning, more that I never expected.

These results carried out the reflection in designing a more specific and quantitative rubric in order to measure students' progress in the activities applied. Therefore, to check if students are were really developing their accuracy skill we need to use more specific and detailed rubrics. However, the new reflection to be made on the basis that should be considering is what other instruments of evaluations could be applied to check if students are really developing an specific skill that is expected to improve not only focusing on speaking as I did and what

other resources could be helpful to provide a complete analysis on students' performance in speaking.

The third and last question of this essay comprised the main difficulties during the implementation on communicative activities and what was done to face them. The first setbacks with the activities were related to the instruction given, because even that students did not say that they do not understand, I committed a big mistake of explaining again but individually instead of to the whole group. Time assigned for activities were not enough, monitoring students during tasks, and providing helpful feedback for those who I noticed that needed but I could gave it to every student due to the lack of time to continue with the following activities. I noticed that instructions have to be short and concise to ensure students comprehension. Timing were another crucial situation that have to be considered due to the fact that during the activities students had lot of doubts that I tried to solve at the time, sometimes this could left for the feedback stage at the end of the lesson. Monitoring was essential during the activities to consider which type of feedback needed to provide at the end of the lesson, but there was not always enough time to do it.

After completing the analysis to the three questions of this research, I was able to discover that I focus too much in just one skill, now I can conclude that to learn successfully a foreign language the four skills, reading, writing, listening and speaking should be implemented together in order to have a successful learning, also another challenge that I face was that my students always tried to translate everything I said or explain, even when I provided certain vocabulary that was necessary for the activity, they went home and the next day they have it also in Spanish, at the beginning I was frustrated but later I noticed that in that way they were able to remember the word in English and try to pronounce it, this really surprised me so I should not underrate my students learning or ways of learning they have, be opened to new ways of working as teacher, look for different types of learning, observe other English teacher classes to learn from them, do not be afraid of make errors in front of my students and have a better measure of time for each stage in class.

This experience helped allowed me to learn more about communication and communicative activities, knowing the opinion of different authors and how what they stated years ago could be adapted for nowadays, exploring new ways of teaching and new strategies, now I am aware about different teaching moments in a class throughout teaching practice. Throughout the process, I have started to become aware of different situations of the teaching practice that could reinforce my previous knowledge about being a teacher trainee for four years at Benemerita y Centenaria Escuela Normal Del Estado de San Luis Potosi

Therefore, the new reflection through this question is about feedback.

- Which type of feedback could be given according to a specific activity?
- When to correct mistakes?
- How can errors could be corrected in feedback stage in order to improve speaking skills?

These new questions are very important to detect specific aspects to correct in students and for them to have progression in their speaking skill.

What I can also say is that an investigation of this matter could be improved if:

- The communicative activities applied are related to their daily life experiences.
- Way of evaluating is adequate for each skill.
- Teacher gives short and concise instructions.
- Teacher always provide feedback to students.
- Do not focus just in one particular skill to improve.
- The communicative activities selected were applied more times than used here.

The initial problem was detected during the observation period, and I noticed the lack of opportunities provided to students in order to use a second language as a way of communication inside the classroom due to the fact that students preferred to translate it in their mother language. Therefore, I made a decision and I proposed

to myself, and was to improve the use of speaking a second language at least inside the classroom because I could not be aware of students outside of it. After the initial problem was detected, I applied a diagnostic text by Cambridge during the observations weeks to notice which was their real level of English. The final results were that most of them were true beginners and two student with A1 level. In general, the level of English language was increased, during the school year three students started taking English classes at private schools, so their improvement was higher than the rest of their classmates, I hope that more students could take private classes to still improving their knowledge.

Finally, throughout my practice with the group, I noticed that I was not capable of improve their speaking use inside the classroom as I had wished, due to the fact that I am not yet a full time teacher, and I do not have enough control of their work, but I was very happy that during the implementation of communicative activities they always participate, when I asked them to dress as a doctor or the person who sales the cinema tickets they did it, I always tried to make uncommon things that they could remembered later and with at least one who did it, I will be one of the happiest future teachers.

I will really miss the adolescents, my dear students, because during the whole year of practices they did not just learnt from me, I also learned from them, because they were most of the year laughing and smiling even when I got angry with them when they did not understand what I was explaining, they used to say "do not worry teacher, here you have a candy and smile", to be honest was really frustrating for me at the beginning trying to explain in different ways that they could understand but at the end they understood but always asked me in Spanish if what they thought was to correct. This was the best group I have ever had, it might be because we were together for a year, I know that they have better goals to achieve in their lives, and I hope that in a future at least one of them will take the same way as me, to be an English teacher.

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V. APPENDICES:

## Appendix A: School Location
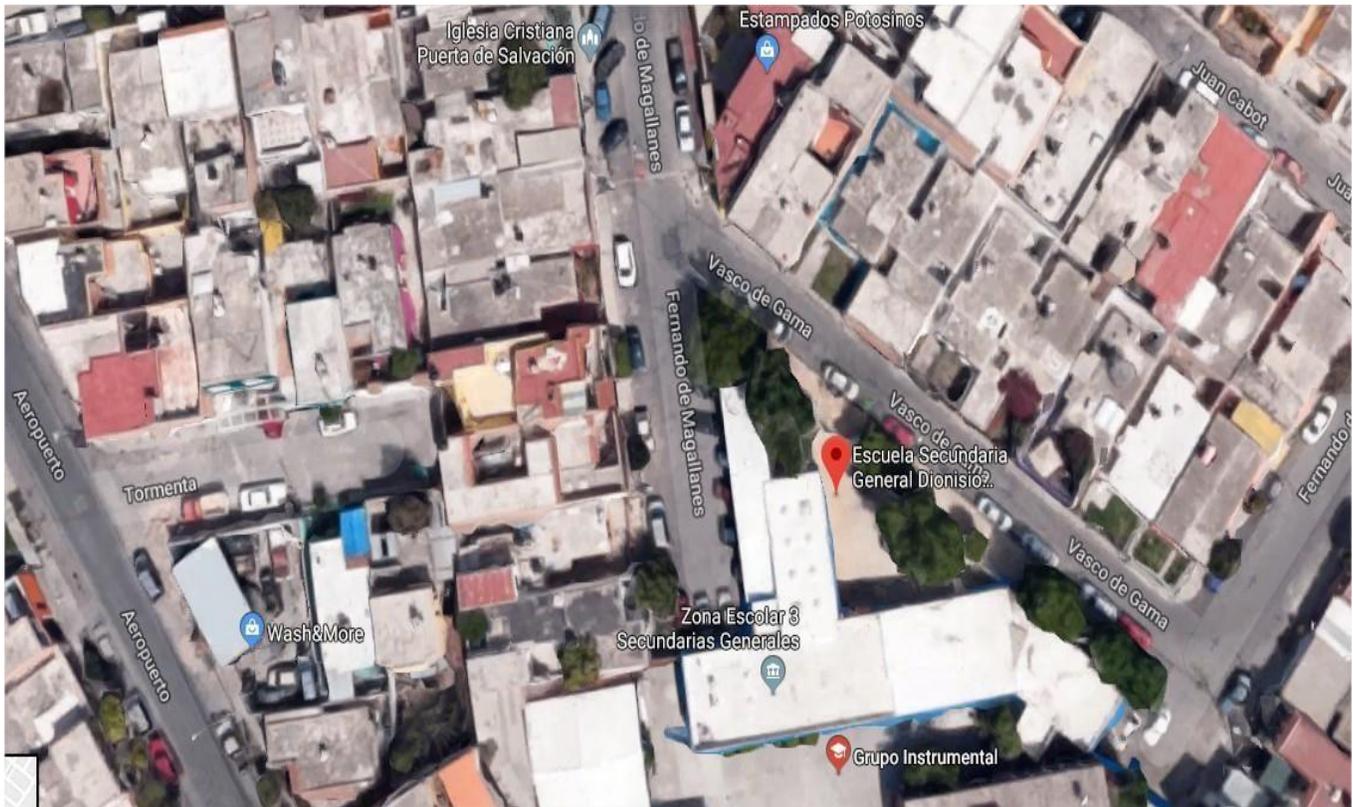
Image obtained from Google Maps:

https://www.google.com/maps/place/Escuela+Secundaria+General+Dionisio+Zavala+Almendarez/
@22.1678142,100.9907694,20.25z/data=!4m8!1m2!2m1!1sdionisio+zavala+almendarez+escuela+
secundaria+general!3m4!1s0x842a9f5b14d6244f:0xbeeec322fa1ae367!8m2!3d22.1678042!4d-
100.9904134

Appendix B: Teacher Survey

LESEI BECENE –7th &8th semester   III

TUTOR QUESTIONNAIR

NAME: _Nohemi Flores Coronado_ SCHOOL: _Dionisio Zavala_

1. **What is the main aim of the English program?**
   Enable students to integrate material they creations to use each class ... that let student notice the importance of teachable

2. **What type of material do you use in your classes? Who selects them?**
   The one create it by my sts and we selectd it depending on the lesson.

3. **What other resources are available in your school?**
   Inside the classroom we don't have any but there is an area called "Aula de medios"

4. **Is there any particular approach or methodology that must be followed in your school?**
   None

5. **Are there any particular practices that you have to follow?**
   None

6. **How is the English academy organized?**
   We work together with other teachers to improve the learning of English

7. **How is learning evaluated?**
   50 /50 which means. Exam 50% and the other 50% is from H.W. work in class and Participation

YOUR LEARNERS

8. **What grades**
9. **do you usually get?**
   Most of the times 8 or 9

10. **How big are your groups?**
    Just 20 to 25 students

11. **What are their interests?**
    It Changes thats why I sugest you to apply a survey

12. **What are their learning strengths and weaknesses?**
    Very participative as a strenght and as a weakness are th tok english level

13. **What are they like as students? Are they cooperative/quiet/load/disciplined?**
    Cooperative

14. **What type of exposure to English do they have?**
    I think Just Social Networks as F.B. Whatsapp and Youtube.

ASSESOR: DIANA KARINA HERNÁNDEZ CANTÚ   ADAPTED FROM: ICELT

Survey adapted from ICELT.

Appendix C: Common European Framework of Reference for Languages (CEFR)

Image Obtained from Cambridge English:

https://www.cambridgeenglish.org/es/exams-and-tests/cefr/
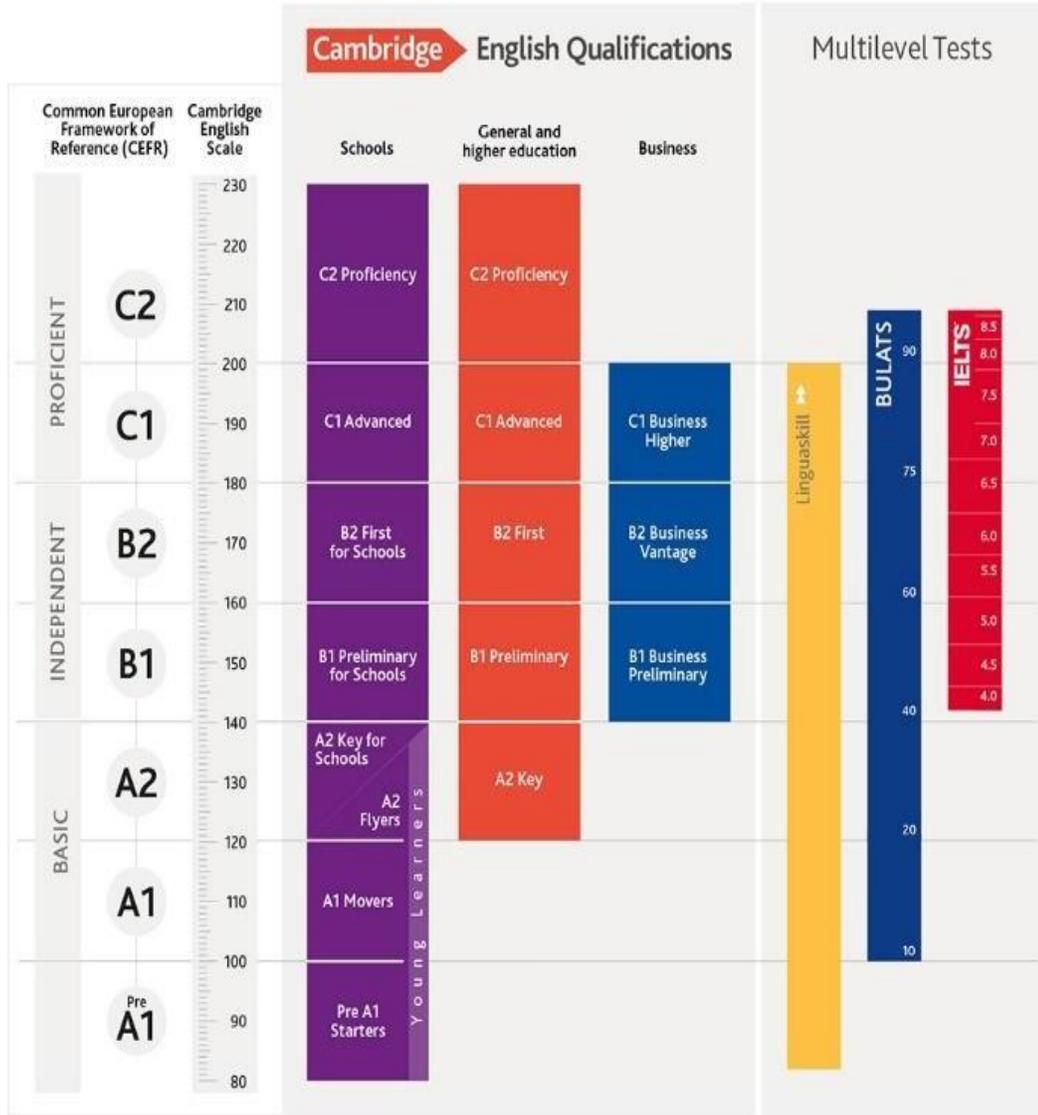
Appendix D: Student Survey

Marca con una palomita según lo que consideres, se muy honesto ya que esto me ayudara a cómo llevar una mejor clase de inglés durante este ciclo escolar 2018 – 2019.

1. ¿Es Importante para ti el inglés?

Sí _____

No_____

2. Aprender el Idioma inglés te parece:

Aburrido _____

Fácil _____

Interesante _____

Difícil _____

3. Consideras que para aprender inglés eres:

Muy Bueno___

Bueno___

Regular___

Te cuesta trabajo_____

4. ¿Qué habilidad consideras que has desarrollado más a lo largo de tus anteriores clases de inglés?

Hablar (Speaking) _____

Escuchar (Listening) _____

Leer (Reading) _____

Escribir (Writing) _____

5. Como te gustaría trabajar durante las clases de inglés:

Individual _____

En Pareja _____

En Grupo _____

Survey for students created by Saúl Martínez.

Results from survey:
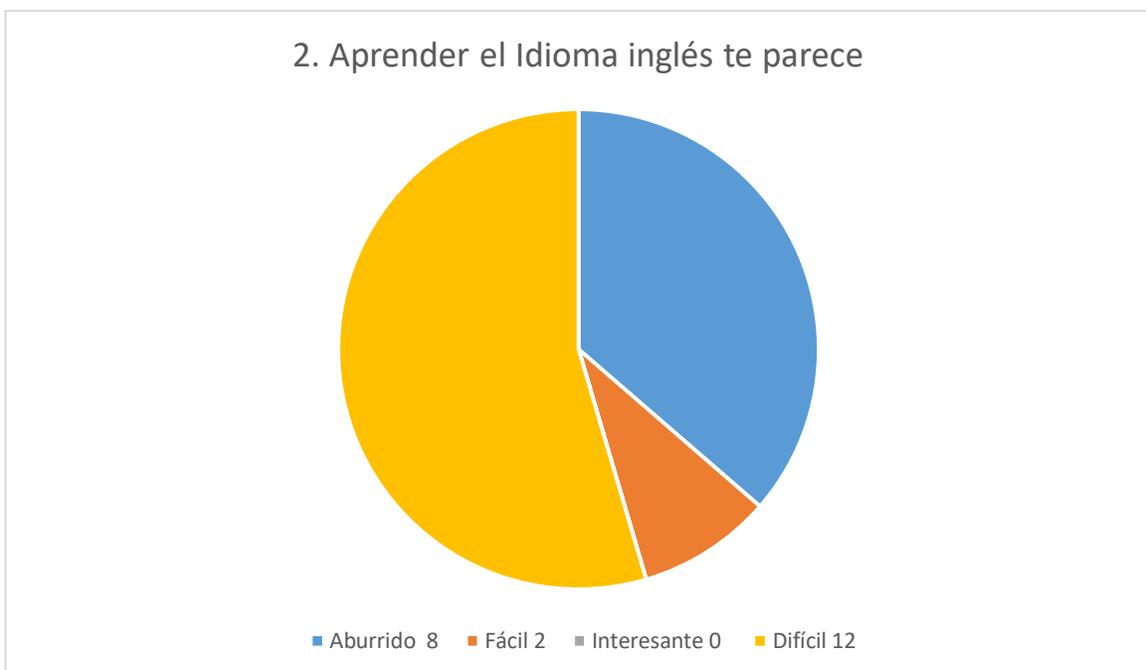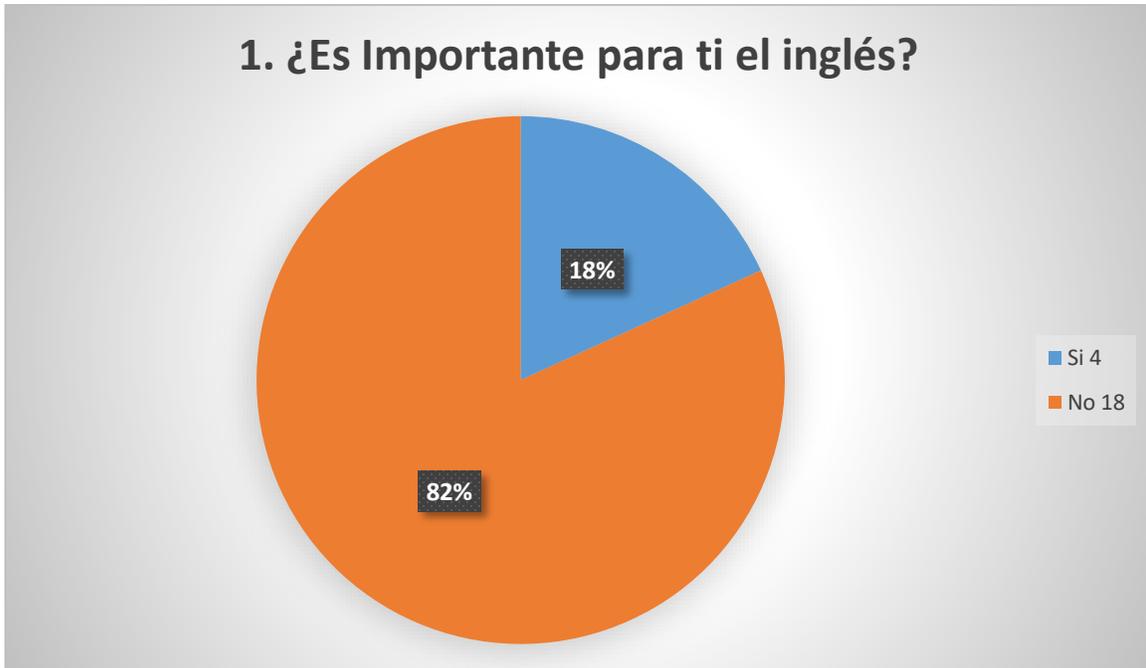
3. CONSIDERAS QUE PARA APRENDER INGLÉS ERES:

■ Muy Bueno 1   ■ Bueno 4   ■ Regular 5   ■ Te cuesta trabajo 12
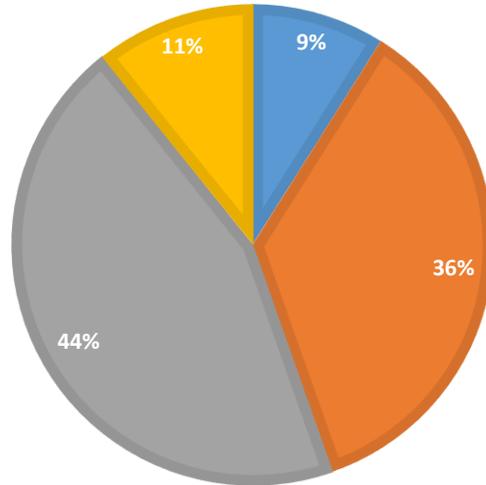
4. ¿Qué habilidad consideras que has desarrollado más a lo largo de tus anteriores clases de inglés?

■ Hablar (Speaking) 0   ■ Escuchar (Listening) 2   ■ Leer (Reading) 5   ■ Escribir (Writing) 15
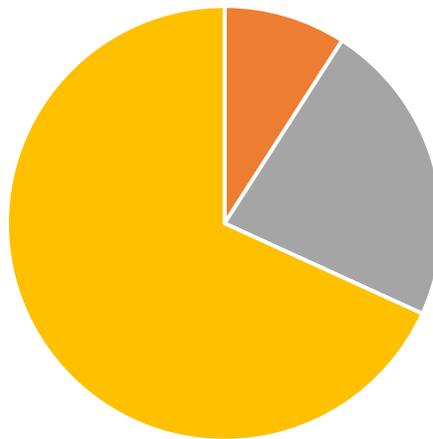
5. Como te gustaría trabajar durante las clases de inglés:
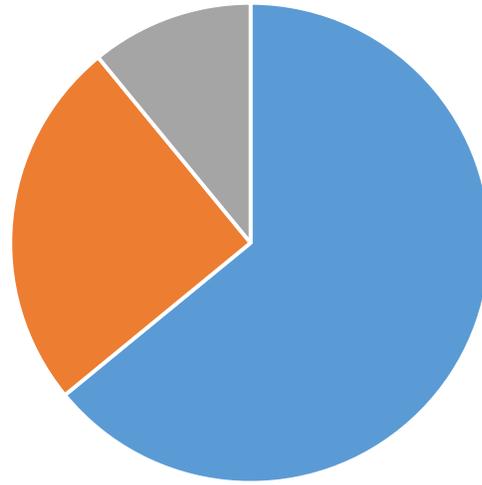
■ Individual 2 ■ En Pareja 10 ■ En grupo 10 ■

Appendix E: Diagnostic Exam

Cambridge Assessment English

Centre Number		Candidate Number	

Pre A1 Starters
Listening

There are 20 questions.

You have 20 minutes.

You will need a pen or pencil.

My name is: ....
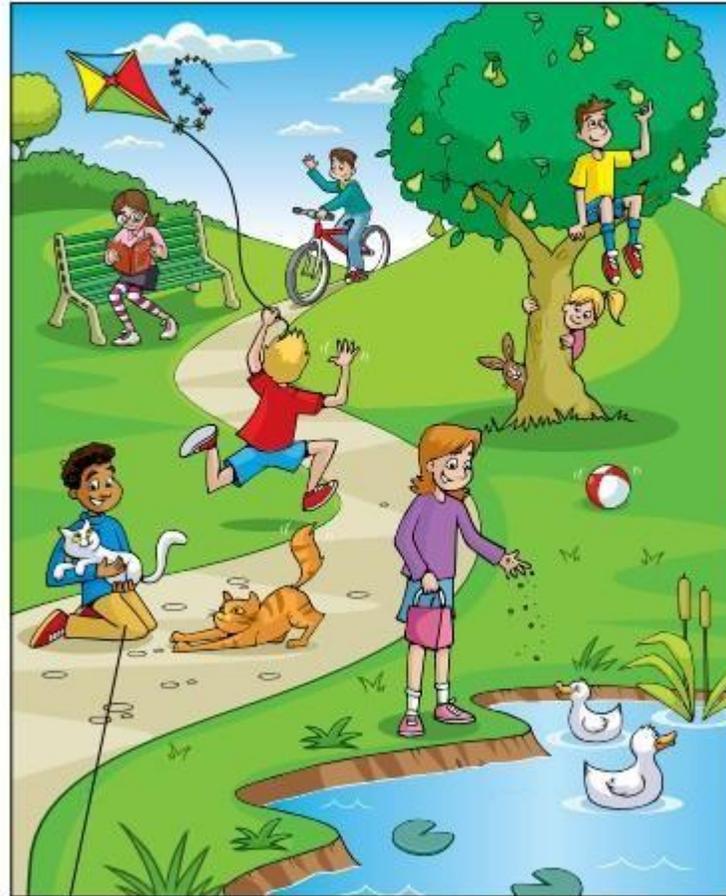
Part 2

– 5 questions –

Read the question. Listen and write a name or a number.

There are two examples.
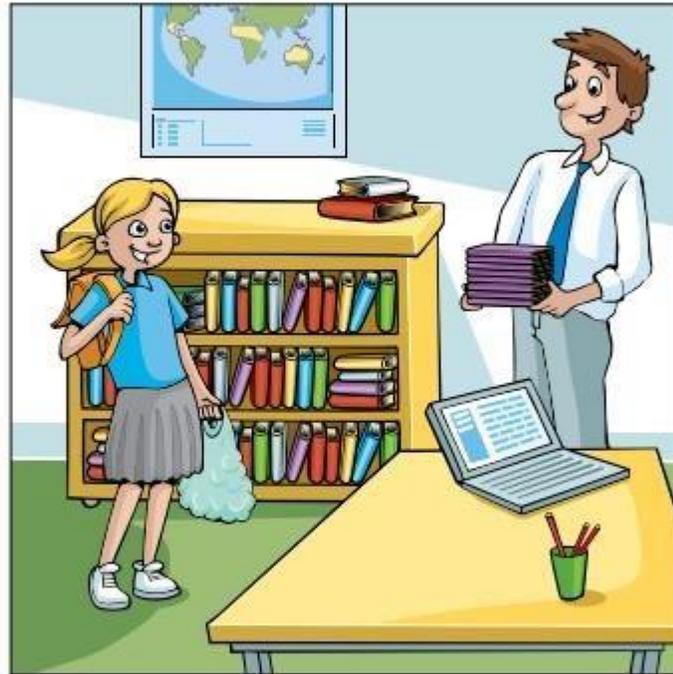
Examples

What is the new girl's name?	Kim
How old is the new girl?	8

Pre A1 Starters Listening

Questions

1   What is Kim's family name?   ....

2   Where does Kim live?   in ....Street

3   What number is Kim's house?   ....

4   What is the name of Kim's horse?   ....

5   How old is Kim's horse?   ....

Part 3
– 5 questions –

Listen and tick (✔) the box. There is one example.

What animal has Alex got in his bedroom?
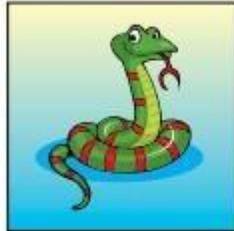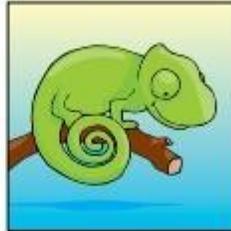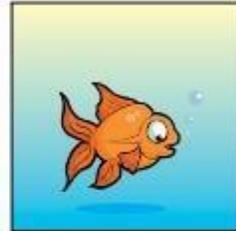
A ☐   B ✔   C ☐

1   Which picture are May and Sam looking at?

A ☐   B ☐   C ☐

2   What are Mrs Good's class doing this afternoon?

A ☐   B ☐   C ☐

3 What is Mum's favourite fruit?
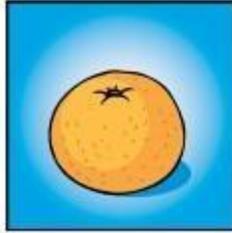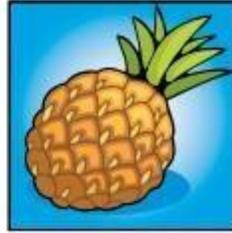
A ☐   B ☐   C ☐

4 Which dog is Anna's?

A ☐   B ☐   C ☐

5 What is Lucy wearing?

A ☐   B ☐   C ☐
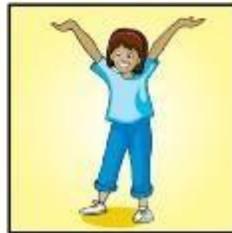
Cambridge Assessment
English

Centre Number		Candidate Number	

Pre A1 Starters
Reading and Writing

There are 25 questions.

You have 20 minutes.

You will need a pen or pencil.

My name is:	....

Part 1
– 5 questions –

**Look and read. Put a tick (✔) or a cross (✗) in the box.
There are two examples.**
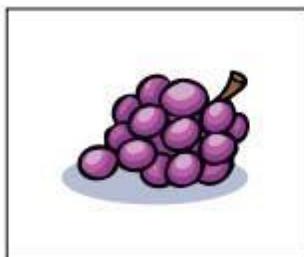
Examples

These are grapes. ✔

This is a house. ✗

Questions

1

This is a helicopter. ☐
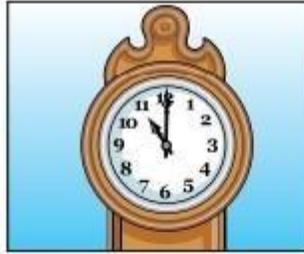
Part 2
– 5 questions –

Look and read. Write yes or no.

Examples

There are two armchairs in the living room.	yes
The big window is open.	no

Questions

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

Part 3
– 5 questions –

Look at the pictures. Look at the letters. Write the words.

Example

s n a k e

Questions

1. _ _ _ _
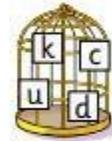
2. _ _ _ _ _

3. _ _ _ _ _

4. _ _ _ _ _ _

5. _ _ _ _ _ _ _

Part 4
– 5 questions –

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

Lizards
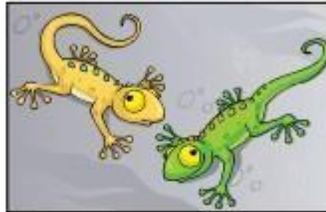
Lots of lizards are very small _____animals_____ but some are really big.

Many lizards are green, grey or yellow. Some like eating (1)_____ and some like eating fruit.

A lizard can run on its four (2)_____ and it has a long

(3)_____ at the end of its body.

Many lizards live in (4)_____ but, at the beach, you can find some

lizards on the (5)_____ . Lizards love sleeping in the sun!

Example			
animals	tail	balloon	trees

2 What is Mum standing on?   a ....

3 Where is the spider?   on Mum's ....

4 Who is pointing?   the ....

5 Where are the children?   in the ....

Pre A1 Starters exam obtained from Cambridge English webpage:

https://www.cambridgeenglish.org/exams-and-tests/starters/preparation/

Appendix F: Speaking Rubric:

	Low Average	**Good**	**Excellent**	**Outstanding**
Pronunciation	The student struggles to pronounce words.	The student is inconsistent in their pronunciation. Some words are pronounced correctly, and others are not correct.	The student's pronunciation is clear, with few errors.	The student's pronunciation is exceptional and mirrors a native speaker.
Fluency	The student has great difficulty correctly putting words together in a sentence.	The student demonstrates some fluency and is able to construct a simple sentence.	The student is able to respond to the prompt with few errors and relative ease.	The student speaks clearly and articulately with no hesitation.
Comprehension	The student's speech does not reflect comprehension of the topic or prompt.	The student's speech reflects basic comprehension, but with frequent errors.	The student's speech reflects strong comprehension of the topic or prompt with few errors.	The student's speech reflects a clear understanding of the topic or prompt and includes details.
Word Choice	The student is only able to speak a few words; none relate to the topic.	The student's word choice is very basic, with a few errors.	The student's word choice enhances his or her response to the topic or prompt.	The student's word choice reflects a sophistication in speaking, similar to a native speaker.

Speaking rubric obtained and adapted from ESL Activities website:

https://eslspeaking.org/esl-speaking-rubric/

Appendix G: Lesson Plan October 8th 2018

Warm Up:	Stage Aim	Procedure	Material
Setting up for the activity **15 minutes**	**Get everything ready for students role play as an scenario**	horseshoe arrangement ask students to move chairs without doing lot of noise and be prepare to begin Give time them to make a little review of the script	
Role Play (Production) 30 minutes Students Students	Students present their final project in pairs Count as an exam for first partial See how much they improve their speaking skill Evaluate	Get together with your pair Every team is going to participate Both teams have to do the role play twice, it means that you have to be the doctor and the patient Evaluation will be evaluated through an speaking rubric.	Speaking rubric
Wrap up 3 Minutes	Let students know how was the activity Recognize all your students Reward to students for participate by themselves without teacher help	A round of applauses for everyone Motivate students to do it better the next time Encourage your students to keep practicing their speaking	-

Lesson Plan Elaborated by Saúl Martínez.

Appendix H: Lesson Plan January 16th 2019

Warm Up:	Stage Aim	Procedure	Material
Warm Up: Broken telephone **3-5 minutes** **Students Students**	**Participate in a speaking activity Students practice pronunciation using an easy sentence**	First the class is divided into a few groups (Groups of 5) with about ten in each group. I hand one person in the group a sentence, which he or she must then memorize and pass on to the next person, by whispering. First the class is divided into a few groups, with about ten in each group. I hand one person in the group a sentence, which he or she must then memorize and pass on to the next person, by whispering.	
Presentation: 8- 10 minutes Teacher Students	• Identify vocabulary • Asking situations • Improve listening skill	• Engage students with a question • Show picture and ask what they are doing? (people in restaurant and ordering at a fast food restaurant) • Play the two conversations • Ask students to write in their notebooks what are the products mention in the conversation • Now present the vocabulary used in the conversations using flashcards (Apendix 1.7)	Audio Speakers Flashcards (1.17)
Practice 25 Minutes Students Teacher	Use the previous vocabulary to identify an specific situation Be able to ask for food in a restaurant or in a fast-food place	Role Play Activity: Work in teams of three Students and teacher read the script with the conversation Modeling the script of the activity with two volunteers switching roles Then students might do it by themselves	Conversation Script (Appendix 1.18)

|	Practice reading and speaking through role play game	Teacher is going to be monitoring the group Finally he is going to choose two random teams to go in front and act as the characters	
Wrap Up: 5 – 10 Teacher Students	Explain the first homework of the course that is going to be evaluated by a rubric Testing activity of speaking with my students for my document Work it as a project	• Explain to students that they must elaborate an script similar as the one provided at the beginning of the class • The one gave by the teacher could be used as reference • Teacher is going to give different places where is going to be inspired: ➢ Cloth store ➢ Drug store ➢ Music store ➢ Airport ➢ Sports store ➢ Bus station ➢ Travel agency ➢ Free • the different places are going to be chosen by a represent of each team • first students need to hand in the script for the next class • then on the third class students are going to present their play in the stage (classroom) • Head teacher and me are going to be the judges (evaluating with the rubric) • There are going to be three winners (1st, 2nd and 3rd place) • Teacher is going to give a reward to the winners (3, 2 ,1 extra participations)	

Lesson Plan Elaborated by Saúl Martínez.

Appendix I: Buying at the supermarket Lesson Plan

| Warm Up:	Stage Aim	Procedure	Material
Setting up for the activity **3 minutes**	**Get everything ready for students role play as an scenario**	horseshoe arrangement ask students to move chairs without doing lot of noise and be prepare to begin	
Role Play 40 minutes Students Students	Students present their final project in pairs Count as an exam for first partial See how much they improve their speaking skill Evaluate	Get together in your teams (of three) Every team is going to participate Ask who wants to start if its takin more than 30 seconds, I will choose the team that is going to start Every team is going to be evaluated by a checklist	Speaking rubric
Wrap up	Let students know how was the activity Recognize all your students Reward to students for participate by themselves without teacher help	A round of applauses for everyone Motivate students to do it better the next time Encourage your students to keep practicing their speaking	-

Lesson Plan Elaborated by Saúl Martínez.

Appendix J: Evidence (Spelling Bee)

A B C D E F G H I J K
ei bi ci di i ef ji eich ai jei ke

L M N O P Q R S T U V
el em en ou pi qiu ar es ti iu vi

W X Y Z
doble ex guay zi
iu

Door
D-o-o-r
Di-ou-ou-ar

Tie
T-i-e
Ti-ai-i

Window
W-i-n-d-ow
dobleiu-ai-en-di-ou-dobleiu.

Ball
B-a-l-l
Bi-ei-el-el

Bag
B-a-g
Bi-ei-ji

Shoes
S-h-o-e-s
Es-eich-ou-i-es

Ruler
R-u-l-e-r
Ar-iu-el-i-ar

Book
B-o-o-r
Bi-ou-ou-kei

Clock
C-l-o-c-k
Ci-el-ou-ci-kei
Water
W-a-t-e-r
Dobleiu-ei-ti-i-ar
Vania Itzel Cruz Rosas
V-a-n-i-a I-t-z-el C-ru-z R-o-s-a-s
Vi-ei-en-ai-ei Ai-ti-zi-i-el Ci-ar-iu-zi Ar-ou-es-ei-es

Class work obtained from a students notebook

Appendix K: Evaluation of activity two. Pronunciation Results
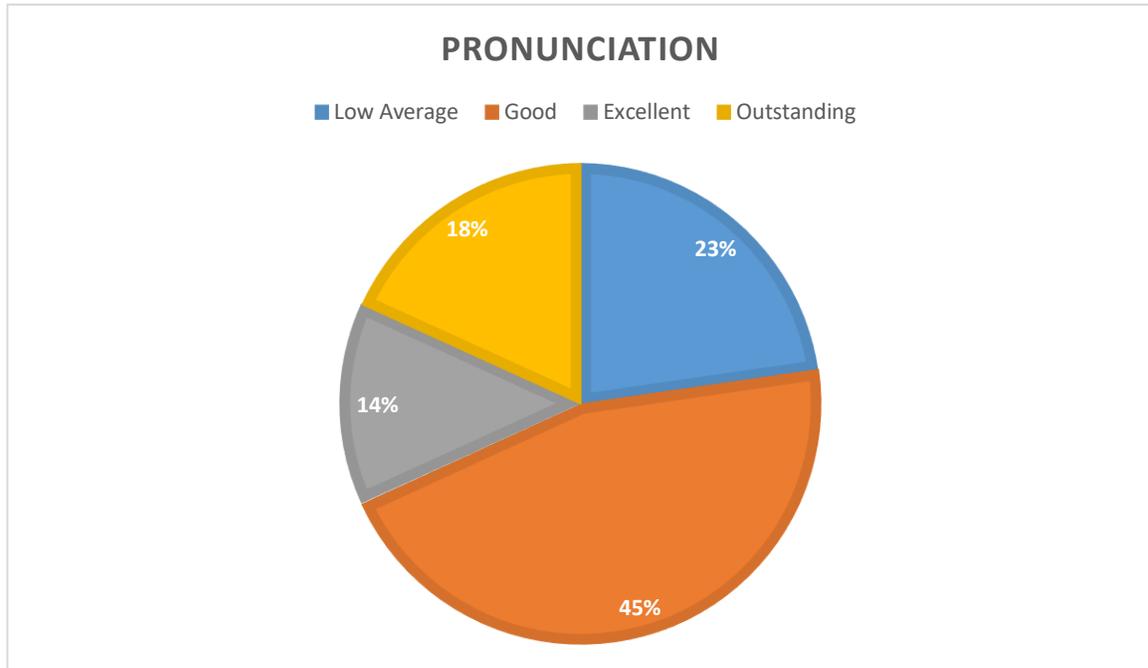
Results of students obtained through a speaking rubric (Appendix F)

Appendix L: Evaluation of activity two. Fluency Results

Fluency

- Low Average
- Good
- Excellent
- Outstanding

55%
27%
9%
9%
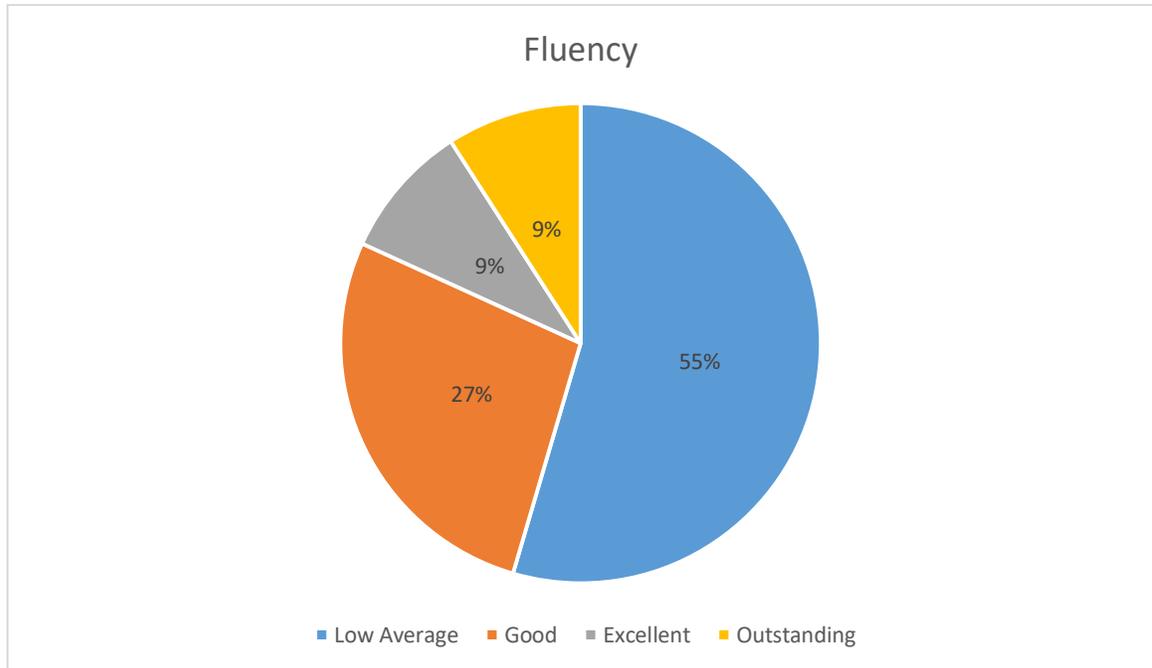
Results of students obtained through a speaking rubric (Appendix F)

Appendix M: Evaluation of activity two. Comprehension Results
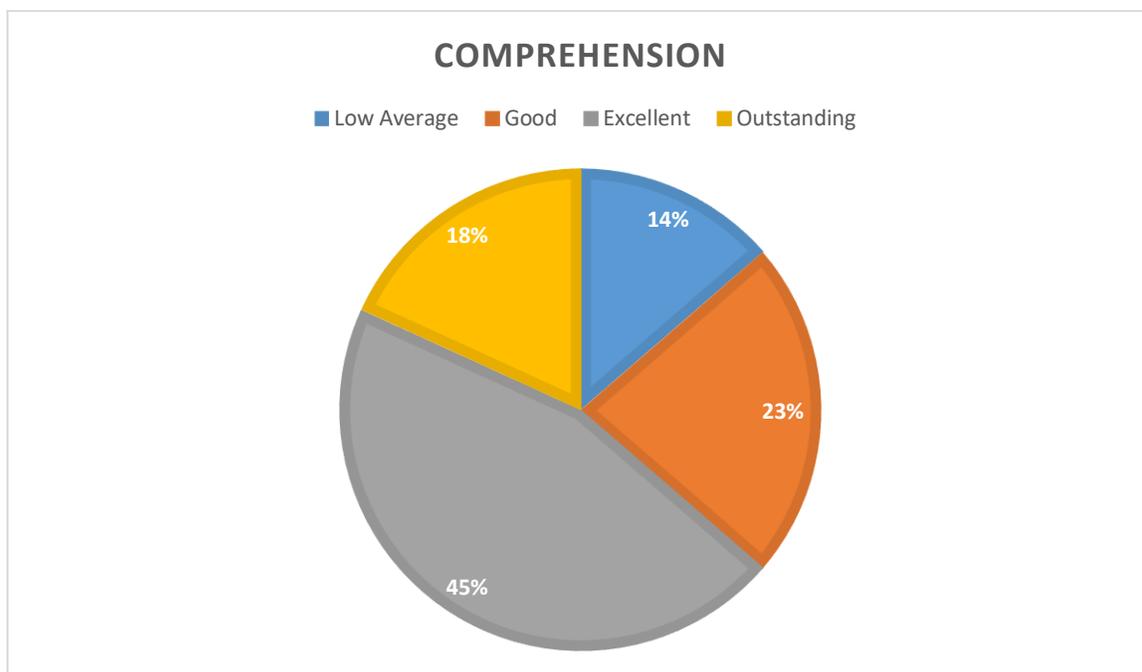
Results of students obtained through a speaking rubric (Appendix F)

Appendix N: Evaluation of activity two. Word Choice Results

Results of students obtained through a speaking rubric (Appendix F)