



BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ

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an EFL classroom.

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AN EFL CLASSROOM”**

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PRESENTA:

MARIBEL ANAID PEREZ VARGAS.

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INTRODUCTION

Throughout history, we can see that communicative interactions have played a large part in the development and the understanding of ideas. Dialects transmission in Mexico has shown the use of interaction given maximum importance as a means and as a final objective, which is the same purpose to the communicative approach as a learning resource.

We have been able to use communicative interactions to better understand the culture and our own development. Therefore, it seems logical to use a methodology "communicative approach" in the learning process of a new language.

Nowadays, we are living in a whole communicative environment; we as human beings need the input that allows our brain to set clear ideas of what is observed and established to make any decision. To set an example of this argument as a selling method, companies in charge of promoting products, exploit speaking and listening communicative resources to accomplish their goal which is creating a great impact and making customers, in this case, purchase their products.

Since the beginning of our lives, we develop communicative skills; our central nervous system is composed in such form that it experiences continuous stimuli through symbols to communicate ideas in order to permit contact with the outside world. According to Martin Bygate "A speaker's skills and speech habits have an impact on the success of any exchange" Bygate M. (1987).

Quoting another of the main characters of the communicative approach Noam Chomsky's theories in the 1960s, focusing on competence and performance in language learning, that gave rise to communicative language

teaching, but the conceptual basis for CLT was laid in the 1970s by linguists Michael Halliday, who studied how language functions are expressed through grammar. And that in terms of learning, mentioned that based his argument on observations about human language acquisition, noting that there is a "poverty of the stimulus", the enormous gap between the linguistic stimuli to which children are exposed and the rich linguistic competence they attain. Chomsky N. (1960)

Along with this teaching experience of practice and observation, it is interesting to see and realize how difficult it is to learn a foreign language. It becomes a long and complex task for students that are in Junior High School and that sometimes, their only contact with the English language is a fifty-minute lesson, three times a week.

The process of learning a foreign language, affects students in many different aspects; H. Douglas Brown, in his book "Principles of Language Learning and Teaching" mentions that "your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling or acting". Therefore, as is possible to determine by observation, is that students are focused on other aspects of their lives such as their social environment, personal relationships, technologies, and social networks; therefore, learning English becomes a task that is set aside, Brown J. (2000).

The previous observation showed that the interest in the target language arises when students are exposed to English; this might be by listening to music, watching images or reading a book from their interest.

This is a result of globalization; we now buy, look for and consume foreign products, so in a certain way, we all are "forced" to interact in the English

Language. In the context, the interest of learners comes up as an elemental demand as costumers.

Taking in to account my observations and the current needs of adolescents, the desire to look for strategies to help students during the learning process of English as a second language justifies my chosen topic: **"REAL LIFE ACTIVITIES TO ENHANCE COMMUNICATIVE APPROACH ON AN EFL CLASSROOM"**.

Through my teaching experience, I have learned about the specific needs of each one of the students to have a suitable intervention, with activities and strategies that favored their learning process. Therefore, I registered interviews with students, as well as the use of a checklist that helped me collect relevant information.

I selected this topic because my students were not familiarized with speaking productions in the class. They considered English classes to be boring, uninteresting, and even a waste of time. I was constantly wondering which would be an appropriate strategy to motivate students and at the same time, favoring the communicative approach. Many ideas came over, such as proper use of activities, integration of games and dynamics, the use of technology among others, but I realized that the group had no interest and often a lack of attention. Therefore, I decided to integrate didactic material to establish how effective they could be if they appeared at different stages of the class as an engaging resource to favored the communicative interaction.

Developing the topic of study it is expressed to precisely the result of analyzing this experience, which in turn, was closely related to the idea of developing Speaking Skills applying the Communicative Approach in each of my students. Therefore, the didactic materials would be an appropriate strategy to

engage the students in class content and to promote English language learning more effectively.

Through time, I notice that the students were interested in the class and that effectively, using didactic material was promoting learning not only in the classroom but in quotidian life as the activities were contextualized in daily situations. The Study Program from 2011 mentions the general purpose of language teaching in basic education which states that students gain ownership of diverse social practices of the language and participate effectively in their life in and out of the school, SEP (2011)

This is closely related with the purpose of teaching English in Junior High School education, which states that the purpose of studying a foreign language (English) is that students participate in certain social practices of language, both oral and written, in their own or a foreign country in contact with native and non-native speakers. Regarding my pedagogical essay, the Study Program states that materials play a significant role; if learners are to be successful participants of the social practices of the language, it is fundamental that they engage the task that mirrors the real world.

As a future teacher, I must know the needs of students in real conditions and take them as a challenge in my teaching practice work. This will help me to have tools and skills that will serve me in the future to deal with different cases and with different students.

As for personal achievements obtained I can say that during my teacher training and in the preparation of this document I could strengthen the features of the educative profile of the Major in Junior High School with an English Specialty.

This work contributed to enrich my training experiences because I did not only see the experience in the classroom from my teaching perspective but also, I was able to manage information from my student's point of view. I recognized their needs, looked and improved strategies that are necessary to favor the quality of education provided in the classroom which I consider the guidance in my future as a teacher.

STUDY TOPIC

1.1 Topic line and Topic Nucleus

This pedagogical essay aims to promote reflection and analysis on the importance of production skills in the classroom after having detected an educational need, problem, or interest in a real learning situation, when in contact with students taking the subject of the specialty: English as a Foreign Language.

After my first experience as a teacher trainee, I have noticed that production skills (speaking and writing) are a very important part concerning the acquisition of English. These skills need to be developed because students, during all the junior high school courses, study English but based on the development of reading and writing skills.

The results obtained from the teaching experiences 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. When it comes to the present essay, the problem was identified about speaking skills, a problem which was detected when the English lessons took place and through the responses students had toward speaking activities.

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 text reading and writing. Harmer (2007) who mentions the importance of communication in the second language are Richards. They address that the purpose of learning a foreign language is to communicate and interact.

Taking into account my observations and the current needs of adolescents, the desire to look for strategies to help students during the learning process of English as a foreign language justifies my chosen topic: **"Analysis of Didactic Material to develop Speaking Skills applying Communicative Approach"**.

The nucleus of this pedagogical essay is located in **"The Didactic Competence in Teaching the Specialty"**. During practices in "Escuela Secundaria General Ignacio Manuel Altamirano," it was developed from the selection of speaking activities with the use of diverse didactic materials to developed communicative approach. The materials were designed as part of the lesson plan, they were closely related to the course contents established in Study Program for junior high school (SEP, 2011) and the course objectives, while also taking into consideration the specific group profile and their previous English experiences, the main aim is to reinforce their English language learning.

The topic line is **"Analysis of the Teaching Practice"** based on the results of the teaching practice evidence by my lesson plans, record list, journal, students productions and tutor's comments according to Academic Orientations of the Reception Document elaboration (SEP, 2002). I reconstructed the activities carried out with this first-grade group of secondary school students and analyzed their outcomes, to determine how their needs had been addressed, and what could have been changed to produce even better results.

1.2 General Information of the school.

1.2.1 School location.

The Secondary school: "Escuela Secundaria General Ignacio Manuel Altamirano" is located in Av. De Las Americas N°1. "Las Palmas" colony is parallel to Peru Republic Street; between Chiapas Street in the west and Veracruz Street in the east in Soledad de Graciano Sánchez town, with zip code 74345.
(Appendix 1)

- Street: Las Américas.
- City: San Luis Potosí.
- Municipal: Soledad de Graciano Sánchez.

The main access roads are available for arriving in this neighborhood are:

- The Avenue San Pedro in the east.
- Avenue in Mexico in the west.
- Matehuala Road from north to south.

The Neighborhood "Las Palmas" can be accessed by:

- Public transportation (taxi or public bus):
- Walking
- Private car
- Biking
- Motorcycle

The means of transport used to access the school according to previous observation are walking cycling, private car, and public transport.

1.2.2 School geographical information.

Las Palmas Neighborhood where the school is located school count whit these public services:

- Electric energy
- Private drinking water
- Drainage

- Street lighting
- Phone
- Internet
- System cable television and broadcast television
- Urban public transport taxis
- Ecological taxi
- Garbage collection
- Purified drinking water
- Concrete paved streets
- Hydraulic connections

It is a new creation housing area, for that reason the school was surrounded mainly for houses and most of the half of those houses are not habited or for sale. The school construction was part of a Kindergarten, Primary and Secondary school all in one build.

Based on the kind of public services located in the area where school is located and the socio-economic survey applied for students in the first weeks of practices from September the 22nd 2014 to October the 17th 2014 in which was determined that students are in Low- Medium Economic Partner Level according to (Economic and Population Census, 2010).

1.2.3 Historical information about the school

Soledad DíazGutiérreznow at days Soledad de García Sánchezit received this name in honor of a National Confederation Peasant founder, in this municipality was opened the first General Secondary School "Graciano Sánchez Romo" on December 14th in 1973 but the growing population of this town increases school services demand. The feasible solution was to create a second

school of this type," Escuela Secundaria General N°2 in Soledad de Graciano Sánchez.

The urbanization of the Colony called "Las Palmas" was settled by municipality authorities on December 18th in 1976. Also, they established a legal requirement that should correspond to a school construction space in which was build the first stage of this institution based on Plan Nacional de Pre-construcción de Escuelas de Gobierno Federal (CUFE).

The Teacher Arturo Herbert Maldonado served as the First Director and finally, the institution was known at that time as Federal Secondary School N°2 opened on September 5th in 1989, having an existence of 165 students. 3 groups of 1st grade with a total of 55 students in each grade. Teacher Sifuentes verifies immediately the enrolment list and confirms the official school opening. The founding date was established on September 2nd of 1979. During September and October, it was integrated the founding headteachers in different subjects.

The school began with 5 classrooms, 1 workshop, 1 civic square, and one health care module a lot of human and material deficiencies. As a school of a new creation, there was no electricity, water, drainage, transport, and furniture that did not exist.

The school purpose was providing a quality service for society in general and students to foment values, principles, and discipline emphasizing respect and coexistence in every student furthermore to provide consciousness elements to transform their own society into personal growth and economic opportunities.

Thirty-two years have passed since the first student's generation graduation, some taking advantage of the home proximity other's, even when it

was too far they wanted to have the opportunity to continue their studies and hoped that in "Escuela Secundaria General Ignacio Manuel Altamirano" was possible. 155 students see born, grow and begin to change through active participation, they conform the 1st "A" 1 "B" and 1 "C" of the First Generation.

GROUP	MENS	WOMEN	TOTAL
GROUP "A"	29	26	55
GROUP "B"	30	26	56
GROUP "C"	31	24	55
TOTAL	90	76	166

First Generation Morning Turn 1979-1982

- Students entered 166
- Students graduated 155

The first construction stage of this school building, that would serve the different colonies in the region around "Las Palmas" neighborhood, consisted of five classrooms, a shorthand typist workshop, a laboratory, a civic square and modules toilet for men and women.

During the 1984-1995 school year, the audio-visual room activities were built.

The harmony achieved through relationships between the principal, teachers, parents, and students allowed to find the key achieving the productivity of the organization, because as referring alumni time and effort he gave, coordinated by its director and teachers for Saturday sessions in the field clear of stones, plug the holes or dig the earth to prepare the greening of school garden are known today.

1.3 Students Relevant Characteristics.

1.3.1 Number of students

The school count with two turns but the evening turn change the name of the school for that reason we only take in count the morning shift population:

- Number of students: 648
- Workers: 59
- Groups: 18
- Groups per grade: 6
- Students per grade: 35

1.3.2 Social relevant characteristics.

Students' Social-economical characteristics and Social relevant characteristics were identified with a brief survey applied to the study group, this survey is based on their living conditions, level of English and their socio-economical characteristics.

Social relevant characteristics related to the subject according to their experiences in this area to determine a profile of English education. (**Appendix 2**)

- Listening Comprehension abilities
- Reading Comprehension abilities
- Writing Comprehension abilities
- Speaking Comprehension abilities
- Importance of English in their life's
- English advantages
- Likes about learning English

- Ways of learning English
- Previous English classes experiences
- Private English classes
- Extra school activities

Those surveys were applied in the 1st-grade group A, to students in total 42 Students.

The most important result obtained with this surveys was their English level, according to the Common European Framework of Reference for Languages, during the first period of practices the assessment production determines that 10 students were placed in A1 these students were influenced by their previous knowledge and the extra classes that they receive, the rest of the class are lower than level A1.

Students, that are placed in A1 level can follow a very slow and carefully speech, articulated with long pauses for them to assimilate the meaning, they are able to understand the very short simple text and single phases at a time, picking up familiar names. They can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech.

Finally, it was applied a socio-economical characteristics survey according to the "Censos Económicos y de Población" provided by INEGI (2010), this survey determine they are socioeconomically level according to their characteristics about:

- House
- Educative characteristics
- Familiar situation
- Languages

The results determine as socio economical level for students are middle-low socioeconomically level according to INEGI "Categorización de Nivel Socio-económico de Población" (2010).

1.3.3 Previous Observation in 1st Grade, Group 1"A"

The following study will be done in "Escuela Secundaria General Ignacio Manuel Altamirano". English Class, in 1st grade "A" This group consist of 41 students, 24 girls, and 17 boys. Trough observation English classes are three times weekly sessions from 45 to 50 minutes. The Total of hours that students receive English classes takes 12 sessions every month. Unfortunately, these classes are not regular because sometimes students have interruptions for different causes the first one every month is the Technical Meeting and some special events that secondary school carry out. It is hard to teach new knowledge in a new area for students in this short time for that reason it is necessary to exploit every minute during class. **(Appendix 3)**

According to a brief survey applied to 1st grade "A" which was the first action realized in order to construct a student's English profile using a self-evaluation about their different activities in which there are exposed to English, this survey showed students English class opinions about it benefits and previous experiences in Primary School, the results of this survey prove that approximately 3 students in the group receive private English classes, as a result, they already learned basic concepts and grammar structures in English, furthermore 8 students in the group were part of the test period of Programa Nacional de Ingles en la Educación Básica (PNIEB,2011) in addition to 1st grade "A" students are not predisposed to work in English class but they need to feel motivated to exploit all their abilities in English class. **(Appendix 2)**

According to the Common European Framework of Reference of Languages (CEFR), this is the institution that is in charge of education policy to

define language proficiency levels around the world. CEFR interprets in qualifications the language ability using a scale of levels from A1 from beginners up to C2 for the advanced ones. For that reason, Cambridge English Language Assessment with their Cambridge English range of exams to meet different needs according to (CEFR) was the propitious material to assess their level of English to generate a class profile according to Cambridge Assessment Language (2010).

Following the purpose to construct a class profile was selected "The Cambridge Young Learners English Test" which is aligned with the (CEFR) at levels A1 and A2 these examinations are designed to offer a comprehensive approach to testing English in primary learners from 7 to 12 years. This exam was appropriate for performing a study group diagnostic evaluation, these examinations were divided into Starters, Movers and Flyers, using their self-evaluation about the use of English it was determined that the majority of students were not starters bearing this in mind the suitable exam for the study group 1st "A" and their range of ages between 11 to 12 years old, was "The Cambridge Young Learners English: Starters".

Students answer a sampler test of "The Cambridge Young Learners English: Starters". (Cambridge English Language Assessment, 2010) this exam evaluates the four language skills: Listening, Reading, Writing and Speaking.

After an interview about their English previous contact, the results demonstrate that 27 students were beginners and 16 students in the group were not total beginners because this student's generation already counts with the test period cycle 3 of PNIEB program in their primary education and the rest count with private classes, for that reason evaluation results were A1 for these students.

However, the exam results for the other 27 students were not satisfactory which determined in beginner's level according to (Cambridge English

Assessment, 2012). Cambridge starter's evaluation was a necessary tool to determine their English level profile contrasting of the self-evaluation, it was necessary to ask some questions about their previous contact with English and based on the observation by this diagnostic exam was selected based on beginners because 22 students did not have English classes previously.

Class activities with 1st Grade "A" were easy to carry out because they were a group with a lot of learning styles benefits and everybody learns uniquely. This learning style was identified using a brief survey according to Howard Gardner, (2001) applied to all the group; therefore, results make emphasis on the importance of design material and create special spaces to expose students to this different learning styles who dominates in the classroom. This factor will benefit in a meaningful way in the communicative approach.

Their behavior in the classroom as a student are the common adolescent's characteristics, sometimes they were undisciplined but other times they were quiet and follow directions, sometimes they can't understand but they try to elicit from the context and in contrast with other groups this group are not complaining about they cannot speak or understand English, and they show an active attitude as long as they understand the purpose of carrying out the activity.

Students have troubles at the moment that they want to express an unknown word, giving them the opportunity to express themselves in Spanish is a practical solution in order to bring them the right confidence and speaking practices besides new vocabulary learning, if they don't know the specific word for express what they want they should ask: How do you say _____.? However, by using visual aids located in their classroom Plus the words in Spanish to increase their vocabulary as well as ask for permission to go to the bathroom to practice English interaction.

What works with this group is using realia, images, music, posters, and diagrams in which they can find common cartoon characters for them and didactic material useful to teach English according to Krahne, K., (1987). Situations which they are already familiarized. Since the first observation students feel more comfortable if the teacher allows them to try and create mistakes.

Zajonc (1968) claimed that in majority percentage people prefer things that already knows "Exposition effect", for the entire group is enjoyable working with different materials used to perform different task in English class. Unfortunately, materials used in English class every day are the same that they already know from their past learning experiences.

Students still have curiosity to discover and try new challenges in their learning experiences in English class for constructing their knowledge according to, This might be possible when student performs activities; the first thing they see is the objective in the blackboard that gives them a previous about the activities performed during the class, encouraging their curiosity to be part of communicative approach activities that makes them think critically applying their knowledge to promote communicative approach.

1.3.4 What Was Detected

Since the beginning of the observation and practice weeks from September the 22nd 2014 to October the 17th 2014, it was possible to detect the lack of different strategies and activities in the classroom, in contrast of this lack school physical resources at school are many and students can take advantage of it, unfortunately teachers majority use as a resource only the blackboard and classroom space, those other physical space are wasted during class time because if a teacher wants to use it this space demands special design activities and material.

If the class is quiet the students should acquire more easily English structures and new vocabulary. However quiet attitude showed for students in English class and learning dispositions to interact with the contents in class are not synonyms, for that reason students should be part of the class for they would be taking part in their knowledge as was mentioned by Joseph Donald Novak (1982).

According to Harmer J. (1998), mentions the importance of students were motivated in class because their desire to learn comes from many causes. Nevertheless, students were receptive to participate in the subject or were interested to see what it is like and also, we must remember that they could have practical for their study and if we found those topics students will become fitter and relaxed in class and they will be better students.

Students at English class should be actives and teachers ask for a participative attitude in which students must answer, complete and of course be part of this important learning process. Students will be able to construct explanations about what they are doing with their knowledge. According to previous experience with this group, it was frequently that students showed a passive attitude and they were showing a lack of interest attitude as if they did not want to work.

Students in 1st grade "A" show a good behavior most of the time according to what is expected for student's interaction at class that represents students be part of the class, participative and follow directions, within the study group it was frequently found this behavior during English class, this situation was the ideal because students must listen to teachers directions in order to perform the activity as teacher ask to do it and show results according to lesson plans.

In English class it is needed that students will be actives, the teacher often does not take into account the suggestions or opinions of students about the class

and this is a big mistake because this changes based on student's opinions will make students actively and at the same time be part of the class. The teacher during the class will only have the role of a knowledge facilitator based on students learning the process and how they developed their own, according to students build and achieve knowledge through experiences in English Class.

This is the reason for how and what materials or tools are presented, establish knowledge because understanding depends on how to perform activities for each student.

Therefore, it was important to consider and identify each student's learning style; because everybody has a Learning style that allows students to create better conditions for new content acquisition and understanding. This different learning styles provide students with the capacity to take part in their knowledge construction. Learning is considered as a cognitive process in which the pupil use and develop different skills to organize the previous and new information to learn, by these terms students acquire new knowledge, including English as a second language using their specific learning style. **(Appendix 4)**

Those principals' learning styles based on Howard Gardner (2000) was founded as dominant learning styles in the 1st grade "A" classrooms located from most common to less common are:

- Spatial /Visual
- Kinesthetic
- Musical
- Linguistic/ Verbal
- Logic-Mathematic
- Intrapersonal

1.3.5 Description of the Case Being Studied.

Being a junior high school teacher implies the developing of the ability to be a comprehensive person besides understanding student's needs. Twelve years old students are part of the process called adolescence stage according to, OMS (2014) defines adolescence as a transition period in which they start to look for their identity, trying to understand themselves and to find themselves, this process is physical and emotional for that reason It has a key implication in their learning process.

Aguirre (1994) stated that during adolescence the self-concept is developed in the people who are the subject. The one who is going through these changes can feel or understand the changes so there is a strong need to accept and feel comfortable and secure.

According to UNICEF (1996), teenagers are not children but they are not adults so they start looking for balance and their personality, so it is reasonable to think that students will be paying more attention to their changes than to the classes. They experience new changes in their bodies that they have to face and that it could be difficult for them; also their mind changes.

In this groups there are 41 students, from that number 17 are boys and 24 are girls, Students of this group were characterized for their low English level as was mentioned before only some of them could have the A1 level which is a disadvantage because they quickly finished the class work, they need extra work to continue working on class but when they received directions they were used to work as they want because they did not listen to the teacher, so they not performed the activities correctly.

1° A was the selected study group that allows a good learning environment in the classroom, students showed interest in English class moreover the group attitude is participative, this provides a lot of possibilities for the teacher to implement new strategies.

The most useful characteristic for this group is that if students feel captivated by the activity linked to their willingness to express in English then they will be part of the class and also, they will collaborate with their classmates, this interaction will benefit and facilitate the proposal developing in this document.

This group according to previous observations shows a better peer coexistence than other groups. To prove this in class it was perceptible that they work together and they help each other when it is necessary, they are conscious about if everybody understands directions then the class will be more productive and faster.

In the group there are around 14 students who have a level more elevated which is an A1 which according to the European Framework of English Language says according to sample "Test Movers Cambridge English" applied, they were able to:

Writing and Reading: Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).

Listening and Speaking: Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate basic need.

So, those students understand the instructions easily, however, five of them like to talk and play in Spanish because they did not find the utility to learn English. They do not like to listen and follow instructions, however, they were not the only ones. The monitoring activity shown that 75% of students in the group do not find interesting the English class because in their own words they never will travel to the United States of America or the second most important reason was because they are Mexicans, they live in Mexico and they consider not necessarily communicate in English, however, this is a strong reason to prove the importance of learning English and improve the teacher didactic intervention, students with level A1 were a useful tool to improve the English level of all students when they have a clear purpose.

Furthermore, the rest of students has a different problem they like to learn and try English language but they need to feel relaxed, motivated and comfortable because sometimes they have doubts and they did not want to ask the teacher because they do not want the rest to know they do not understand.

This study pretends to motivate students to learn English and engage students besides increasing their motivation to learning a new language, fortunately in the study group there were those students who like to talk a lot even though they do not speak in English but they try to practice and learn, students have a good relationship and excellent class work environment, so that made students feel better trying to speak in English, they felt confident when they speak because if they made a mistake nobody made them feel uncomfortable.

The learning environment of the classroom was the key to promoting the interaction between students, (OECD, 2009, p. 220) "Research has shown that classroom disciplinary climate is associated with student performance and that self-efficacy is an important measure of productivity and effectiveness", if a teacher creates a learning environment where students tolerate each other, share

what they think etcetera, it is going to be easy for everyone to learn, otherwise if students laugh at other's comments, or of other's ways of thinking the possibility to perform a class work where students could relax and understand English easily could disappear, so that is a process students went through during the whole year.

The use of didactic material was the main tool to develop the communicative approach. The observation was a second tool because that was the explanation of how the student reacts to speaking activities and to the tasks that were assigned to them

1.3.6 Study Purposes

The following purposes are presented to develop a topic of interest in this pedagogical essay. The main purpose is to know what kind of materials are used for teaching English and select the best ones to apply them in the classroom. The best option of communicative approach activities selected to develop this pedagogical essay are:

- Role-plays
- Interviews
- Group work
- Information Gap
- Opinion Sharing
- Survey and Interview

The final process to define how didactic materials in teaching English experience could change student's reactions through select the best ones to apply them in the classroom and also will suitable to promote the communicative approach. The following analysis will begin with the study of their different learning styles to constitute a better analysis based on:

- The teacher will analyze in order to show what kind of materials contribute to developing the communicative approach in English class to strengthen the educational intervention in junior high school to create a meaningful language acquisition.
- The teacher will design, implementing and evaluating strategies to provide solutions to communication and language English, using the communicative approach to favor English class.
- The teacher will promote achieving meaningful learning in adolescents through the use of teaching materials provided by the teacher applying didactic material linked to activities in the knowledge transmission process.
- The teacher will obtain results using assessment tools that take strongly importance although how this process occurs for student's care with particular attention to the analysis of the achievements and failures of the learning process in the study group also assessing the impact of an adolescent using didactic teaching materials in the English classroom.

These principles reflecting on the teaching competence of the teacher according to the "National English Program in Basic Education Second Language: English, Syllabus 2011, Cycle 4".of the teacher to design and use teaching materials for the teaching process intervention.

1.4 What is known about the topic.

The following paragraphs are shown their prior knowledge from literature about the topic of the communicative approach to favor speaking activities used in an English as a Foreign Language class with students in secondary school and didactic materials. In order to precise the aspects for the topic of study, several sources were investigated such as the Study Plans for Basic Education and the

2011 English Study Plans provide a framework of what needed to be taken in mind for the development of the topic.

It was important to mention the aspects that comprise the graduating profile of students in junior high school regarding linguistic abilities as well as the role of the English language in this. According to the 2011 Study Plans for Basic Education SEP, (2011), the graduating profile of junior high school showcases the characteristics that students must demonstrate at the end of their basic education studies as a guarantee that they can progress satisfactorily in any option they choose for their development. Students in Junior High School develop competences for life, and, apart from knowledge and abilities, they include attitudes and abilities for students to be able to perform diverse task.

Regarding the 2011 Study Plans for Basic Education SEP (2011), each formative field expresses the gradual process of knowledge students should learn from their Basic Education, are language and communication, mathematical thinking, exploration and comprehension of the natural and social world, and personal and social development. Concerning this, English falls within the language and communication field as it aims for the development of communicative competences within the study of the language.

Regarding communication as a result of the formation process of Basic Education, the students will use the mother tongue written and orally to communicate with clarity and fluency to interact in diverse social and cultural contexts; moreover to possess the basic knowledge to communicate in English. SEP (2011)

In addition to the purpose of the English language, the curricular standards for English were designed based on national and international criteria for common reference (B1, CEFR) to indicate the competencies and levels of proficiency in

English established in them and the competences in elementary education. The standards include the following:

- Comprehension
- Listening
- Reading
- Production
- Speaking
- Writing
- Multimodality
- Attitudes towards language and communication.

The 2011 English Study Plans SEP, (2011) mention that by the end of junior high school education, students should have consolidated basic skills in the English language as well as the necessary knowledge in this language in order to be able to use the receptive and speaking skills and, eventually, to start using the written ones while participating in social practices of different communicative contexts. At the end of secondary school, students are expected to be able to:

- Interpret the general meaning, main ideas and some details of short oral and written texts from different sources in different contexts of communication.
- Produce short texts conventionally for the creative, personal, social and academic purposes which express some opinions on issues related to everyday life.
- Participate in communicative exchanges by keeping the communication, using appropriate register and adapting language to unexpected communicative needs.
- Appreciate and respect the differences between one's own culture and others.

In relation to speaking the 2011 English Study Plans, SEP, (2011) states that speaking involves the ability to participate spontaneously as a speaker in

short and common interactions that occur in different social environments based on articulated sequences suitable to the context and specific audience. The purposes for speaking which I worked on with students in the development of the topic are the following:

- Participate in exchanges on everyday topics and familiar environments.
- Have a range of strategies to open, keep, and close simple interactions on familiar topics or personal interests.
- Join short structures and expressions together to form sequences of ideas.
- Ask questions to get more detailed information in an interaction.

1.4.1 What are speaking activities?

When talking about speaking activities the word "communicative activities" comes into mind as students are involved in generating language and interacting with one another. Harmer (2007) concludes that in this type of activities students are somehow involved in activities that give them both the desire to talk and a purpose which involves them in a varied use of language. In the selection of speaking activities for the development of the topic, the activities had two characteristics of the latter, which were a desire to communicate, and a specific purpose because they took place during different stages of the lesson such as practice and production.

It was not intended to have only communicative activities included in this essay for the reason that the focus was on developing speaking through the stimuli of didactic materials in how they helped students develop accuracy and fluency and their specific role during the activities to achieve the specific purposes.

In addition to what is known about speaking skills, now I will emphasize the characteristics of effective teaching materials in learning a foreign language which I took into account for their design. Didactic materials need to meet the purpose of the activity and the lesson, for this reason, they should contextualize the language they present and the familiarity with the context helps make the language encountered Harmer (2007). Materials did not seek to only contextualize the contents of the activities but also to guide students to produce in class.

1.4.2 What is didactic material?

Talking about the characteristics of didactic materials, the pedagogical principles stated in the 2011 Study Plans for Basic Education (SEP, 2011) mention that didactic material is an essential source for the language acquisition in students from basic education and the implementation of diverse materials should be interesting for them and should allow acquiring the expected knowledge developed in class. the didactic material varies according to their use and the specific abilities to be developed through them. There is not a specific order in their selection for that reason I incorporated various materials according to the objectives of each activity.

In order to plan the activities that focused on speaking with the use of diverse teaching materials, it was crucial to search and understand the classification of didactic materials. The one I used for the development of my topic according to Aguirre (2012) are:

- Conventional materials which include textbooks, books, photocopies, worksheets, documents, newspapers, handouts, cardboards, and the whiteboard.

- Audiovisual materials such as projector, laptop, power point presentations, audios, and videos.

Knowing the classification and variety of didactic materials served to assist me in choosing and implementing different types which aimed to meet the objective of the speaking activity and to engage students in the activities. The materials were mainly designed by me, the teacher trainee, and they were also taken and adapted from colleagues, different sources such as WebPages and the student's textbooks. Through the interaction of different materials, it was aimed for students to learn to think as much as possible in English and use them as stimuli to develop their speaking skills. In the following paragraphs, I intend to make known the previous knowledge of my studies at the BECENE.

The prior knowledge I acquired of the topic from my BA studies about didactic materials and skills is the result of previous teaching experiences where the role of material was to interest secondary students in their learning experiences to serve as a motivation in wanting to know more about the language combined with structured activities to develop a specific language point and vocabulary. It was essential for students to relate to the didactic materials and activities in order for them to be interested in them. If the materials did not appeal to student's context interests, and characteristics then they would not have had meaningful learning experiences.

1.4.3 What is the communicative approach?

This communicative approach claimed by Galloway A. (1993) is the result of dissatisfied educators and linguistics about the audio-lingual and grammar-translation methods of ESL teaching. The thoughts create a consciousness about that students were not learning enough with realistic interaction, whole. They perceived

that students did not know how to communicate using the adequate language, gestures, body expressions or expressions; in other words, learners were losing a communicative opportunity with real interaction in the language culture studied.

However, the interest and the urgent need to develop a communicative teaching style increase in the 1970 decade: Through authentic language and activities, using classroom adaptations engage students in real communication for that reason, this approach became popular to apply it in English classes.

Harmer J. (2007) explains that the communicative approach is or Communicative Language Teaching (CLT) is the name given to a set of thoughts and beliefs which include the teaching process. The teaching aspect is the most important about what aspect of the communicative approach is necessary to teach focusing on language functions rather than only based on the teaching of grammar and vocabulary. One of the most important features of the communicative approach is to guide and train students to use in a property way the language forms in a different context and following different purposes.

How to teach the communicative approach according to Harmer J. (2007) is related to the language learning construction of itself occurred by the plenty of opportunities to exposure to the language for student's development of skills and knowledge use it for them are vital.

Activities in CLT usually involve students in real or realistic communication where the accuracy is less important and the most important is that students were able to perform an achievement of the communication task.

Applying role-play and simulation, it is really common founded in CLT in these activities the students simulate different scenes in real life, students could

work with newspaper, puzzle, poem or construct a story to make students able to share information.

What is important in this activity is the increase in student's desire to communicate something. First of all, its important set a purpose of communicating it could be to do something In specific related to real-life for example buy a bus ticket in this way students with a specific situation should be focused on the content about what they are saying or writing rather than on a particular language form. The student has the opportunity to interact with a variety of languages rather than just one language structure.

The Teacher will not intervene to stop the activity and the material used in class will not specify what languages form students will use it means activities should contribute to replicate real communication.

The following study was based on three questions about how to simplify students English comprehension through English class activities linked to real life and promoting communicative approach in order to know students opinion, results, benefits and interaction through class based on materials and teaching techniques in the different stages of the lesson plan related this information to their motivation aspect for learn English.

The first question is about the aspect that includes a communicative approach in an ESL classroom. Student's performance will answer the second question during class and extra activities, this issue has an evaluation function to make students aware of their learning process.

Based on the first question another one arose from the earliest practice periods until now is How to simplify a second language acquisition process? So

that teachers as a change agent could prepare students to confront today's social challenges, that allows to consider the important fact between student-teacher interaction and vice versa that makes me infer in: How teacher influence this process as a guide to promoting communicative approach?.

1.5 Questions this case will be addressed.

Using the four goals established in the purpose of the study as a pointed departure, the following questions were answered throughout the development of the study, after having carried out the lessons with the activities and the materials consciously designed, selected, and adapted beforehand to address the need. The following criteria were followed and adapted in designing the activities and the materials:

- 1) Activities should be based on didactic materials.
- 2) They should enable learners to manipulate and practice specific features of the language.
- 3) They should allow learners to reach the communicative skills they need.

In this case of using different didactic material, I decided to adapt the didactic materials to the contents of the lesson, student's level, and the speaking purpose to cover. Shumin (1997)

- **How can I favor the production in English applying the Communicative Approach?**
- **How to make the English class more attractive to students by using didactic materials?**

- **What were the student's reactions to speaking activities through the use of the communicative approach?**
- **How will speaking activities be evaluated through the use of didactic materials?**

The answers to the questions established will be described in the next chapter of this essay, in each case, by outlining the activity, the role of the material used, what worked and what could have been done as to improve and favor student's learning in developing their speaking skills. It is worth mentioning that the speaking activities that were implemented and are described in the next chapter were used at different stages in the respective lessons, with the purpose of analyzing both the speaking activity carried out (practice or production) the material used with it, and evaluating their results. Now that the questions have been outlined and the criteria for the activities and materials, it is time to move on to the development of the topic.

TOPIC DEVELOPMENT

2.1 Reconstruction of Sequences

Since the beginning of the practice with the study group selected, I decided to create this document as a proposal in order to promote communicative approach in the foreign language class in 1st grade A, students are interested in English class but they want a real-life purpose, in previous classes I realized that in this secondary school these kinds of resources are rarely used. However, I have considered real-life activities to support the learning process.

The main purpose of elaborating lesson plans and obtaining reflections on the results as well as their application was to identify in which part of the lesson didactic materials were more effective to the communicative approach. But it also helped the investigation to perform the opportunity for them to answer for new words in Spanish allow them to interact with the new knowledge feeling more confident and relaxed.

R.C. Mishra (2009), suggests that "lesson plans help the teacher think about the lesson in advance to resolve problems and difficulties, to provide a structure for a lesson and provide a record of what has been thought". lesson plan included a category of possible problems and solutions that helped to prevent difficulties during the class as well as the competence and evidence they were able to develop; these aspects were evaluated when students produced either oral or written examples.

This document will be explained how these activities were applied and the results obtained during this teaching practice period from September of 2014 to February of 2015.

Richards & Rogers (2001, p.168.)

"Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio-lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics"

Furthermore, in the study group was used lesson plans which were focused on the use of real-life situations in the different stages of the lesson plan but I made reference to the most significant according to group interaction.

2.2 What Aspects Were Included in the Different Checklist in Order to Evaluate this Process?

To achieve the purpose of the lesson plan application within the English class in the 1° grade "A", points of analysis and tangible resources must be determined. These aspects have the purpose of indicating how students have been favored in their learning process of the target language and also tools for evaluation and results such as checklists, which were some of the criteria to evaluate lessons during this process.

It is important to bear in mind that during the elaboration of this pedagogical essay, strategies using communicative approach activities to promote speaking skills were applied in the class. These strategies were aimed to promote English learning. However, the results were focused on the evaluation of student's productions which will be guided to answer the question **"How to make English class more attractive to students by using didactic materials?"**

Therefore, in order to compare this evidence, it was also necessary to use the evidence with student's reaction and interaction through the communicative approach developing the speaking skill and measure students reaction, and a conduct survey in order to identify how they feel when there is a speaking activity in the class for them to use as a learning tool in order to identify how visual materials were used to promote communicative learning experience and its meaning. This helped me to make a real comparison and answer the question.

What were the student's reactions to speaking activities through the use of the communicative approach?

Furthermore, it is necessary to explain the intention of the checklist and how it was used during the classes; it was intended to be using them once a week during the period of investigation. This period was formed by two weeks; the first one focused on the use of speaking activities to promote the communicative approach and the second one not using these resources.

The aspects included in the first evaluation checklist which was focused on the use of didactic material in the class. Consisted on the following: **(Appendix 5)**

- Student's motivation using speaking activities.
- Didactic material activities linked to the communicative approach to support ideas, opinions, and thoughts.
- Activities with didactic material to engage students in the class.
- The ability to produce oral and written communication.
- Student's autonomous work using didactic material activities to enhance the communicative approach.
- Didactic material activities to facilitate the content presented in class.
- Student's ability to analyze the information in the class.

These mentioned aspects were selected based on the abilities that students developed within the class using speaking activities linked to the communicative approach. It was used to evaluate their perception and reaction of the students towards the content presented in the classes. The information gathered from the evaluation checklist served to identify the abilities that students had to produce either oral or written exercises when they used speaking activities and enhance the communicative approach.

The outcomes for the first checklist showed that students were motivated and facilitate the comprehension of the content by the use of didactic material during activities presented in class this checklist helped me to confirm when students perform the communicative interaction in their mother tongue to support their ideas, opinions, and thoughts which was frequently during the first periods of practices or if they tried to speak in English this interaction was the main characteristic for the last period of practices, it also determines when students were able to produce (orally and written) using didactic material through activities to develop communicative approach and finally this checklist was useful to evaluate the autonomous productions during the activities and reflect in their learning process.

The second checklist was focused on the speaking learning process of the students.**(Appendix 6)**

The indicators selected were focused on the engagement and speaking learning process of the students. Jones B., Valdez G.; Nowakowski J.; (1994) developed these indicators to help educators chart an instructional course and maintain an orientation based on a Speaking skill. Some of the sub-skills are measured and it can be assessed. According to these authors, from the 7 suggested indicators, I focused on 3 aspects.

- Narrating incidents and events, real or imaginary in a logical sequence.
- Expressing and responding to personal information, opinions, and attitudes.
- Participating in spoken familiar social situations.

I decide to use only these three indicators because I focused my attention on student's development it is directly related that students as engaged learners who are responsible for their learning. They are also energized by their learning; their joy of learning leads to a lifelong passion for solving problems, understanding, and taking the next step in their thinking. These characteristics are the ones that I pretended to achieve during the application of the didactic sequences, basing my work on students learning the process through the use of speaking activities linked to the communicative approach, but also on the productions they were able to do.

The second checklist outcomes have shown that students could:

- The first item in the checklist was about self-regulate and if they were able or not to define their learning goals. Therefore 70 % of the classes during the class shown good self-regulation and they identified the learning goals.
- The second item outcomes demonstrated that 50% of the classes, students know how to learn and can transfer knowledge to solve problems applying a communicative approach.
- 70 % of the instructions have engaged the students in their learning process, this affirmation takes place when students don't need confirmation and autonomously perform the activity, according to the third item outcomes.
- 80 % of the Instructions in each class encourage the learner to construct and produce knowledge in a communicative approach interaction, according to their understanding and interaction during the class and supported by the fourth item in the checklist.

- According to the fifth item outcomes, 80% of the activities the students teach others actively and interact generatively with their teachers and peers due to the communicative purpose of the subject as a learning purpose in each class.
- The outcomes in the sixth item showed that 60 % of the times the students were involved with the use of didactic material in the different task, project, or investigation which favor the communicative approach interaction during the class and give them the needed confidence to speak in the target language.
- 80 % of the classes as outcomes shown, the students observing, interviewing, and examining their presentations and oral and written interaction to assess what they know and can do at the end of the different lesson plans students performed a self-evaluation in which they reflect in their learning process.

2.3 First Lesson Plan. "Community Services"

The class was applied on September 29th, 2014. The realia material activity implemented was during the production stage of a lesson, to develop a speaking activity linked to communicative approach. Which involves the use of vocabulary, grammar, and pronunciation (David Nunan, 2001). This activity was carried out during the second week of the period of teaching practices and I noticed a good response from the group as they were participative during the activities, and I felt comfortable with them since we had already been working together for two weeks.

The first activity corresponded to Unit One A: understand and use information about goods and services, according to the 2011 English Study Plans. The purpose of the unit is to give and receive information for performing community service. The contents to be covered at that moment were countable and uncountable nouns in community services interaction. The specific objective was for students to acting out a dialogue using the countable and uncountable

question form when talking and answering in present tense. In the following lines the process of the first activity carried out with students will be briefly explained.

(Appendix7)

During the warm-up stage pictures of "Las Palmas" neighborhood community services were used to introduce vocabulary about community services and its products. Then students had to identify countable and uncountable nouns with its definition according to the key given as a picture. The activity served for students to relate the products introduced and their meaning.

With reference to the student's response towards the instructions for the first stage of the class, students were engaged in the pictures and the situations as all of them finished the activity. Once they had finished the task, it was time to check the answers in plenary. Students had to read the description and the correct community service when saying the answers. Then, the first pictures were shown to students and they had to say the product and the complete sentence about community service for example: "I want an ice-cream then go to the candy shop". The same was done with the rest of the pictures as a presentation stage.

(Appendix 8)

For the presentations stage, a text about "My friend's needs" was read out loud to students. They had to write all the products the characters need in it. First, it was necessary to elicit from students the characters of the story and then students copied them down, and as I started reading the text posted a suitable idea was to first, model how to do the activity for students to then ask their classmates questions about the statements given about community service interaction. I wrote prompts on the board, they had to write the community services and products mentioned. After that, students were asked to copy a sentence from the board where different needs were presented in different community services. Then a chart was handed out to students for them to complete, where they had to

ask a person if he need or want something in a specific community service.
(Appendix 9).

In the activity "Find someone who" chart on the board the question was, Can I help you? (Community service situation). All students had to form the answer to answer their classmates orally. They had to use the products given to answer the question form. An example was written on the board to help students to transform the statements. Then the student who responded had to answer "I need a ..." or "I want a" according to the community services given. If students answered using one of the products. They had to write the name of the classmate on their worksheet. A part of the instructions given can be seen in the following lines. **(Appendix 10)**

T: You have to ask to your classmates the question "Can you help me? "In different community services using the products. When they ask for a product write the name. For example:

T: Karla Can you help me?

K: Yes.

T: Check your worksheet and use the complete answer example

K: Yes of course.

T: I want a chocolate bar please.

K: Yes

T: How much is it?

K: It is \$5 dollars

T: Thank you, please write my name in the product.

K: Okay.

Right after having said the instructions, given an example, and elicited from them what they were supposed to do, I asked students to stand up and start

asking their classmates the question "Can I help you?" it is important to mention that the instructions were rephrased as the class was reflected on afterward in my journal.

However, it is crucial to precise the fact that I gave the instructions of the chosen activity to students and provided them with an example of it. I use a checklist at the moment of monitoring students, to check if students used the question form correctly as well as asking for a specific product on community service. After approximately ten minutes, I checked the answers in plenary with students. What I did to give students more chances of participating was to ask a student from each row to read the question aloud and the name of the person who asks for the specific products in community service. I should have written the question and possible answers form correctly for students to copy them, but because of time; I did not do so.

This was the end of the class and for homework, students had to bring images and products to create a community service role play in diverse situations. This class was the prelude to the creation of a role play in which students will acting out a dialogue about community service.

Students were very participative in this short communicative activity as I was monitoring them and checking the activity because they asked the questions to different classmates that were not reluctant to speak which is something that will be differently 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.

(Appendix 11)

When reflecting on the outcomes of the activity, I noticed that I did not go over the vocabulary of the sentence before the activity with students, and they also

needed more guidance in using I want or I need to answer the question form using "because at the moment of monitoring I noticed that some got confused in using both expressions. That was something I did not consider when planning the activity, so I need to make sure students are able to develop accuracy correctly after providing them with examples of the structure to practice and allow sufficient time for the feedback of the task.

Some students checked the vocabulary in their dictionaries while I was monitoring them during the activity. 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, in other words, I need to guide them in order to complete the activity successfully.

Talking about the objectives met for the first activity carried out, the speaking objective in the activity applied was, according to the 2011 English Study Plans: "give and receive information for performing community service "because communicative approach interaction involves the use of vocabulary, grammar, and pronunciation. The objective was to make them participate and it was partially met according to the results obtained using the checklist and student's development in the activity since some students did not transform the statements given in the question form "Can you help me? " Correctly. I did not focus on pronunciation in the task as long as students could get the message across to interact and communicate with their peers. (David Nunan.2001)

2.3.1 How to make the English class more attractive to students by using didactic materials?

The realia material (pictures) previously used to develop a speaking activity which was adapted for students to learn new vocabulary at first in warm-up and then the same material was used in "Find Someone Who" chart which was adapted for students to practice asking questions and answering about community

services. It was a useful drill because it helped draw student's attention to the elements of the language by using the Communicative Approach situation to ask and answer questions, but providing them with choice of language from the topic seen about community services for them to form the questions and answers.

The didactic material in this activity was based on the contents of the 2011 Study Program and Unit 1A. It was an adapted activity that formed part of the classification of conventional didactic materials taken from Grammar Games by Rinvolutri (1984).

Where students have to mingle around to fill out the name of different classmates that asked for a product according to different situations about community services. I decided to use this activity with my class because I wanted students to interact among themselves in the target language while at the same time develop communicative approach interaction in their speaking skills. The worksheet was very useful for the activity selected as it served as a tool for students when asking questions with the community service situations given.

The first realia material used to develop speaking skills in this group played an important role in the activity because I noticed that it served as a guide and resource for the development of it as students had to interact with it in order to communicate with their classmates. The first objective was to identify opportunities for learners to improve their speaking skills in different learning situations, and it was given careful thought for this first activity to find out what aspects students need to improve in their speaking skills: in using question forms and complete short answers.

Students are able to develop their speaking skills in different moments of the class such as in the practice stage they can develop fluency, for this reason, the second activity selected was in the production part, emphasizing

communication through the interaction promoted by the communicative approach.

(Appendix 11)

The first activity applied with realia material served to help me to understand better what aspects of speaking students specifically need to develop in this case using three different questions forms commonly used to give and receive information to performing a community service when talking and answering in present tense.

The sentences practiced orally helped them to complete a project "acting out a dialogue about community service "In the following lessons about community services in certain situations where they had to use the same questions and described when formulating questions. The activity was useful for them in fulfilling needs to pass the subject and interact through a real life communicative situation, furthermore, the next activities applied will seek to do the same. Regarding the material chosen to develop accuracy, I need to make sure it guides students in communicative approach the task and serves as an aid for them to interact with in an oral way.

2.4 Second lesson plan "Weather Prediction"

The class to be analyzed in order to answer the current question was held during the third practice period on November 12th, 2014. The class lasted from 45 minutes approximately from 11:35 am to 12:20 pm. The objective of the day was established for students to be able to talk and write about future tense to develop tense speaking with the use of vocabulary, grammar, and pronunciation linked to the communicative approach.

The activity corresponded to Unit 3A: "Participate in language games to work with specific linguistic aspects". The purpose of the unit is to participate in

language games to recognize and comprehend future tense in the forecast. The contents to be covered at that moment was the auxiliary "will" used to make predictions. The objective for the activity according to the 2011 Study Plans was for students to participate in exchanges in Literary and Ludic environments to make predictions about the future they had to talk about to produce oral and written exchanges with the structure of asking questions in the future tense. **(Appendix 12)**

The class started by checking the homework previously assigned as it was part of the lesson of using the auxiliary "will" in sentences and texts. Students had to complete some sentences in a listen to a song activity. They had to write the missing verbs and identify the verbs in future tense as well. I elicited from students the verbs asked and made sure they knew their meaning by showing the corresponding image. After eliciting from students the verbs, I projected a video with the song which was very helpful for students to correct their homework and finish it with the verbs they did not know. **(Appendix 13)**

During the presentation stage, I asked students to read and answer a handout using a "Magic Ball" about "weather using the future tense. This activity served for students to differentiate the present simple with the future tense to make predictions about the future. Students were very participative at the time of checking the answers row by row as they used their previous activity as an example and answer the activity accurately.

(Appendix 14)

For the practice stage, students were introduced to weather forecasts needed to perform the activity of asking in pairs, questions to predict the future. They were given a hand-out that contained different weather forecasts in the future, to students to create an answer. In order for students to have the vocabulary to perform the activity flashcards of the different weather were included

were shown and pasted on the board. I also asked students to identify them in their hand-outs. **(Appendix 15)**

The role of the didactic material had to get students interested in the task, which was crucial as it served not only to get their attention and relate the corresponding image to the vocabulary. But also introduce the speaking activity and have the images as an aid or tool to develop the task to know the activities they were asking about according to (Gower, 1975) "visuals are used to illustrate a new language item, often a vocabulary item and create a need for a new language in which the teacher then satisfies" The need in this activity was concerning talking about making predictions about the future.

For the next part of the activity, I explained the instructions of what they had to do in pairs. I have to mention that for this activity students were more restless than usual which made me repeat the instructions twice and that helped to make sure they all knew what they were supposed to do.

Students had to work in pairs. One person had to ask the question of "Will it _____ tomorrow? Using different weather vocabulary. A classmate had to complete the question by twisting a roulette with different forecast predictions. After that, the other students had to answer the question affirmative or negative by twisting a roulette with different forecast predictions. Each pair had to record their partner's answers in the notebook. Right after having given the instructions, it was time to point at the example given to make sure they followed the model provided in the task. Before letting students work in the activity, I asked them to rephrase the instructions in their own words which they were able to do by using the mother tongue. **(Appendix 16)**

During the implementation of the activity, as I was monitoring, I use a checklist to make sure students were carrying out the activity correctly or not.

Additionally, I noticed that students made sure they knew all the vocabulary before asking the questions and recording the answers because some of them were looking in their dictionaries for the meaning of time expressions. This helped them to use the time expressions accurately in answering the questions with the action provided.

I notice a positive range of interaction between students as they were able to explain to one another part of the activity and to ask about words they did not know among themselves. I also detected that students were more comfortable carrying out speaking activities as they were able to finish the task according to the actions posted on the board which they used as a reference to understand the meaning of the actions.

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 weather vocabulary they had to use in the speaking activity.

Moreover, the material is chosen (hand out and flashcards) helped to achieve the weather vocabulary and the purpose to make predictions correctly by associating the images with the corresponding vocabulary in the hand-out to know their meaning as Corder (1967) mentions: "In language teaching anything visible can be used by the teacher to teach meaning, in this case, to know the meaning of weather vocabulary for the speakers task by asking questions in future tense.

After the activity had been carried out, for the last part of the class it was necessary to check the answers with students. What I did to assess students was to carry out the feedback in plenary, since students used to check the possible answers together. I asked one student per row at random a question and the answer from his partner. The assessment strategy was useful to check if students

had accomplished the task correctly, and when a student did not form the questions properly I asked the rest of the group if the question or answer was accurately formulated.

The majority of the group was able to detect the mistakes, which were related to the pronunciation of the verbs. This is where I noticed that the questions for the activity. But students were unable to form complete answers. They just gave me short answers to the questions with the future tense. The feedback makes me reflect that I did not guide nor gave students concrete examples in forming complete sentences with the answers.

After having described the activity in detail, I come to realize that I improved in certain aspects that I needed to work on when giving out the task to students such as making sure they knew the vocabulary needed for it, in this case, the verbs with the images, but failed to give them clear examples of forming complete sentences with the answers. On the other hand, a better way for students to have used future tense for the second activity they had to formulate using a model sentence in that way, they could have acquired a more conscious use of the future tense.

In order to check if students were developing accuracy for this activity, an additional review of my tutor's comments was needed to conclude if the speaking objective of participating in the exchange in everyday topics and family environment according to communicative approach was met and the objective of using vocabulary, grammar, and pronunciation correctly.

What I found after making my checklist more detailed and quantitative to measure their progress, was that students needed more practice in pronouncing the weather vocabulary correctly because the majority was able to do so, but not all the group; however, they were able to ask and answer correctly using the

vocabulary and time expressions. Both objectives were partially met since they are aspects students need to continue developing such as pronunciation and answering in complete sentences.

The second question and objective of this pedagogical essay of how to design and use different didactic materials to engage students in learning the foreign language through, speaking activities were strengthened as for this accuracy activity students interacted with the material they found most interesting to work with and it served to facilitate the skill described as they were able to achieve the objective for the lesson plan of about making predictions of a weather forecast with the use of vocabulary and the corresponding image.

The speaking objective was for students to use the future tense correctly in asking and answering when the activities were done which was part of the objective of the class. Last but not least, if I work with the didactic material students are engaged the most it will have an impact in facilitating their performance in the speaking task, as they will be interested in the stimulus provided to carry out the task.

2.4.1 What were the student's reactions to speaking activities through the use of the communicative approach?

From the first two activities previously described the first question, it was determined that students needed to carry out speaking activities to develop their speaking skills with the aid of the didactic materials selected for this study, which are conventional and audio-visual. Now that the first question has been answered according to the first results about what students need, it was time to focus on how to facilitate English learning with the didactic materials designated for the speaking activities.

For this reason, the second question to be included in this pedagogical essay was chosen with the following purpose: "to design and use didactic material to facilitate students learning in the foreign language through speaking activities" By facilitating I mean enabling and helping students in the oral task by interacting with the material in order to achieve the objective of the speaking activity. In order to accomplish this purpose, it was necessary to find out the didactic materials students were interested the most to reflect on how they helped to facilitate speaking, which in this case was to use the future tense correctly in asking and answering about the weather forecast.

The following paragraphs will refer to an activity that was designed and implemented to facilitate students learning in talking future tense predictions. Students had to use the same structure of asking for a time expression using making weather forecast questions.

And they had to answer in complete sentences using time expressions and future tense. They also generate their answers. In the following paragraphs, the reason for selecting the didactic material will be mentioned.

The didactic material selected to develop this accuracy activity included flashcards showing different actions and a handout taken and adapted from a website to fulfill the purpose of the activity.

The reason conventional materials were chosen in this case visual aids was based upon the fact found from the last practice period as it was determined that the majority of students (30) liked flashcards to work best and interact with as the most common answers were that they considered them interesting and visual, and they liked the examples given with them. In order to find out these statements students had to write the material used to develop the speaking activities from the second period of practice, and they had to choose the one they liked the best and

why. It was found that 22 students liked to work with hand-outs and audio, 13 with games, and the rest students did not say anything. Interesting to work with.

This activity was of great help to choose the didactic materials students were more interested in and why.

When talking about how English learning could be facilitated through the use of didactic materials, the activity and the material have to be closely linked as it was done for this activity: flashcards to understand the weather vocabulary given and a hand out to follow and ask the prompts of the questions with the future tense included. In the following paragraphs the activity will be described with the material used and the impact it had to facilitate English through the material used and in students to get them interested in the speaking activity.

2.5 Third lesson plan "Leisure Activities"

The last speaking activity selected for the present essay was a speaking task during the practice and production stages with and interview. Students carried out an interview which involves the ability for people to get the message across with their abilities and resources they have.

The reason to include an activity to develop speaking was because the first task, was focused on developing speaking in the presentation and practice stage, it was necessary to find a way to compare what the outcomes were in the productions stage, in this case when having students produce language by carrying out an exchange opinions activity regarding the contents of a leisure activities. This time represented an opportunity to reflect and document "How students responded when developing speaking?" by oral exchanging in class as well as detecting their needs when carrying their activity.

This activity was part of Unit 4 A: "Exchange likes and dislikes in a dialogue" This class was held on February 13th, 2015. The purpose of the unit was to interpret and express information published in various media. The contents of the unit covered at that time were to understand and produce oral exchanges related to leisure activities. The specific objective was to exchange likes and dislikes in a dialogue. In the following paragraphs, the process of the second speaking lesson plan activity will be described. **(Appendix 17).**

The class was the production stage which was part of the sequence to cover the contents and the specific objective already mentioned. During this time, students were expected to brainstorm about the contents of a radio program and formulate questions to interview a partner about their opinion.

To start with, the warm-up activity was to activate previous knowledge about the elements and vocabulary of leisure activities). The whole class was planned around the topic of their favorite leisure activities. In the first place, students had to match some questions to their correct answers individually. Then, the answers were checked in plenary with students to make sure they had the correct answers individually. Then, the answers were checked in plenary with students to make sure they had the correct answers. The strategy of asking one student per row to read the questions and the correct answer was implemented using a Mr. Peppermint when losing it to a student at random to answer. **(Appendix 18)**

After the warm-up, it was time to continue with practice part of the class which was to conduct a brainstorm with students about my favorite leisure activities with the elements we had already worked with and previous vocabulary in order to give them a clear example of what they had to do on their own and construct our example together as a class. Once I had elicited from students the aspects of my favorite leisure activities on the board, I asked to brainstorm about

their leisure activities using their previous notes, vocabulary, and activities seen in the two previous classes. **(Appendix 19)**

Once students had collected information about their favorite leisure activities, it was time to move on to the production part of the lesson which was to interview a partner about their favorite leisure activities. In order for students to be able to do that, they had been guided to now, produce on their own and orally, as they had a previous hand-out in their notebooks of a listening activity where different questions were asked about a classmate favorite leisure activities, and practice by comparing their answers in pairs.

Students also had their notes on writing complete sentences when describing leisure activities. Therefore, students had previous knowledge to successfully carry out the oral task.

During the instructions, students were asked to get into pairs; one person had to ask questions about the leisure activities using the information they had brainstormed. The other person had to answer in complete sentences with his/her data. Thus, it is worth mentioning that the instructions were also written on the board to ensure students understanding after modeling one example activity with one student.

After giving out instructions, I elicited from students what they had to do and they paraphrased what I had said in their mother tongue. Then I told students that they could group themselves and start with the activity. I decided to give them a time limit of ten minutes to carry out the interview orally as I wanted them to keep track of the time they had to do the task.

While monitoring students I noticed that some students did not start at the moment I told them as they were waiting for me to group them. Once they grouped themselves and got started on the activity, it was time to check if they were asking the questions and answering in complete sentences. I decided to make note of the most common mistakes I heard while listening to them, which students were not using the verb "to be " when answering in complete sentences.

I decided to wait until the end of the activity to give oral feedback in order to not interrupt students and write the questions and answers on the board. Another aspect that was done was to let students know the instructions of the activity which were on the board for students to know what was expected from them.

After students had carried out the interview (ten minutes approximately). It was time to write the questions and answers in their notebooks in order to check how well they did in the speaking activity as Harmer (1998) mentions for students to practice the language they are studying by complementing it with different activities, in this case, writing.

Students continued working in pairs and after ten minutes it was time for the last activity of the day, providing oral feedback. I asked students to go back to their seats and by using the same strategy of asking one student per row, I threw a Mr. Peppermint in order to get a complete question and answer. The same was done with the rest of the questions and answers. As students were saying the questions and answers, I now took the time to write the structure on the board for students to check their answers and correct themselves, this was the end of the lesson.

(Appendix 20)

The way I assessed this activity was by checking the written product of the interview in their notebooks individually during the next lessons. Additionally it was necessary to go back and read my tutor's comments of the lesson, again using a

checklist at the moment students were doing the activity to really check if the majority was developing fluency in asking and answering about their favorite leisure activity with the vocabulary seen, and if the objectives established according to the study plans were met. **(Appendix 21)**

The activity was considered to be successful for students after having read the tutor's comments of the lesson again and making conscious checklist of the activity, since the only general mistakes previously noted were related to grammar: not using the verb "to be " when forming complete questions and answers about leisure activities orally and written.

The majority of students knew what to do and interacted in the target language. It was necessary to explain the activity again to some pairs because they were not paying attention from the beginning.

I could see that students had been guided through the previous lesson in order to carry out the interview and be able to ask and answer in complete sentences. It is crucial to mention that other elements played a role for students to develop the activity such as learning environments where students felt comfortable performing the activities without feeling exposed.

Students responded positively during the task and were not reluctant to speak with their peers as they paired themselves up and worked well with one another. An aspect I learned from the previous statements is that I always need to monitor them during the speaking activities to make sure they are doing the task and answer any possible questions or doubts that they may come up with.

The speaking objective met for this activity applied with my study group according to the 2011 English Study Plans was: "to join short structures and

expressions together to form ideas" for the reason that fluency is the ability for students to get the message across using their abilities and resources they have. In the task, students were able to formulate complete answers from their ideas during the brainstorm about their favorite leisure activities in order to answer the questions.

2.5.1 How to make the English class more attractive to students by using didactic materials?

The second speaking activity was aimed at getting students to carry out an interview in pairs about their favorite leisure activities using their previous knowledge and realia materials used in the last two lessons. This was a fluency activity aimed at getting students to produce spoken language first, then in written form, to check and correct their production. The materials used to implement the task were hand-outs in order to practice the topic, student notes, and audio to introduce an interview, and the board to write instructions. The material served to guide students in the process of producing the language in oral and written form.

The didactic material used for the development of this communicative task was designed and adapted they were a hand-out about matching questions and answers, the board to do the brainstorm and write instructions for the task, and student's notes.

There was another piece of material previously used in the last lesson to introduce an example of an interview which was audio (part of didactic materials) that served for students to understand the structure of questions and identify short answers from it. The material used served to scaffold what students needed to know by taking them to step by step to achieve stronger understanding in order to carry out the interview in pairs, thus it was considered suitable for the sequence of the activities and the contents to be covered.

What I learned after reflecting upon the fluency activity was to make sure I provide enough examples of the language I want my students to produce and to give them a choice of language for them to be able to produce on their own through the didactic material selected for it. Both the material and the activity ought to be linked in order to prepare students to develop fluency and aim to suit their needs of passing the subject and using the language needed for the unit like it was done in this task to talk about their favorite leisure activities.

The reason why students need fluency activities is to generate the space to communicate inside the classroom with the materials and activities they have seen and be able to interact in an oral way with a specific purpose for the activity and the 2011 study plan. According to Shumin (1997) apart from grammar learners must acquire the knowledge of how people use the language in the context of structured interpersonal exchange. That is to say, students need to develop fluency to communicate in the target language.

Furthermore, the first activities carried out with my students tell me that my group can interact in the target language at different moments of the lesson with the stimulus of diverse didactic materials such as conventional and audio-visual. Students were also able to practice and produce spoken language in different activities regardless of the low level of the language (A1, CEFR).

Another important aspect is that students also interact well with their classmates; they are attentive and responsive to different activities, and interested in learning, thus these aspects were crucial during the learning process of the activities because they were not reluctant to speak with their peers, and they were able to interact in the target language using the vocabulary and contents for the activities as described in the activities.

Concerning their needs, students need different activities to practice the language at different moments of the lesson to develop their communicative skills to mainly pass the course and gain the necessary knowledge for the next level while also communicate in English to meet the speaking objectives stated to be developed by students. It was essential to include accuracy and fluency activities for the next practice periods as these two activities proved that my students can develop their oral skills at different moments with the proper stimulus which of conventional and audio-visual materials and guidance of the activities.

2.6 How will speaking activities be evaluated through the different types of the use of materials?

The second question regarded the facilitation of English learning for students through the design and implementation of didactic materials to develop speaking skills. It was found that there is a close link between the interest students take in the material and how it serves by enabling them to do the task as they tend to interact better with what they are familiar with working with.

Additionally, students find it helpful to know the vocabulary needed for the activity through the materials provided. Due to the results of the second question and third question, it was time to move on to the evaluation process of both the didactic material and the speaking activity in order to find out how they served to accomplish the objectives stated and if the material really helped to facilitate students' productions of spoken English, in the oral tasks.

The third question of the topic development was designed to demonstrate how the speaking activities were evaluated as well as the didactic material selected for them. It was crucial to assess not only the speaking task but also the material as the main focus of this pedagogical essay are the materials used to develop speaking linked to the communicative approach. For that reason, the

purpose was started like this: "to implement material to favor the production applying the communicative approach with a first-grade junior high school group".

It is crucial to outline that a speaking activity was selected to answer the question stated because in order to carry all fluency tasks several didactic materials were used purposefully at various moments of the didactic sequences applied for students to be guided through different sessions and be able to produce orally in the task. The dialogue students had to create as part of a guided activity because it was a task which students carried out using the language according to communicative approach activities (structure and vocabulary) which have been taught beforehand.

In order to consider how students felt about the material if it was useful for them or not to develop the activity, it was necessary to grade the ones used according to their judgment (student's evaluation of didactic material) Students had to grade the material from one to three regarding their interest towards them. Then they had to select the one they liked the most or felt more useful and state a reason why it helped in the oral activity, although the material they liked the most was not always the most useful, they had to state a reason why it was helpful for them in the oral task. This was very helpful to know student's reactions towards the materials and for me as the teacher to receive feedback for the resources selected in the activities.

Referring to the evaluation for the speaking activity about creating a dialogue to talk about different communicative approach activities, the instrument used was a checklist while students were doing the activity I monitored them and made sure they were using the expressions to open, to keep, and to close a conversation and talking using the accurate tense, their previous notes about parts of a conversation and activities.

I also wrote some observations about simulations that arose during the task such as students not talking about all the activities they wrote in the target tense, creating very short dialogues. The instrument used to assess the task was the one used in all the speaking activities for accuracy and fluency as it was the most concrete and the easiest for me to follow at the moment students were developing the activities. It also helped give me a clear idea of what aspects could have been improved in the task and the ones that went well.

CONCLUSIONS

Didactic materials carry out speaking activities in an easier way. Most of the time, students feel frustrated when they do not understand the new language and even more, when they have the instructions to produce using their oral or written skills. Visual become effective tools provide significant improvements in learning when they are integrated into the classroom.

A class enriched with different materials allows students to take in the content presented within the class. Although realia materials are not the most commonly used in the class, they can support student learning and increasing their success linked to the communicative approach.

During the elaboration of this pedagogical essay, I noticed the gradual progress I used to integrate different didactic materials within my classes. However, I decided to use realia material and conventional material to promote the communicative approach in the students of 1st grade "A". I considered these materials the most suitable to use in the different lesson plans according to the Student's Program 2011. Applied role play, interviews, group work, information gap, and opinion sharing served to help students reach the threshold where they know enough to start learning in a communicative approach.

Some of the advantages of using didactic material within the class were that they optimized my time in the different stages of the lesson. During warm-ups, for instance, I showed an engaging material most of the time realia materials and students felt rapidly engaged with the content of the class. On the other hand, it was even more difficult and took more of the established time for a warm-up when I wanted to motivate and engage my students with written instruction.

I could also identify that during the presentation and practice stage the didactic material facilitated the way instructions were provided and favored student's interest in the class. Furthermore, this worked to motivate pupils to work and produce either oral or written samples.

However, these didactic materials as resources were aimed to identify how effective they resulted in the different stages of the lesson, but also aimed to evaluate their use throughout the class to promote the communicative approach. Moreover, in order to contrast the results, it was possible to apply didactic sequences with the use of conventional material.

With the elaboration of this pedagogical essay, I could respond to the initial questions which explained in detail the purpose of this stud. It is important to bear in mind that all the gathered evidence was evaluated through the use of different criteria within the various classes; the most important to me was the use of checklists.

These checklists were designed to give me the structure and framework of my student's learning process. Moreover, they were related to learning objectives and used to assess the student's performance. Each one included a set of criteria related to the use of didactic material and its relation with develop speaking skills, but also to evaluate student's productions.

With the application of all the didactic sequences and the use of the different checklist, I was able to notice the impact that these classes were causing on my students. First of all, the 1st grade "A" students were rarely familiarized with the use of different materials. Hence, students showed interest when an image was presented and their participation gradually increased.

Grover H. (1975) mentioned that didactic material lends excitement and interest to foreign language class; students become more actively involved through the use of didactic material linked to communicative approach. Thus, it was a great experience to perceive a motivation environment where students had the opportunity to learn English applying the communicative approach.

It was also possible to notice that students committed fewer grammatical errors when didactic materials using the communicative approach: role play, interviews, group work, information gap, and opinion sharing were integrated into the class. In spite of the different perceptions that students had about the image presented, most of them could identify vocabulary and instructions in the target language. Besides, when dialogue or grammatical structure was showed, students felt more confident and committed by far, fewer mistakes than in which visuals were not integrated.

It was evident that using activities to promote the communicative approach was more effective in certain stages of the class. According to the results obtained, it is possible to determine that during warm-up students felt engaged with the topic; one simple material could enhance student's interest and open a wide range of ideas that were contextualized. Marquez A. and Allen K. (2011) mentioned that for each visual aid, students have different responses and expressions because of their different educational and cultural backgrounds. Using visual aids can help students understand the deep meaning of a topic realize similarities and differences between each topic.

Furthermore, students became more active and participative during the presentation and production stages; didactic material favored student's oral productions. They were able to express preferences in the target language and enjoy the activities during the teaching practice.

My main concern is the application of these lesson plans, which was about if my students were able to incorporate the visual materials use them as a tool to learn in a meaningful way as they rarely incorporate these resources in their quotidian classes. Fortunately, when role play, interviews, group work, information gap, and opinion sharing were integrated within the class my students were able to relate the new information with the one they had already known incorporated it in a specific context and produced either orally or in written form as part of communicative approach interaction.

On the other hand, when didactic material was not presented in the class, students had more difficulties when linking the concepts and regularly had more doubts; consequently, students felt frustrated, bored and uninterested in the class. It is worth mentioning the importance to integrate visual resources in EFL classes; I strongly believe that students need motivation, especially when learning another language.

Students commonly consider English classes boring and uninteresting, perhaps that was one of the main reasons for choosing this study topic. I took into account their inquisitive nature to ask and obtain factual information, but also I needed a tool that could help me to engage them, retain their attention; that resulted in really effective productions and promote communicative approach learning.

However, the development of this study has raised new questions which in future studies I would like to answer especially in the area of communication in the English language. Honestly, I feel inclined to the area of psychology; therefore I would like to have a deeper investigation with students with their behavior and the interaction with the teacher.

How the teacher could help or affect a learning environment through the interaction between teacher and student applying emotional education?

Hence, when concluding my pedagogical essay I realized that didactic material linked to communicative approach was favorable in my student's learning process; students showed a positive attitude when I integrated these visual resources.

Didactic material can play an imaginative role in foreign language instruction. Didactic material can be used in as many ways as you or your student's imaginations allow. The use of visual material will help make foreign language learning an enjoyable, life-like activity Grover H. (1975).

Appendix 1

Geographical Characteristics.



Appendix 2

Social relevant characteristics.




Social economical activities in “Las Palmas” neighborhood.


● TALLER DE TORNO EDERMOL SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ	● NITROPISO SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ	● CENTRO DE MAESTROS SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ
● MADERERÍA EL MADERAL DE SAN LUIS SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ	● OXOXO SUC. 50SPR-PALMAS SLP SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ	● ESCUELA PRIMARIA MATUTINA FRANCISCO GONZÁLEZ BOCANEGRA SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ
● PROCOMEX SAN LUIS S.A. DE C.V. SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ	● PAPELERÍA COCO SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ	● ESCUELA SECUNDARIA IGNACIO MANUEL ALTAMIRANO SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ
● CANCHA DE FÚTBOL CAVAL TIRES S.A. DE C.V. SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ	● PAPELERÍA ROMI SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ	● ESCUELA VESPERTINA BENITO JUÁREZ SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ
● COMBUSTIBLES Y LUBRICANTES DIAMANTE SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ	● PASTELERÍA DULCE RICO SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ	● JARDÍN DE NIÑOS HANS CHRISTIAN ANDERSEN SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ
● FARMACIAS BENAVIDES S.A. DE C.V. SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ	● PINTURAS COMEX OFICINAS ADMINISTRATIVAS SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ	● CANCHA DE FÚTBOL SUPER GOL CINCO SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ
● FARMACIAS BENAVIDES 2L1108_SUC. SOLEDAD DE GRACIANO SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ	● REFACCIONARIA ROGELIO SAN PEDRO SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ	● FONTANA MENS CLUB SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ
● MISCELÁNEA ESTRELLA SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ	● REFACCIONARIA ROLGAR SERVICIOS SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ	● JUGOS Y LICUADOS EL YONKE SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ
● MUEBLES PARA BAÑO S.A. DE C.V. -453 SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ	● TIENDA DE ABARROTES DON PAU SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ	● NEGOCIO DE GORDITAS DE MAÍZ SIN NOMBRE SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ
● NITROPISO SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ	● TIENDA DE ABARROTES SIN NOMBRE SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ	● PREPARACIÓN DE TACOS EL COMELON SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ
● OXOXO SUC. 50SPR-PALMAS SLP SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ	● TIENDA DE ACCESORIOS PARA DAMA DETALLES SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ	● TALLER DE COSTURA SIN NOMBRE SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ
● PAPELERÍA COCO SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ	● VENTA DE COMPUTADORAS PC/MILENIO SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ	● TALLER DE MOFLES SIN NOMBRE SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ
● PAPELERÍA ROMI SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ	● CAJA REAL DEL POTOSÍ S.C. DE A.P. DE RL DE C.V. SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ	● TEMPLO DEL SAGRADO CORAZÓN DE JESÚS SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ
● PASTELERÍA DULCE RICO SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ	● CRÉDITOS A PEQUEÑAS EMPRESAS CAME CRÉDITO Y AHORRO A TU MEDIDA SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ	● TRANSMISIONES AUTOMÁTICAS SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ
● PINTURAS COMEX OFICINAS ADMINISTRATIVAS SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ	● CIBER CAFÉ DOO SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ	
● MUEBLES PARA BAÑO S.A. DE C.V. -453 SOLEDAD DE GRACIANO SÁNCHEZ, SAN LUIS POTOSÍ		

Social economical activities in “Las Palmas” neighborhood.

Appendix 2

Social relevant characteristics survey.


LICENCIATURA EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD EN INGLÉS
 BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO
 CICLO ESCOLAR 2014-2015



Name: _____

Social Relevant Characteristics

1. ¿Te gusta el inglés?
poco

¿Por qué?
no puedo pronunciar las palabras bien.

2. Selecciona las actividades que forman parte de tu contacto con el idioma inglés:

Frecuencia	Actividad	Si/No
<i>20 min.</i>	Escucho música en inglés	<i>Si</i>
<i>0 min.</i>	Leo revistas o libros en inglés	<i>No</i>
<i>2 a 4 horas</i>	Utilizo redes sociales y/o videojuegos en inglés (facebook, twitter, instagram, etc.)	<i>Si</i>
<i>45 min.</i>	Recibo clases de inglés en la escuela	<i>Si</i>
<i>0 min.</i>	Recibo clases privadas de inglés	<i>No</i>
<i>0 min.</i>	Veo películas y programas de televisión en inglés	<i>No</i>
<i>0 min.</i>	Practico el uso de inglés con algún familiar (Hablando o Escribiendo)	<i>No</i>

3. ¿Cómo consideras tu nivel respecto al entendimiento y uso del inglés?
bajo


4. Contesta el siguiente cuadro:

Comprensión auditiva	Interacción oral
Reconozco palabras y expresiones muy básicas que se usan habitualmente, relativas a mí mismo, a mi familia y a mi entorno inmediato cuando se habla despacio y con claridad.	Puedo participar en una conversación de forma sencilla siempre que la otra persona esté dispuesta a repetir lo que ha dicho o a decirlo con otras palabras y a una velocidad más lenta y me ayude a formular lo que intento decir. Planteo y contesto preguntas sencillas sobre temas de necesidad inmediata o asuntos muy habituales.
Comprendo frases y el vocabulario más habitual sobre temas de interés personal (información personal y familiar muy básica, compras, lugar de residencia, empleo). Soy capaz de captar la idea principal de avisos y mensajes breves, claros y sencillos.	Puedo comunicarme en tareas sencillas y habituales que requieren un intercambio simple y directo de información sobre actividades y asuntos cotidianos. Soy capaz de realizar intercambios sociales muy breves, aunque, por lo general, no puedo comprender lo suficiente como para mantener la conversación por mi mismo.
Comprensión lectora	Expresión oral
Comprendo palabras y nombres conocidos y frases muy sencillas, por ejemplo las que hay en letreros, carteles y catálogos.	Utilizo expresiones y frases sencillas para describir el lugar donde vivo y las personas que conozco.
Soy capaz de leer textos muy breves y sencillos. Sé encontrar información específica y predecible en escritos sencillos y cotidianos como anuncios publicitarios, prospectos, menús y horarios y comprendo cartas personales breves y sencillas.	Utilizo una serie de expresiones y frases para describir con términos sencillos a mi familia y otras personas, mis condiciones de vida, mi origen educativo y mi trabajo actual o el último que tuve.


English Background Survey.

Appendix 2

Social relevant characteristics survey.



LICENCIATURA EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD EN INGLÉS
BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO
CICLO ESCOLAR 2014-2015



Name: _____

Socio-Economical Characteristic

Vivienda

¿Cuántas personas viven en tu casa?	4
¿Cuál es la materia del piso de tu casa?	
¿Cuentan con agua entubada dentro de la vivienda?	Si
¿Cuentan con drenaje?	Si
¿Cuentan con servicio sanitario?	Si
¿Cuentan con electricidad?	Si
¿Cuentan con teléfono?	Si
¿Cuentan con teléfono celular?	Si
¿Cuentan con computadora?	Si
¿Cuentan con internet?	Si
¿Cuentan con automóvil?	Si

Características educativas

¿Cuál es el nivel máximo alcanzado de educación por tus padres? *secundaria*

¿Cuál es el nivel máximo de educación alcanzado hasta el momento? *secundaria*

¿Cuál es el nivel máximo que deseas alcanzar en tus estudios? *universidad*

Situación familiar

Selecciona la situación conyugal de acuerdo a tu hogar:

Unión libre	
Casada	<input checked="" type="checkbox"/>
Separada	
Divorciada	
Viuda(o)	
Madre/Padre Soltero(a)	

¿Cuántos hermanos tienes, ¿Cuántos años tienen?
1, 17 años

¿Qué número de hermanos ocupas dentro de la familia?
1

¿Con cuál de tus padres estableces una mejor comunicación?
con los 2

¿Cuánto tiempo pasan juntos en familia y ¿qué actividades realizan?
medio día

¿En que trabajan tus papas? *Amo de casa + en una constructora*

Lenguas

¿Alguno de tus padres o hermanos habla una lengua indígena?, ¿Cuál? *No*

¿Alguno de tus padres o hermanos habla inglés? *No*

Social-economical Survey.

Appendix 3

Class of 2014 – 2017



Karlina Lizbeth Alba Lopez

Alan Uriel Anguiano Vazquez

Daniela Esmeralda Arendt Guzman

Rosario Guadalupe Arriaga Arilla

Edwin Rodrigo Arriaga Becerra



Cristian Adan Aviles Pruneda

Aitzel Bustamante Cuevas

Erika Guadalupe Cazares Garcia

Rzel Ruby Contreras Huerta

Vanessa Yuliana Dominguez Diaz



Juan Carlos Flores Carbajal

Joseelyn Alejandra Dorjwan Hernandez

Grecia Garcia Sanchez

Yassal Selene Garza Chavez

Gerardo Alonso Garcia Muñoz



Maria del Rosario Gomez Leyva

Paola Lizbeth Gonzalez Perez

Jose de Jesus Gordillo Vasquez

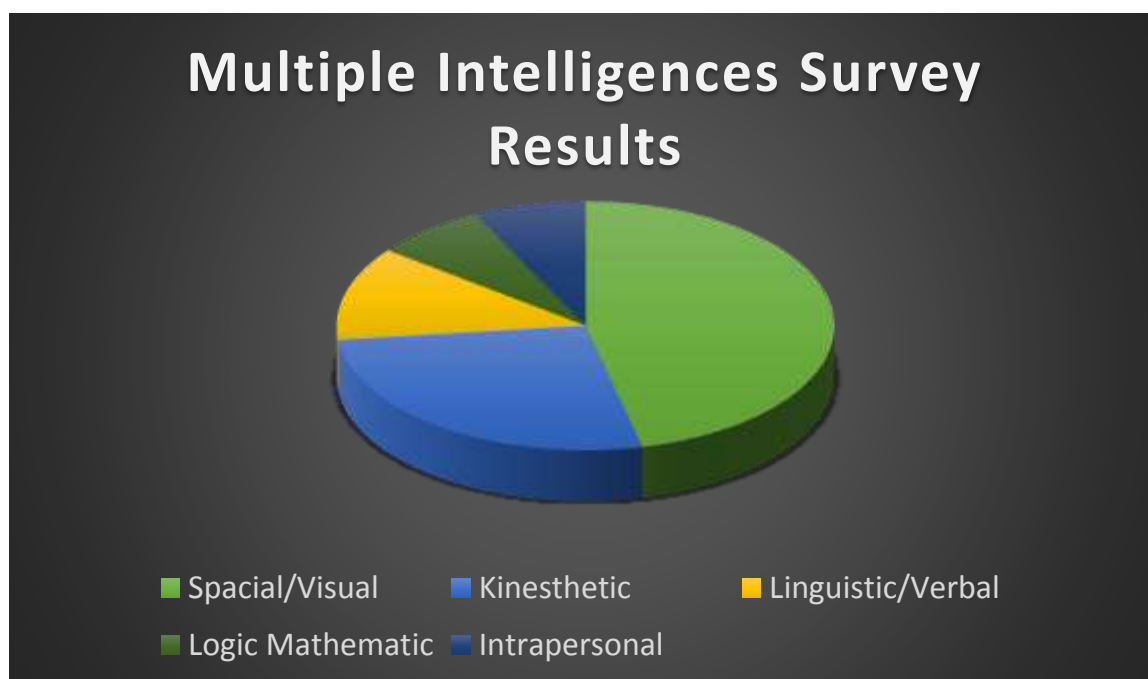
Carlos Gustavo J.R.

Alondra Abigail Jimenez Perez



Appendix 4

Howard's Gardner survey outcomes.



Multiple intelligences survey results in 1st Grade Group "A"

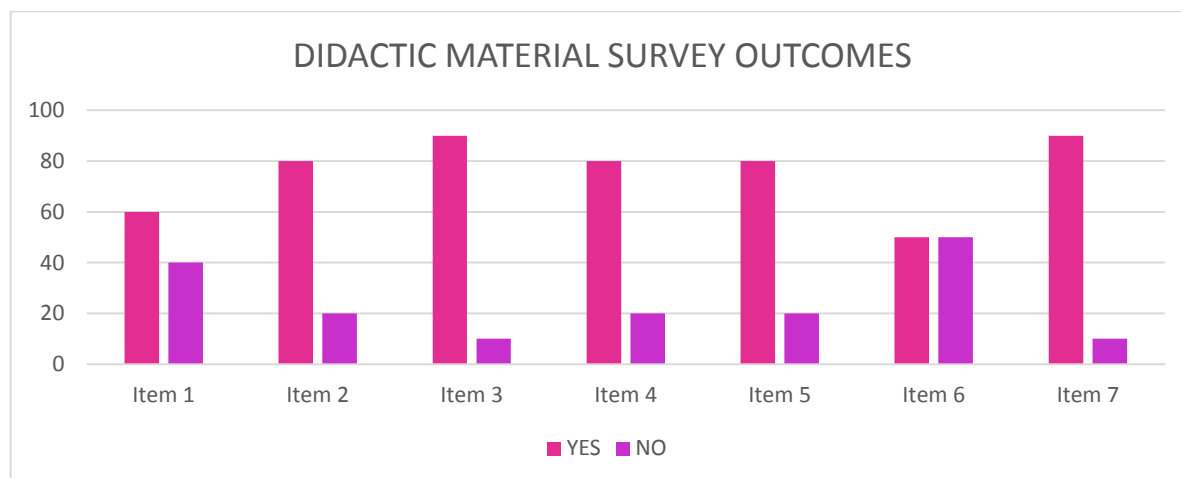
Appendix 5

EVALUATION CHECKLIST: DIDACTIC MATERIAL.

TOPIC: _____

DATE: _____

INDICATORS	YES	NO	EVIDENCE
Are students motivated by the didactic material during the activities presented in class?			
Do students use communicative interaction in their mother tongue to experience to support their ideas, opinions, and thoughts?			
Do didactic material engage students to produce communicative approach?			
Are students able to produce (orally and written) using didactic material activities to develop a communicative approach?			
Do students work in an autonomous way when they interact with didactic material activities?			
Does didactic material facilitate the comprehension of the content presented in the class?			
Do students reflect and analyze the information and use it within the class?			



Speaking Activities Outcomes.

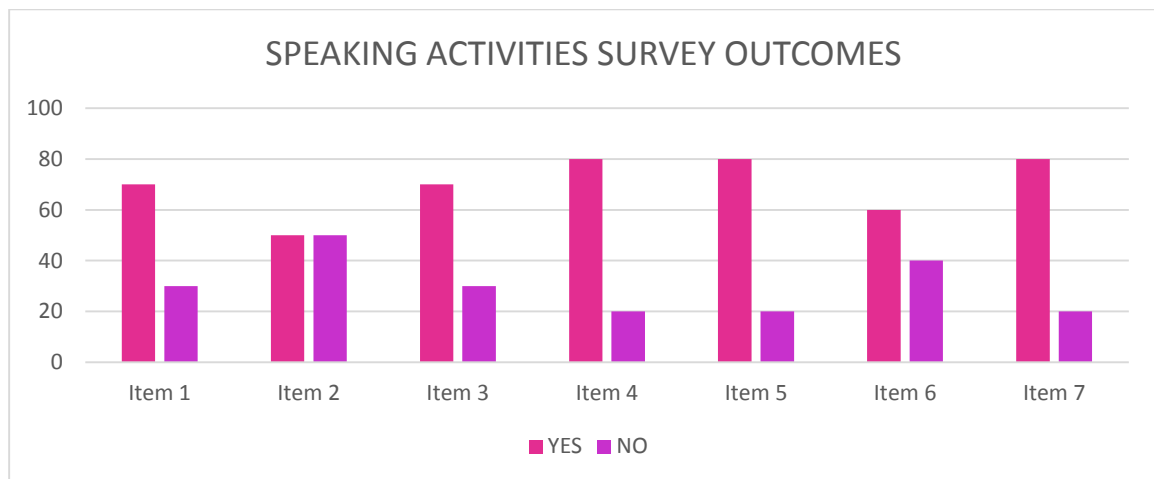
Appendix 6

EVALUATION CHECKLIST: SPEAKING ACTIVITIES.

TOPIC: _____

DATE: _____

INDICATORS	YES	NO	EVIDENCE
Do Students self-regulate and they able to define their own learning goals?			
Do students know how to learn and can transfer knowledge to solve problems applying the communicative approach?			
Does the instruction actively engages the learner?			
Do instructions encourage the learner to construct and produce knowledge in a communicative approach interaction?			
Do students teach others actively and interact generatively with their teachers and peers?			
Are students involved with an authentic task, project, or investigation?			
Are students observing, interviewing, and examining their presentations and oral and written interaction to assess what they know and can do?			



Outcomes Speaking Activities.

Appendix7

First Lesson Plan.

PROGRAMA NACIONAL DE INGLÉS EN EDUCACIÓN BÁSICA

SOCIAL IMPACT OF THE LANGUAGE: Understand and use information about goods and services				
ENVIRONMENT: Familiar and Community				
INTEGRATING COMPETENCE: Give and receive information for performing community service				
PRODUCT: Acting out a dialogue				
STAGE OF THE PRODUCT	DOING	KNOWING	REFINE	SUGGESTED LANGUAGE STRUCTURES
SESSIONS 1-2	INITIAL	<ul style="list-style-type: none"> Activate previous knowledge. Choose a suitable word repertoire. Find out the meaning of words. Predict the general meaning. Recognize topic and purpose. 	Participate appropriately during oral exchanges. Foster confidence within interpersonal relationships.	<ul style="list-style-type: none"> Excuse me, Can you help me? How much does it cost? How can I be of service? Do I need to apply for the service? Do I need a form? I'm looking for...
	DEVELOPMENT	<ul style="list-style-type: none"> List of suitable words. Sentence types. Structure of dialogues: opening, body, closure. Compositions of expressions. Connectors (I, then, and, because) Verbs: modal. Similarities and differences between the mother tongue and English language. 		<ul style="list-style-type: none"> Polite expressions Greetings Farewells Wh-questions Requests Telephone On-line Attitude
SESSIONS 3-10	DEVELOPMENT	<ul style="list-style-type: none"> Identify form of communication. Distinguish between intention and attitude. Discriminate environment sounds and background noise. Use an appropriate speech register based on the addressee. Write sentences. Include relevant details and interesting information. Organize sentences to establish terms of participation. Establish tone and intonation of sentences. Establish the relationship between participants. Distinguish compositions of expressions. Read sentences to practice pronunciation. 		<ul style="list-style-type: none"> Opening Body Ending Conclusion Intonation Establish Participation Details Intensifying Turns Expressions Sentences Addressing Address
	CLOSURE	<ul style="list-style-type: none"> Formulate and answer questions to give and request information. Start a dialogue with the help of written guidelines. Adjust volume and speed. 		<ul style="list-style-type: none"> Does the attitude in which we request or offer the service matter?
SESSIONS 11-12	CLOSURE	<ul style="list-style-type: none"> Speech register. 		<ul style="list-style-type: none"> Formulate exchanges they created Dialogue Guidelines Volume

Achievements (Tick when reached)

- Identifies topic, purpose and intended audience.
- Predicts the general meaning from words and expressions similar to those in the mother tongue.
- Distinguishes expressions in oral exchanges.
- Recognizes the composition of expressions in oral exchanges.
- Produces expressions to provide information.
- Adjusts volume and speed when constructing oral texts.

Lesson Plan "Community Services"

Appendix 8

Community Services in "Las Palmas"



Community Services in "Las Palmas" Flashcards.

Appendix 9

Reading "My friends needs"

My friends needs

Juan goes shopping to the store with his friend Alitzel. He helps to put food in the cart. They bring the same shopping bags to use every week. Juan wants a chocolate bar and Alitzel need a t-shirt, Juan wants an aspirin and Alitzel wants a ball finally Juan wants a videogame and a bicycle but Alitzel wants a teddy bear and a coffee.



Community Service reading.

Appendix 10

Find someone's chart.

Can I help you?

Find Someone Who

Candy Store	Toy Store	Department Store	Drugstore	Cinema
I need a chocolate Luisa	I want a car Jordan	I need a TV Jesus	I want a paracetamol Vanesa	I need a pop-corn Pavario
I want a lolly Pop Erika	I want a doll Dianey	I need a teddy bear Aritzcel	I need an injection Juan	I need a soda Lizbeth
I want a chewing gum Gabriel	I want a ball Fatima	I need a T-shirt Ruby	I want an aspirine Josselyn	I want a ticket Jose
I need a cotton candy Katie	I need a video game Katie	I need a radio Aylin	I want a cromomille tea Grecia	I need a coffee
I want an ice-cream Jessica	I want a skateboard Juan	I need a lightbulb Alexis	I need a shampoo Yassel	I want a candy Carlos
I need a candy Daniel	I want a bicycle Ricardo	I need a Sleepers Paola	I want a cough syrup Gerardo	I need a water Alondra

Hand out to ask and give information in a Community Service.

Appendix 11

Students performing a role-play activity.



Students performing a speaking activity about a community services.

Appendix 12

Second Lesson Plan.

PROGRAMA NACIONAL DE INGLÉS EN EDUCACIÓN BÁSICA

SOCIAL PRACTICE OF THE LANGUAGE:	Participate in language games to work with specific linguistic aspects.
ENVIRONMENT:	Literary and Ludic
SPECIFIC COMPETENCE:	Participate in language games to recognize and comprehend future tense in forecasts.
PRODUCT:	Forecasts

CYCLE: 4
GRADE: 1
UNIT: 3-A

STAGE OF PRODUCT	DOING	KNOWING	BEING	SUGGESTED LANGUAGE STRUCTURES	VOCABULARY	SUGGESTED ACTIVITIES
	INITIAL				INITIAL	
<ul style="list-style-type: none"> Observe written forecast examples. Establish which kind of descriptions are allowed and which are not to write the forecast. Choose a subject to write a current description: oneself, a classmate, the community, etc. 	<ul style="list-style-type: none"> Identify situations in which forecasts are made. Recognize topic, purpose, and intended audience. Distinguish graphic and text components. 	<ul style="list-style-type: none"> Activate previous knowledge 	Promote feedback among classmates. Show a good attitude to auto-evaluate possibilities and capacities.	<ul style="list-style-type: none"> I'm, you will have a successful weekend. You are going to have a bright future if you continue to study hard. If I work hard now, I will have a great future. My father worked hard and now he does very well. 	<ul style="list-style-type: none"> will going to yesterday today tomorrow horoscope magazines newspaper 	<ul style="list-style-type: none"> Have Ss brainstorm for situations in which forecasts are made. Write Ss answers in the Bb. Provide Ss with horoscopes/ weather horoscopes/ weather are published and have them read and find the words that show the future tense.
	DEVELOPMENT	<ul style="list-style-type: none"> Non-frequent or absent letter groups found in mother tongue Conventional writing of words Punctuation: apostrophe Sentence types 		<ul style="list-style-type: none"> What will you do? Will you be going to the...? Shall we go to the...? What will happen next? What shall I be going to happen then? 	DEVELOPMENT	<ul style="list-style-type: none"> Have Ss identify various sentences (present, past, future). Have Ss rewrite the various sentences in different tenses.
	CLOSURE			<ul style="list-style-type: none"> What will you do? Will you be going to the...? Shall we go to the...? What shall I be going to happen then? 	CLOSURE	<ul style="list-style-type: none"> Have sequencing activities Have Ss practice this skill. Have Ss predict the body at the ending of a story.

Achievements (Tick when reached)

- Recognizes future verb forms within sentences.
- Classifies sentences by the types of future verb forms found in them.
- Compares sentences that express future situations to ones which express past and/or present situations.
- Formulates and answers questions in order to understand forecasts.

2nd Lesson Plan Weather Predictions.

Appendix 13

Warm-up future activity.

UMBRELLA - RIHANNA

You have my heart
And _____
May be in magazines
But _____
Baby cause in the dark
You can't see shiny cars
And that's when you need me there
With you _____
Because _____

When the sun shines,

Told you _____
Said _____
Took an oath I'ma stick it out till the end
Now that it's raining more than ever

Know that _____
You can stand under my umbrella (2 X)
(Ella ella eh eh eh)
Under my umbrella (Ella ella eh eh eh) (3x)

These fancy things,
will never come in between
You're part of my entity, here for Infinity
When the war has took it's part

When the world has dealt it's cards
If the hand is hard,
together _____
Because _____

[Chorus]
When the sun shines,

Told _____
Said _____
Took an oath I'ma stick it out till the end
Now that it's raining more than ever

1. I'll always share
2. we'll still have each other (3)
3. you'll still be my star
4. I'll be all you need and more
5. we'll shine together (3)
6. we'll mend your heart
7. I'll always be a friend (3)
8. we'll never be worlds apart
9. I'll be here forever (3)

Know that _____
You can stand under my umbrella (2X)
(Ella ella eh eh eh)
Under my umbrella (Ella ella eh eh eh) (3 x)

You can run into my arms
It's OK don't be alarmed
Come here to me

There's no distance in between our love
So go on and let the rain pour

Because _____

[Chorus]
When the sun shines,

Told you _____
Said _____
Took an oath I'ma stick it out till the end
Now that it's raining more than ever

Know that _____
You can stand under my umbrella (2 x)
(Ella ella eh eh eh)
Under my umbrella (Ella ella eh eh eh) (3x)

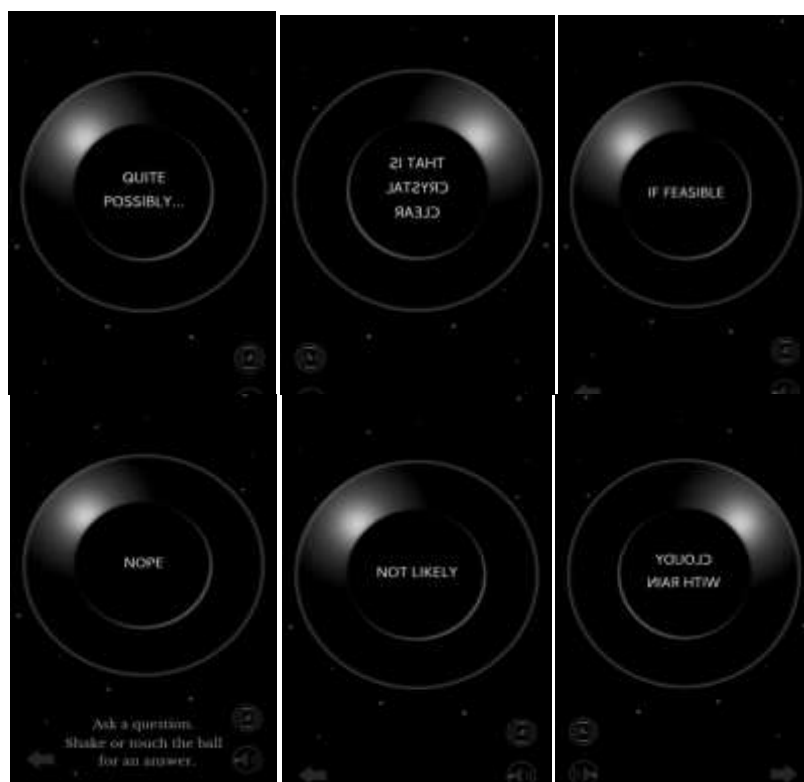
It's raining
Ooh baby it's raining
Baby come here to me

Come here to me
It's raining
Oh baby it's raining

Hand-out to practice future tense.

Appendix 14

Magic Ball.



Presentation activity in future tense

Appendix 15

Hand out future predictions.

FUTURE FORECAST

1. Write under each image the accurate weather



2. Look at the weather forecast and complete the sentences.

- a) Tomorrow the weather will be _____ in Ensenada, Mexico.
- b) On Monday the weather will be _____ in London, England.
- c) Tomorrow the weather will be _____ in Havana, Cuba.
- d) On Tuesday the weather will be _____ in Tokyo, Japan.
- e) On Sunday the weather will be _____ in Moscow, Russia.
- f) On Friday the weather will be _____ in Montreal, Canada.



Montreal, Canada



Ensenada, Mexico



London, England



Havana, Cuba



Tokyo, Japan



Moscow, Russia

3. According to each city answer the following questions.

- a) Will it be sunny in Ensenada?
- b) Will it be cloudy in London?
- c) Will it be sunny in Havana?
- d) Will it be cloudy in Tokyo?
- e) Will it be windy in Moscow?
- f) Will it be rainy in Montreal?

Practice hand-out about weather predictions.

Appendix 16

Weather roulette.



Production activity didactic material.

Appendix 17

Third Lesson Plan.

PROGRAMA NACIONAL DE INGLÉS EN EDUCACIÓN BÁSICA

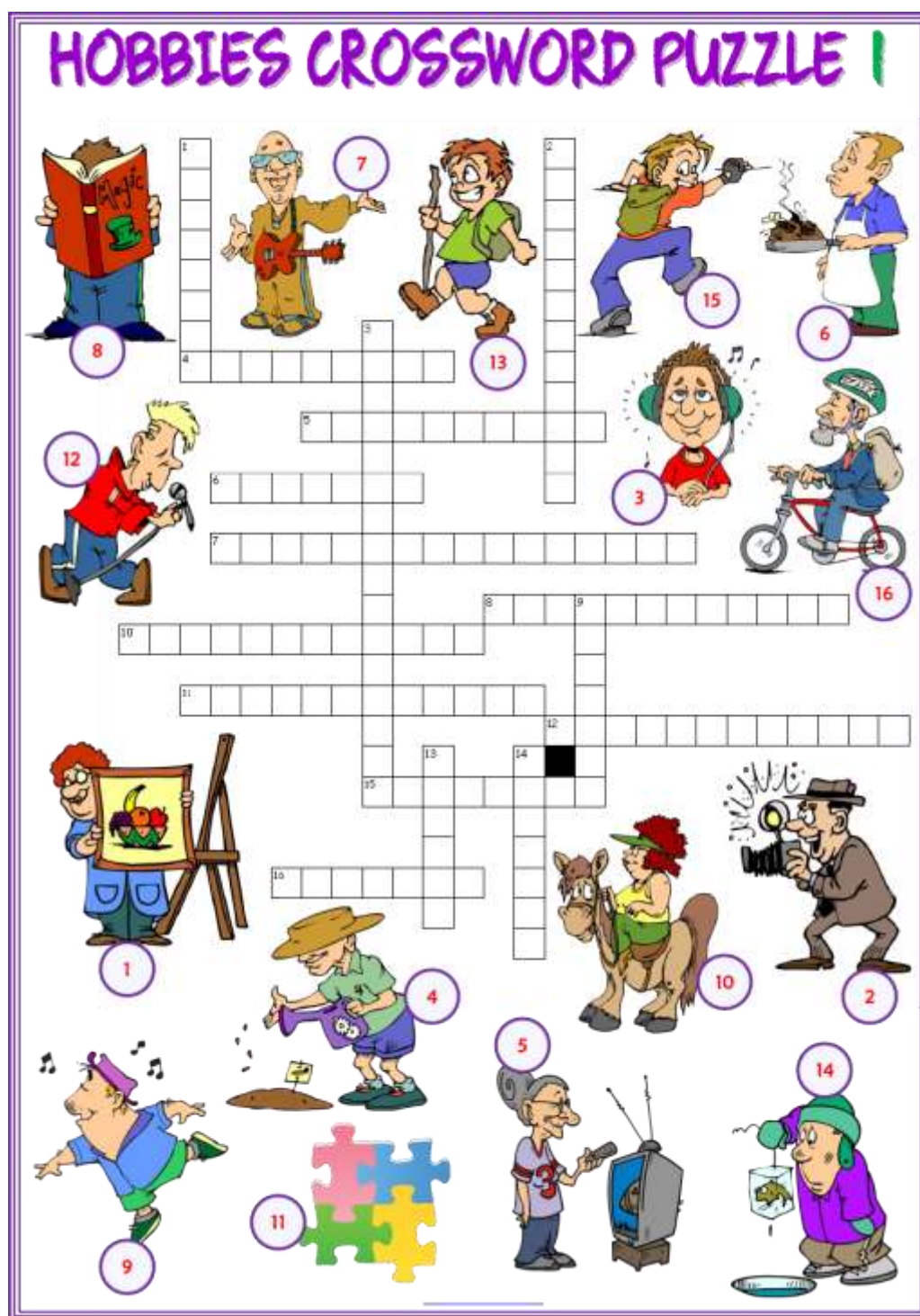
SOCIAL PRACTICE OF THE LANGUAGE: Understand and produce oral exchanges related to leisure situations. ENVIRONMENT: Familiar and Community SPECIFIC COMPETENCE: Exchange likes and dislikes in a dialogue PRODUCT: Interview		CYCLE: 4 GRADE: 3 UNIT: 4.A	
STAGE OF PRODUCT	DOING	KNOWING	REMARKS
SESSION 1-2 - Listen to and observe an interview in order to use as a model. - Select a leisure activity. - Decide time, place, and length of the interview.	INITIAL - Identify leisure activities by name. - Recognize situations in which likes and dislikes are shared. - Observe and comprehend non-verbal communication. - Identify topic, purpose, and intended audience. - Identify speech register.	- Context clues - Speech register - Topic, purpose, and intended audience - Acoustic features - List of suitable words	SUGGESTED LANGUAGE STRUCTURES - What was the topic of the interview? - What are the kinds of questions asked? - What are his/her preferences? - When would we share our preferences?
	DEVELOPMENT - Anticipate the general meaning. - Identify words to link ideas. - Write sentences. - Organize sentences in a sequence. - Include details in main ideas. - Identify and compare forms for expressing likes and dislikes. - Use linguistic resources to confirm comprehension. - Express points of view in favor and against. - Recognize and respond by speakers to clarify and confirm comprehension. - Recognize the appropriate time to interrupt a speaker. - Use non-verbal language. - Practice and follow rhythm, speed, and pronunciation.	- Structures of dialogues: opening, body, and closure - Establish sequence of statements - Sentence types - List of suitable words - Connectors - Question tags	VOCABULARY INITIAL - Interview - Interviewee - Leisure - Situation - Sports - Hobbies - Preferences - Dislikes DEVELOPMENT - Likes - Express - Exchange - Favorite - Communicate - Understand - Audience - Ask - Answer - Comprehension CLOSURE - Interview - Interviewee - Leisure - Situation - Sports - Hobbies
SESSION 3-10 - Carry out the interview.	CLOSURE - Sort a dialogue to express likes and dislikes about leisure activities. - Recognize a speaker adopted by speakers to clarify and confirm comprehension. - Recognize the appropriate time to interrupt a speaker. - Use non-verbal language. - Practice and follow rhythm, speed, and pronunciation.	- Syntactic particularities of the English language: sentences using "like", stranded propositions. - Syntactic differences between British and American varieties: collective nouns concordance	SUGGESTED ACTIVITIES - Present the product so ss understand what is expected of them. - Use a TV interview at a model. - Have ss think about the things they like to do, and write them on the Bb. - Have ss write the TV interview again. Ask them to write the general meaning, then in a group have them think about the details and include the details in the interview. - Ask to think about the kinds of questions they have to formulate to have a successful interview. - Interview a model and have ss write the questions and the time given to ask and answer. - Have ss start their interviews taking into consideration the time limit.
SESSION 11-12 - Carry out the interview.	CLOSURE - Sort a dialogue to express likes and dislikes about leisure activities. - Recognize a speaker adopted by speakers to clarify and confirm comprehension. - Recognize the appropriate time to interrupt a speaker. - Use non-verbal language. - Practice and follow rhythm, speed, and pronunciation.	- Syntactic particularities of the English language: sentences using "like", stranded propositions. - Syntactic differences between British and American varieties: collective nouns concordance	SUGGESTED ACTIVITIES - Present the product so ss understand what is expected of them. - Use a TV interview at a model. - Have ss think about the things they like to do, and write them on the Bb. - Have ss write the TV interview again. Ask them to write the general meaning, then in a group have them think about the details and include the details in the interview. - Ask to think about the kinds of questions they have to formulate to have a successful interview. - Interview a model and have ss write the questions and the time given to ask and answer. - Have ss start their interviews taking into consideration the time limit.

Achievements (Tick when reached)
 Recognizes the speakers and listeners behavior that supports the construction of meaning.
 Requests clarifications.
 Writes sentences.
 Formulates questions to clarify doubt.
 Anticipates the general meaning to start the dialogue.

Lesson Plan "Leisure Activity".

Appendix 18

Hobbies Crossword.



Hand-out about leisure activities.

Appendix 19

"My favorite leisure activities" task.



Students writing "My favorite leisure activities" as a practice stage.

Appendix 20

Leisure Activities Interview.



Students performing an interview about leisure activities in production stage..

Appendix 21

Mr. Peppermint Wrap-up.



Students showing their answers as a wrap-up.

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