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

TITULO: How to promote speaking accuracy by using participation in a 3rd grade group of Secondary School.

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"HOW TO PROMOTE SPEAKING ACCURACY BY USING PARTICIPATION IN A 3RD GRADE GROUP OF SECONDARY SCHOOL".

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PRESENTA:

MIRIAM SARAHÍ AGUILAR ZÁRATE

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"This is it and when I say this it, it really means this is it. This is the final curtain call."
Michael Jackson, (2009)

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Introduction.

"A speaker should approach his preparation not by what he wants to say, but by what he wants to learn". (Stocker, 2019, p. 10)

This pedagogical essay entitled: "How to promote speaking accuracy by using participation in a 3rd grade group of secondary school", took place in the technical secondary no. 35, located in Calle Amapola y Tulipan s / n. Colonia Santa Rosa, San Luis Potosí, San Luis Potosí.

The present document was motivated by a previous investigation and personal and academic interests. In the first stage, an observation process was carried out to inquire a little more about the internal functioning of the school, to know its staff and, its surroundings (the context) in which this investigation was developed. Later, there was a second observation process which aim was knowing and studying the different groups in which later the following work was developed.

Next, a diagnostic exam was carried out (to be described further in the document) to evaluate the knowledge acquired by the students during their stay at the school in which the accuracy subskill was been worked. Besides the diagnostic exam, the attitude showed by the students towards the English subject was a factor to consider for selecting the group; following this process, a theoretical investigation was carried out for being able to select the material that would be useful in the development of this document, which had to attend the questions related to speaking accuracy, and the use of participation in Communicative Language Teaching approach. Finally, the information gathered at the end of the class to reflect on how useful it was or not and, what opportunity areas as a teacher could be improved.

The reasons for choosing this research topic as mentioned above, serve personal and academic interests, within the personal interests was because speaking, is

acquired thanks to the use of the language in class. Moreover, the continuous exposure to music, interviews and oral presentations did during my elemental school. Personally, speaking is one of the most important skills because thanks to it, people can interact with others, but speaking is not easy, it involved a series of steps and therefore it required a more detailed analysis than the rest of the skills.

The academic reasons for choosing this topic were based on one of the purposes of the English major, which is for students to communicate using a foreign language, and the purpose to develop this document was to improve accuracy, which is a subskill of speaking linked to correct us of grammar, vocabulary, and pronunciation, in accuracy, be correct is important, because if the ideas are not well structured, the message can be lost or this last one can open to others responses that are not expecting to receive, diverting us of the central sense of what is intended to express.

Moreover, it is important to reflect on the methodology used in this document which was Communicative Language Teaching (CLT) but with some variations made, which could favor the exchange of ideas between students and how the latter could affect the accuracy without losing the main essence of the methodology; which emphasizes the student in the center of the teaching-learning process rather than the teacher, that is why the investigation questions used in this document intended to respond to two factors: how to favor participation and how they would impact on accuracy.

For the analysis of both, the tools chosen were questioning and peer working which share a certain similarity in order to favor participation. However, both have disadvantages in 3rd grade group "D" students than the others and it was important to highlight them, because they affected the development of this work.

The big disadvantage that directly influenced the results presented was the health emergency due to COVID-19 in which students and teachers were subjected. The school year stopped during the application of the strategies selected forcing me to,

directly, to use less information that what could had been gathered and reflect on them, but, at the same time on advantage if in the future I decide to retake this investigation. It is a starting point for application of the activities, I might change some things or leave them as they are in order to know what results could be obtained at the end of the essay, if there are similar or not and reflect on what were useful, or what can be useful.

I. CHAPTER . Topic of study

The topic for this investigation was chosen according to; first, the purpose of the English subject: "the communication with others in a second language", secondly, attending what students were expecting of the class and, finally, to the personal interest; reflecting if the active participation is relevant when students try to learn a new language and based on it, the impact that it had on the subskill accuracy.

These lines described the main characteristics of the secondary school where this document was developed, such as internal and external contexts surrounded, the profile of the study group, the purpose of teaching practices, the theoretical support used for developing the pedagogical essay and the conclusions obtained at the end.

1.1 Nucleus and topic line.

To open a short view about the information described, the (Secretaria de Educación Pública, 2002) states the different nucleuses and topic lines, to take as a reference to develop a pedagogical essay. At the moment of developing this document, there were three different topics lines which were divided in: "teenagers, the Normalist didactic competence for teaching the specialty, and the school context in which teenagers are surrendered".

 This program also refers to the different aspects involved in the design and the applications of different proposals to analyze the results obtained during the process. In the case of this essay, the topic line chosen was the teacher's performance and their actions to develop the student's oral participation and their speaking skill.

To develop this document, it was necessary to consider a nucleus and a topic line to have an idea of what this document can be focus on, the topic line choose was "Analysis of the teaching practice" with the purpose to do a reflection after the lesson

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during the practices period. On the other hand, The nucleus was the "Didactic competence in teaching the specialty" because, this document was focus on designing activities taking into consideration the National English Program in Basic Education (NEPBE) to develop the speaking skill working principally in the accuracy subskill.

1.2 School context and geographical location.

The context reflects the community of which the school is part of; likewise, the geographical location of the school. This document took place on the secondary school "Técnica No.35":

1.2.1 Geographical location.

The secondary school "Técnica No. 35" was located in the north part of the city of San Luis Potosí, S. L. P., in the neighborhood Sta. Rosa 1ra. Secc. C, with the address S/N Tulipanes street corner with Amapolas street, with the zip code 78100, and the code of the school was 24DST0040T (Appendix A).

1.2.2 School context.

Outside of the school, it was occupied by different buildings that provide different services: two groceries stores, one in front of the school and the other one was next to the school; this last one served also as a paper store and were observed that most of the students made sometimes their first stop there to buy required supplies for the school and after they arrived to the secondary.

Other detail observed was that at the end of the day, most of the students walked in small groups to the principal avenue, so in this form, they took care of each other. To conclude this point with a positive aspect was important to mention that most of

the teenagers did not stay around the school for long periods of time and in other cases, the parents arrived for their sons at the end of the school day.

1.2.3 School history.

From this point, the importance of school history was for knowing if this secondary came out from a community necessity or if it was a part of a project and how this was carried out.

In the case of this secondary school (Técnica No. 35) the information obtained was the real name which was "Ingeniero Jorge Carrizales Trujillo" which was founded on September 1st, 1982. During a short interview with the principal and with the school personal who worked in the institution the information obtained guided to the existence of one short monography about this engineer but the whereabouts is unknown.

Therefore, they do not how this process was carried out, as well as, if this school came from any necessity of the colony and when the school's name changed to "Técnica No.35".

1.2.4 The physical condition of the school. (Classroom and facilities).

This secondary was form by six buildings that occupied a block, these buildings were divided according to the different subjects and the different workshops; the first building on the first floor, was destinated to English subject (from 1° and 3° grade) and for the stationery shop, the second floor in the same building was destinated to the media classrooms and library. The second building was destined for academic direction and social service. The third build was destined for subjects' classrooms as chemistry, history, and Spanish. The fourth building was destined for workshops, laboratories, bathrooms for children, and the teacher's office. The fifth building was destined for the breakfast store, and physical education subject, and this was next

to the courts. Finally, the sixth building was destined for second graders subjects in the first and the second floor.

In general, the physical structure of the school was built with bricks and short paintings on it referred to the heroes of the independence, the revolution, and presidents that had been working for mexican education. Approximately, the school had around 576 students, and they were divided by the different grades according to the letter A to F; Approximately, there were 32 students in each group. In the case of 3° grade the groups were not divided equally, sometimes in one group there were more than 50% girls or boys, e.g. in the study group (3°D) there were 13 girls and 12 boys, which was not the case of 3°E in which there where 12 boys and 17 girls.

Finally, the last facilities that this school had were the "telematics classrooms" but, these were not enough for all the students, as was observed sometimes the teachers needed to reserve these spaces one week before using them. In our personal experience, the internet sometimes did not work, so it was needed to re-adapt the activities proposed for the day; also, computers were not enough for them, in most cases, they were 29-30 students, and the computers were around 20, the teachers had the option to use the library, but this classroom only had one computer and the internet did not work correctly (Appendix B).

1.2.5 School personal.

The principal of the Secondary Técnica No. 35 was the teacher Ma. Consuelo Martínez Gómez; the vice-principal name was Inocencio which also coordinated the organization of the school in the company of the teacher Natividad. In total, the school had three prefectos for each grade, and one physiologist for "trabajo social" and two physiologist trainees; In the administration area was important to mention that this school had 6 secretaries that focus on specific grades and groups to organize the information required by the headteachers, they also to coordinated

absents and grades, in this form, it was easy to have a control for each grade and each student.

1.2.6 English academy.

In this school they did not have an English academy set, there were three English teachers, one of them worked with 1° A graders, one teacher who worked with 2° graders, and the last one (the head teacher in this investigation project) worked with 1°B graders to 1°F and 3°A to 3° F graders.

In general, in Consejo Técnico the agreements in most of the occasions were taken by the headteacher of 3° graders (Patricia Ramos García) because she always assisted to Consejo Técnico and showed the progress she had with her groups and the problems and solutions she faced during the classes, and she gave her opinion because certainly, she knew all the students of each grade. After all, she always received all the students in one grade, e.g., the last year she had 2° graders, 3° graders; 2 years before she was the headteacher of all 1° graders, 2° graders.

1.2.7 Practice groups.

In the secondary "Tecnica No. 35" the students were not divided equally; it means that in each classroom the teachers usually worked with 20 or 29 (in many cases 30) students for each group (it is important to remember that the groups were separate for A to F). Now, in this part a general idea about the groups assigned to develop this document was showed, the document was based on work with 3° graders from 3°C to 3°F. In total 107 students who were divided in the next form:

In 3°C, there were 26 students: 16 girls, 10 boys; the general comments obtained by asking different teachers were regular, minor problems with discipline. In general their grades were good, just in particular cases as usual, in conjunction to what was observed about them during the English class they showed interest in the subject

because it seemed that they had the influence of their likes in English music, for example, in different moments were listened them making references to different music bands of United States, also because they responded to the different activities proposed for the class, most of them stand up and took one dictionary if they did not understand a word, in other cases, they turned their sits and asked for the meaning with their other partners before ask to the teacher.

In 3°D, there were 25 students: 12 girls, 13 boys; the general comments obtained by asking the different teachers were good with their exceptions, in regular comments, the headteachers expressed that they kept a good average in the subjects (together); in conjunction to what was observed about them during the English subject they expressed good attitude with the teacher and also in the activities proposed for the class, even if they did not know a word they always had the initiative to stand up and took one dictionary to resolve their doubts or they asked to the headteacher.

In 3° E, there were 29 students: 12 boys, 17 girls; the general comments obtained by asking the different teachers were regular, the main characteristic of this group was that they were very noisy and they had regular problems with discipline (more than the others two grades described before) they kept a good average grade (individually and together); in conjunction to what was observed about them during the English subject they responded to the activities in many occasions, in the other ones they did not work completely but they achieved the goal for the class at the end, this group also had the initiative to stand up and took a dictionary to resolve their doubts and if they were not sure about one definition they asked the teacher before to written it or said it.

In 3°F, there were 26 students: 18 boys, 6 girls; the general comments obtained by asking the different teachers were bad in the case of academic situations, but one of the principal characteristics of this group told by many headteachers were they had many leaders there and when was time to take a decision, the whole group

supported their actions; In conjunction to what did I observe about them during the English subject the active participation and passive participation were weak. Many of them expressed that they did not like the subject, or they preferred the class in Spanish.

Therefore, the document was focused on 3°D because, this group responded better to the different activities proposed for the investigation process and helped to achieve most of the times the main goal of the session or reflected in the opportunity areas for working on it.

1.3 Relevant social and academic characteristics.

In this section an analysis of the social demographic situation that surrounded the secondary Técnica No. 35 provide information that could impact in the way of what students expected after obtained their degree. According to the information obtained by INEGI:

The Secundaria Técnica No. 35 was in the AGEB registered under the number: 240280216; the key to the entity was given under the number: 24 in the municipality of San Luis Potosí, San Luis Potosí.

In the entity called "Angostura" whose total population according to the most recent study is 205 people from the area, of which only 42.86% belong to a population of 15 years or more without a complete primary and only 6.62% belong to a population of 15 years or more illiterate. (Secretaria de Desarrollo Social , 2015)

As can be seen, most of this information was based on the fact that the majority of the population surrounding the area was almost schooled (Appendix C).

1.3.1 Group description.

In 3°D, were 25 students: 12 girls, 13 boys. According to what were observed during the English subject they showed good attitude with the teacher and during the activities proposed for the class, even if they did not know a word, they always had the initiative to stand up and took one dictionary to resolve their doubts or they asked to the headteacher their doubts.

Following this, was observed that in different occasions they asked for the meanings of different words not related with the class, so, the teacher had to ask for the reference to give them the specific meaning in Spanish; Also, when they had problems with the pronunciation, they preferred to ask the teacher than their partners, so this was useful to develop this document. In summary, this group were chosen because they reflected on the diagnostic exam that they needed to improve specific aspects that responded to the speaking subskill related to accuracy.

1.3.2 Group grade average. Needs and likes.

According to the survive applied to the students of 3°D in which they needed to respond simple questions, for example, if they liked the English class if they liked to speak in English, etc. The information obtained reflect that the implementation of participation as a technique for developing speaking based on accuracy aspect was useful because they enjoyed speaking in English and also in most cases, they produced their assumptions about what was the best way for applied the knowledge acquired (Appendix D).

The needs observed in these students were: they had enough vocabulary for different contexts, but they had problems in the vocabulary meanings when they tried

to contextualize them, for example, in different occasion was heard that they started to give an opinion in simple present but suddenly they used a verb in past; in other occasions they used "does" instead of using "do", and finally, were considered also the results of the diagnostic exam paying special attention in speaking, the skill chosen for this essay.

1.3.3 Linguistic needs.

To talk about linguistic needs is required to describe the diagnostic exam applied for 3° graders.

The diagnostic exam chosen was A1 Movers Cambridge exam which:

> Consists in 100 points divided into 25 questions for listening, 40 for reading and writing and 35 for speaking during the 4 days of the diagnostic week; According to the Cambridge English Scale, if the student obtains 100 points in total, he or she achieve the level required to be A1+ (basic user), under for this scale the student is set in a below level and Cambridge suggest to take the "Pre A1 starters" exam (Cambridge, Cambridge Assesment, 2015). (Appendix E)

Based on the results obtained in the focus group (3°D), it was important to take into consideration their interest average per group in which, speaking as a skill, stand out in contrast to the other three one's skills; as I wrote before, this group had enough vocabulary in different context, but they had problems with the different meanings they could give it when they were creating the structure of the sentences.

In writing, they reflected that they had grammar mistakes when they were trying to express their ideas, they get confused with the use of different auxiliaries and

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pronouns in English; in reading, they reflected understood in many parts of the reading but, again, they had problems when they needed to express what was the reading about and how to write the answer in a correct form.

In listening they reflected that they did not have huge problems to catch some words that they already knew in English and they used it as a technique to answer the different questions in this part; these results helped me to establish my purpose of this essay because I considered some things crucial to develop this document: they had the interest to communicate in English, they had enough vocabulary for different contexts but they had problems to structure their ideas in English, and this last one could be avoided with the use of accuracy as a subskill for speaking (Appendix F).

1.3.4 Description of the case being study.

This essay was focus on accuracy, which is a subskill of speaking, in this case, what was intended to impact was the use of the participation in the classroom as a technique to made them speak during the class in this form it expected to improve their grammatical structures and created short feedback in parts which they still having problems.

For develop this document, 3°D graders were chosen, and the different types of participation that could be a part of the lesson: individual participation, pair participation, and group participation, these types of participation have been sequenced by the use of different strategies: games, short presentations, and exams to have enough evidence to report their development in the case of accuracy.

1.3.5 Identification of topic study-need.

Once it was identified the necessities of this essay, it was the moment to link them with the necessities of my students to respond to my purpose to develop this.

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The topic of this essay was: "How to improve speaking accuracy by the use of participation in an EFL classroom". This meant recognize the importance of the spoken language during the class and the importance to communicate in a good form; because the correct grammar structure made our message understandable for others, and recognize the importance of the student's participation during the class which involves the number of utterances that could be done by them without been asked by the teacher.

1.3.6 Purpose.

The academic purpose of this work was to improve accuracy, which is a subskill of speaking linked to correct us of grammar, vocabulary, and pronunciation, in accuracy, be correct is important, because if the ideas are not well structured, the message can be lost or this last one can open to others responses that are not expecting to receive, diverting us of the central sense of what is intended to express.

The reason for developing this part was because, there was a previous work with with third graders and they were in the transition part of the high school, so they had to work more in their spoken production to identify mistakes when they tried to communicate and also, trying to make them able to give short opinions in English but in a correct form using all the accuracy aspects involve on it.

1.3 Action plan.

The action plan responded to the process selected to guide all the students to achieve the main goal of the class and evaluate how this process had been carry out for gave us results to be compared in the conclusion of this pedagogical essay. To improve participation in an active form, in different moments of the class, I used questioning which is a part of develop oral interaction process.

To attend speaking accuracy, there was set different kinds of activities for my students according to the suggestion of the methodology chose, which was: communicative language teaching, for example, short expositions at the end of one chunk, works done in pairs and works done together with different techniques (games, roleplays, drafts, and examples of short conversations in different contexts).

1.4 What is known about the topic?

Before starting to develop the concepts which help to understand what this document is about, it is important to take into consideration what the authors like Abdull, Noor Rahamah and Maizatul Haizan mention about learning context in which educators and learners are the main actors during the process:

> Learning is a process which occurs in a social context and involved interaction between students and lecturers; in this case, the common interest is the "effective learning", and this is defined as the process when teachers and students interact and actively participate in their learning activities (Abdullah, Noor Rahamah , & Maizatul Haizan, 2011).

In this form, is possible to reflect that language is the foremost spoken and not a written entity. Hussain (2018) says humans beings talked and listened ages before there was anything for them to read, therefore it is a saying that in the long story of the human race, the invention of writing was an event of yesterday. Speaking is a major skill in communication (p. 14).

The objective of this study is to identify how active participation makes the difference in accuracy which is a subskill of speaking and the results obtained for this work are going to be reflected at the end.

1.5.1 Defining oral interaction: speaking.

Before mention the skill in which document is focus on, it is important to know that in every language exists communication skills also called "competences" which are understood as a set of linguistic processes that are develop during our life in order to participate efficiently and skillfully in all spheres of communication and human society by speaking with others, listening to others, reading to others and write to others. Thank you to this cultures and societies can become communicatively competent.

(Torky, 2006, pp. 21-22) mention the importance to look the speaking skill as one of the four language skills apart from reading, writing, and listening in which learners can communicate with others orally in order to achieve certain goals or to express their opinions, intentions, hopes, and viewpoints. In other hand, speaking is defined as an interactive active process of constructing meaning that involves producing, receiving, and processing information orally in this, so, form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking.

Pennisi – Falzone (2019) mention that, speaking has usually been compared to writing; because both are considered as productive skills, the opposed of receptive skills of reading and listening; speaking also is closely related to listening as two interrelated ways of accomplishing communication. Every speaker is simultaneously a listener and every listener are at least potentially a speaker. (p. 354).

This means speaking requires that learners understand when, why, and in what ways do they produce language that is also called: "sociolinguistic competence".

 Torky (2006) highlights the following skills underlying speaking:
- Using grammar structures accurately.

Assessing characteristics of the target audience, including sharing knowledge, status and power relations, or differences in perspectives.

Selecting vocabulary that is understandable and appropriate for the audience.

The importance of speaking is based on production, because when learners try to produce something in an oral exchange speaking is the way they have to do it; identifying this is much better to understand why the speaking subskills, in this case, accuracy, is important to develop this document.

1.3.7 Speaking sub-skills.

Torres (2015) highlights that students often have difficulty producing a speech because they lack the vocabulary or grammar to express what they want to express, that, is the main reason of why it seems to hard give a class just focus in communicative activities; trying to above this situation, designed different speaking categories focusing in different aspects of the skill which were described in a practical form:

Fluency: The ability to speak with a good, but not necessarily perfect command of intonation, grammar, and vocabulary.

Accuracy: Mastery of the rules of grammar. Ability to produce grammatically correct sentences.

Appropriacy: The correct structures used to carry out a communicative function of language in a specific context.

Proficiency: The combination of being fluent and accurate in communicative competence in any context.

1.3.8 Defining accuracy as a subskill.

According to (Segura, 2015) here are a large number of measures that indicate speaking performance, such as "the number of words per minute" for fluency, and "the number of errors per word" for accuracy, which means that accuracy refers to

how much a learner speak without errors in real-time communication; accuracy consist in using vocabulary, grammar, and pronunciation through some activities that can impact their performance during their speaking development.. (p. 19)

1.3.9 Participation.

Participation is considered as a "number of ways including the number of unsolicited responses volunteered and any comments or questions that students offered or raised in class". (Dance & Kamvounias, 2005, p. 445)

Dance – Kamvounias also identify two different types of participation: active and passive participation, this one is defined as a participation in which the student does not represent a part of their learning process, which is linked to when the teacher gives them the task a "short formula" to follow and then, they produce something based on the steps that the teacher described before, they usually just take notes, and listen to the teacher; in contrast to the active participation in which students take a part of their learning process by asking questions, giving opinions, answering questions and discovering ways to develop the topic during the class.

Farabi et al. (2017) says that:

> Participation also has two different behaviors that are verbal and nonverbal interaction; verbal participation refers to behaviors of speaking or giving opinions in the classroom, answering, and asking questions or comments and taking part in the classroom discussion. In contrast, nonverbal participation is associated with behavioral responses during the class including node their head, raise their hands, body movements, and eye contact. (Farabi, Hassanvand, & Gorjian, 2017)

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In this case, this document was focus on how active participation during verbal behaviors encourages their learning using different strategies involved in teaching, the results obtained by their use were based on the opinions that the students gave in specific moments of the class.

1.3.10 The importance of participation during the learning process.

Based on a study "students who are active participants, tend to have better academic achievement, that students who are passive in participation. In this form, students who are actively involved in the classroom discussions showed higher satisfaction in their learning process". (Astin, 1999, p. 518)

Abdullah et al. (2011) found that active participation of students with discussions in the classroom is important for achieving effective learning and plays an important role in the success of education and personal development of students in the future:

Therefore, the student's participation is one of the instructional components in the instruction enhanced by the school to help students to learn more. In a full integration, students engage actively in the class discussion, know what they want to say and what they should not say. Their participation in class is usually spontaneous, appropriate, and occurs naturally. (Abdullah, Noor Rahamah , & Maizatul Haizan, 2011, p. 10)

1.3.11 The importance of oral interaction during the learning process.

Oral interaction as an important factor in the shaping of the learners developing language. For instance, it was proved that learning speaking can help the development of reading competence, the development of writing as well as the development of listening skills.

Hossain (2015) said that in transactional discourse, language is used primarily for communicating information, during the classes it can be infer that speaking has so many purposes that been described before in twelve categories, that also involve participation in different manners:

- Personal – Expressing personal feelings, opinions, beliefs, and ideas.
- Descriptive – Describing someone or something real or imagined.
- Narrative – Creating and telling stories or chronologically sequenced events.
- Instructive – Giving instructions or providing directions designed to produce an outcome.
- Questioning - Asking questions to obtain information.
- Comparative – Comparting two or more objects, people, ideas, or opinions to make judgments about them.
- Imaginative – Expressing mental images of people, places, events, and objects.
- Predictive – Predicting possible future events.
- Interpretative – Exploring meanings, creating hypothetical deductions, and considering inferences.
- Persuasive – Changing others' opinions, attitudes, or points of view, or influencing the behavior of others in some way.
- Explanatory – Explaining, clarifying, and supporting ideas and opinions.
- Informative – Sharing information with others.

According to Rao, the experts believe that listening and speaking are taught and learned in quick succession:

Speech is the best introduction to other language learning skills, learning through speaking is a natural way of learning a foreign language. Speech is important because it provides the opportunity for the practical use of a foreign language; developing speaking skills is of vital importance in

EFL/ESL programs. Speaking instruction is important because it helps students acquire EFL speaking skills thus converse spontaneously and naturally with native speakers. (V.K., 2012, pp. 10-11)

Hussain (2018) mention that oral interaction is an important factor in shaping of the learner's developing language:

For instance, it was proved that learning speaking can help the development of reading competence, the development of writing as well as the development of listening skills; Actually, it was assumed that the interactional nature of spoken language requires the speaker's ability to use motor-perceptive skills, which are concerned with correctly using the sounds and structures of the language and interactional skills, which involve using the previous skills (reading, listening) for communication. (Hussain, 2018, section of Research Gate)

Participation can be used in different forms for different purposes principally many of them responds to speaking, also can be conclude that when students intent to learn a different language interaction the interaction with other people need to have the similar purposes for communicating and finally they need a "natural speaker"; so in this case, the most closely "native speaker" for the students are us as teachers, in this form the learning process through speaking can be effective.

1.3.12 Communicative Language teaching.

Communicative language teaching sets the principles about the goals of language teaching, how learners learn a language, the kind of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.

Richards (2006) mention that communicative competence includes the following aspects of language knowledge:

- Knowing how to use language for a range of different purposes and functions.

- Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech).

- Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, and conversation).

- Knowing how to maintain communication despite having limitations in one's language knowledge. (p. 3)

1.3.13 How do learners learn using communicative language teaching approach?

(Richards., 2006) Language learning was viewed as a process of mechanical habit formation. "Good habits are formed by having students produce correct sentences and not through making mistakes". Errors were to be avoided through controlled opportunities for production. By memorizing dialogs and performing drills, the chances of making mistakes were minimized. Learning was very much seen as under the control of the teacher.

Language learning has been viewed from a very different perspective. It is seen as resulting from processes such as: paying attention to the language one hears (the input) and trying to incorporate new forms into one's developing communicative competence.

1.3.14 The kinds of classroom activities that best facilitate learning in CLT.

(Richards., 2006) expose that with the use of CLT began a movement away from traditional lesson formats where the focus was on mastery of different items of grammar and practice through controlled activities such as memorization of dialogs and drills, and toward the use of pair-work activities, role plays, group work activities and project work.

So, in this form, the implication to use participation during the class could be seen as the most important part to develop speaking, because participation implies the construction of the learning process by hearing others and exposing ideas.

1.3.15 The roles of teachers and learners in the classroom in CLT.

The type of classroom activities proposed in CLT also implied new roles in the classroom for teachers and learners. Learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They were expected to take on a greater degree of responsibility for their learning. And teachers now had to assume the role of facilitator and monitor. (Richards., 2006, p. 5)

1.3.16 The principles of CLT approach.

The author says that the principles of communicative language teaching approach at this time can be summarized as follows:

- Make real communication the focus of language learning.

- Provide opportunities for learners to experiment and try out what they know.

- Be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence.

- Provide opportunities for learners to develop both accuracy and fluency.

- Link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world.

- Let students induce or discover grammar rules. (p. 13)

1.3.17 Classroom interactions in communicative language teaching.

Referring of one of the goals of CLT which is develop fluency and accuracy in language use. The author suggests some aspects that should be taken into consideration when it is intended to develop accuracy in the classroom:
- Reflect classroom use of language.
- Focus on the formation of correct examples of language.
- Practice language out of context.
- Practice small samples of language.
- Do not require meaningful communication.
- Control choice of language. (p. 14)

Accuracy work could either come before or after fluency work. For example, based on Communicative Language Teaching today students' performance on a fluency task, the teacher could assign accuracy work to deal with grammatical or pronunciation problems the teacher observed while students were carrying out the task.

1.3.18 The emphasis on pair works and group work in CLT.

Through completing activities in this way, it is argued, learners will obtain several benefits:

- They can learn from hearing the language used by other members of the group.

- They will produce a greater amount of language that they would use in teacher-fronted activities.

- Their motivational level is likely to increase.

- They will have the chance to start developing fluency. (Richards., 2006, pp. 13-20)

1.5 Key questions this case will attend:

Based on the previous information, the investigation questions addressed for this document were the following.

- How could the use of participation impact in speaking accuracy?
- How could I measure the students' progress in participation and speaking accuracy?
- How did the activities propose impact in active participation and accuracy?

II. CHAPTER TWO. Topic development

2.1 How could the use of participation impact on speaking accuracy?

To understand how participation could impact speaking focus on accuracy, it is necessary to go back to some previous concepts such as participation and the importance of peer work. Participation has been defined in a "number of ways including the number of unsolicited responses volunteered and any comments or questions that students offered or raised in class". (Dance & Kamvounias, 2005, p. 445) .

The first thought that come with the use of the word "participation" comes from the necessities of share responses or comments with others, expecting that this exchange of information can help to clarify questions or open new ones. During the process of learning these questions or comments commonly comes from interactions (teachers to students and students to teachers or to other students) expecting that both parts can build the responses closer enough to what the other part is expecting to hear or open the opportunities to continue with this exchange of information and summarize them in order to find a conclusion.

2.1.2 Active participation and oral interaction.

Interaction between teachers and students is integral in the process of learning. According to Dance & Kamvounias there are two types of participation the first one is active participation also called "productive participation" which includes asking questions, giving opinions and discuss the related topic lectured. The other type is passive participation also called "receptive participation" which includes the acts of writing notes, sit quietly and do things related to the class topic. (Dance & Kamvounias, 2005, p. 444)

For this document, the teacher trainee is going to take into consideration the first type of participation which is active participation, because this is getting closer to improve speaking accuracy, in this form this approach would supposed to establish a relationship between students and teacher, and this kind of relation receives the name of: "oral interaction".

Oral interaction according to Rivera David is defined as: an act of communication through speaking and it is commonly performed in face-to-face interaction occurring as a part of a dialogue or other form of verbal exchange. It is associated with speaking because is the manifestation of the phonological and grammatical system of the language in this form is important to point out that speaking is active. In this sense, the skill of speaking involves receptive and productive participation. (Rivera, 2009, p. 53)

2.1.3 The use of oral interaction to promote participation in EFL classrooms.

Preparation for required speaking involvement in the classroom is much longer and complex for EFL students this means that the learner needs interaction. According to Wilga "linguistic interaction is a collaborative activity involving the establishment of a triangular relationship between the sender, the receiver and the context of situation". (Wilga, 1996, p. 4)

According to Hurst et al. (2013)

interaction has been considered important in language learning situations, because through interaction, students can increase their language with the help of discussions, skits, joint problem-solving task or dialogues that can guide them to contextualize ideas, reflect on meaning by opening new

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perspectives after hearing others and questioning them using their social

strategies.

Therefore, the factors that should be present in a classroom are

listening to others, talking to others and negotiation meaning in a

share context. This point of view tells us that the role of the teacher

is stimulate language student creation in a naturally situation which

they can use the language for real communication (Hurst, Wallace,

& Nixon. , p. 376)

Now, is present a series of strategies that can be useful to put in practice during the application of this document. These ones have been implemented in other situations and supported by many authors who faced similar situations in the classrooms.

2.1.4 The function of social strategies and the use of Communicative Language Teaching in participation.

Regarding social strategies, according to Oxford R. language is a form of social behavior: "Learning a language of course involves other people and appropriate social strategies during the of communicate process" (Oxford R. , 1990, p. 4) This author presented three sets of social strategies, each set comprising three specific points highlighted in:

2.1.5 Questioning: Teacher's questioning strategies in the EFL Classrooms.

A question is any sentence in the interrogative form that can arouse learner's interest to the content elements to be learned; In brief Rasel Babu defined questioning as "the instructional cues or stimuli that convey to the students the

content elements needed to be learned and the instructions of what they have to do for achieve the goal". (Babu, 2011, p. 1)

Questioning is very useful for teaching during the learning process. According to Rizqy:

> Teachers use questions for help students to check comprehension, stimulate critical thinking, encourage creativity, emphasize a point, control classroom activities and for other reasons and purposes. Questioning strategy is one of the most important dimensions of teaching and learning processes. Guest (1985) argues that questioning strategy is one of the important tools to broaden student learning which can help teachers to develop their own strategies to enhance students work and thinking. (Annisa , Rizqy , Desvitasari, Fitriani, & Shahab, 2019, p. 93)

Following this idea, Annisa et al. (2019) expose that teacher in the EFL classrooms employ different types of questions to make teaching effective and enhance learner's profiency in the target language, as it has been explained by Richards and Lockhart's that there are three types of questions:

- Procedural questions: which are questions to check the assignments have been completed.
- Convergent questions: which needs the responses of "yes" or "no" or short statement.
- Divergent questions: Encourage student's responses which are not short answers, and which require students to engage in higher level of thinking.

2.1.6 The application of questioning strategy.

Annisa et al. made emphasis in the application of different questioning strategies which are divided as the following:

- **Questioning at the beginning:** Addressing questioning before teaching and studying material is effective for students who have/ are high ability, and/ or known to be interested in the subject matter.

- **Questioning in the middle of the class:** Questioning in the middle of the class is very effective in producing achievement, it gains more than instruction carried out without questioning students. Asking questions during teaching and learning processes is positively related to learning facts.

- **Questioning at the end of the class:** Questioning students at the end of the class is mostly used by teachers because it is essential to check students' understanding, assess students' learning, test students input and evaluate teachers' teaching quality and the students learning process. (Abdullah, Noor Rahamah , & Maizatul Haizan, 2011, p. 94)

Continuing with how the use of participation could impact speaking accuracy another strategy presented is related to cooperate with others which receives the name of: "peer teaching strategy"

2.1.7 Cooperating with others: The peer-teaching strategy.

"Peer – teaching strategy is a strategy for delivering subject material with the peers' help promoting the participation during the learning process". (Universitas Islam Malang. , 2019)

(Kavanoz & Yuksel, 2010) mention that by implementing peer teaching method, teachers and students will get several benefits e.g.:

- Learn each other by utilizing their own skills.
- Teacher and other students will gain a broader and deeper understanding of the material own they practice this method.
- Besides learning to ask useful questions, teachers also develop social listening skills sought in the professional world.
- The intervention allows students to receive one – to – one assistance.
- Peer teaching offers students the opportunity to learn with other students.

2.1.8 The application of peer-teaching strategy.

Referring to how to apply peer teaching strategy the authors of Universitas Islam expose different steps to follow which are:

- Choose some materials that are accordance with the abilities of students in class.

- Form groups with students who have less ability, students who have standard abilities and students with higher abilities.

- For students who have higher ability, they can help their peers to understand the material

- Then, give them time to prepare the material that has been studied.

- Finally, discussed the topic. (Universitas Islam Malang. , 2019)

The success of this strategy is in hands of students and teachers because both have an equal position.

2.1.9 Peer teaching in accuracy.

In the case of the use of accuracy, the department of English education says: Peer teaching is considered as a useful strategy in advancing student's learning by providing students with the opportunities to evaluate their performance as well as giving feedback based on the results of their assessment, students can become more aware of their own learning process and performance, and in turn they can become more proficient learners. (Rokhayani, Agung, Dwi, & Ahmad, 2017, p. 108)

The relation between using peer teaching in accuracy can be given by taking up the idea that accuracy refers to generating communication without any error; the commitment towards accuracy tends and leads towards all that it implies a controlled performance of the language, referential rules, explicit knowledge, evaluation, however, this does not imply that learning cannot be acquired collectively in the same space.

To understand the importance between oral participation, the use of peer teaching as strategy and using questioning as a working tool that seeks to answer the question how participation could impact speaking accuracy? A connection should be stablished between the information obtained and previously presented.

Seeing speaking is a productive skill which involve communication with others in an active way, it should be considered that speaking must be implemented within the classroom and for this reason, in the two types of participation existing active participation will be chosen to implement it with subsequent strategies that can favor it.

In this way the importance of this essay lies in seeking that the student in class through the expression of dialogues or responses to one presented situation can build a knowledge that comes from the cooperation with other classmates, that is why during this process, it is necessary search for a strategy that helps to build a dialogue. The answer is in a tool known as "questioning".

The nature of asking is present in our daily life and of course in the classroom because a question opens the doors to inquire, correct or feed an idea that may come to our head from listening to the environment that prompted the questioning.

Using questions at different moments in the classroom can be a key in the learning process not only for students, also for teachers who could measure students' comprehension in the use of a new learned language. Cooperating with others can help students to build their ideas according to what do they want to transmit or say to the rest of the classmates, and thus the teacher can act only as a mediator or observer of this learning process which is a fundamental characteristic in peer teaching strategy which this also raise the importance of be a part of the learning success by being active.

To summarize this part: how the use of participation could impact in speaking accuracy?

In the above mentioned, it can be referred that language to be understood must be precise, this with the intention of being communicated successfully with the interlocutor, for this reason there must be a process in the structuring of ideas for subsequent exposure. From this point of view, being precise with the language implies a successful search in the communication of the language with the intention of approaching what is meant by answering the questioning or the main idea printed in the first message.

Therefore, being accurate with language in a successful way is intended to be able to respond without losing the main idea of the first message and one option for this to take place may be from participation with others.

It can be reflected that student participation could have an impact on speech accuracy because if the student is seeking to integrate into the dialogue by stating an idea to peers or the teacher, the student, on his own, would be looking for the appropriate ways to make sense of his sentence, causing him to reflect on the structure in communicating an idea before saying it.

2.2 How could I measure the students' progress in participation and speaking accuracy?

"The sord of assessment is used for assessing different skills and in assessing the speaking skill, many activities and methods are applied for the purpose of gathering evidence about this skill". (Tosuncuolu, 2018, p. 163)

> In addition, according to Tosuncuolu, assessment is a constant which is defined as: a subconscious process that takes place whenever the student answers a question, gives a comment or tries to use a new word / phrase, etc. In addition, assessment is a classroom activity conducted by the teacher to get useful outcomes for the improvement of both: teaching and learning; in other words, assessment is a tool which enables teachers to check the learners' weaknesses and straightness and to identify their needs, in order to implement them in designing the incoming courses. (2018)

Once the strategies to be used with the students have been determined, it is important to know how the latter could be evaluated from the perspective of the skill involved in this process, in this case, accuracy:

2.2.1 Types of assessment.

According to Ghermaoui there are ranges of assessment' ways which are central to the success of the teaching and learning process. Researchers in the field of language studies distinguish between different types of assessment. This distinction is based on the different reasons the assessment sake for at various stages in the learning sequence. (2017-2018) This author mention different types of asses students' progress which are:

2.2.2 Summative assessment:

According to Kean et al.: Summative assessment is a type of assessment which takes place at the end of a learning sequence and it is used for the purpose of making decisions about students' overall achievement at a given point.

In addition, state different purposes for using summative assessment in the classroom:

- To support student learning.

- To identify students' strengths and weaknesses

- To match students' needs with the oncoming course. (Mc Kean & Aitken, 2016)

2.2.3 Formative assessment:

According to Brown et al. (2007): Formative assessment is used by teachers during instruction to get data in order to adapt the existing curriculum to enhance students' performance. Moreover, Moss & Brookhart state six elements in formative assessment process. These interrelated elements are the following:

Student goal setting.

Student self- assessment

Strategic teacher questioning. (Brown & Moss, 2007, p. 33)

2.2.4 Diagnostic assessment:

In other hand, Dumit talks about diagnostic assessment as another type of assessment which usually takes place at the start of a school year, term, semester or teaching unit. It is defined as a tool used by the teacher to check students' learning misconceptions and their readiness to perceive new items outlined in the curriculum expectations. (Dumit, 2012)

In this way, the type of evaluation that is going to be choose should also be consistent with what the authors suggest to carry out this process. Next, some of the forms and suggestions that the authors give us to evaluate the participation as well as speaking are mentioned.

2.2.5 How to assess participation?

In the case of assessing participation the University of Waterloo (2006) suggest to record participation using these strategies:

- Written records: Such as class pictures, name tents, seating charts or attendance list to keep track of student names so they can record

participation each class. It may be necessary to ask students to state their name before making their comment so that participation.

- Consider students' self-assessments: The teacher should provide written feedback on the student's assessments. The teacher also should meet individually.

- Use peer evaluation: In classes, where students know one another's names, it is feasible to ask each student to evaluate the participation of everyone in the class; doing so not only gives the teacher useful information, this also encourages each student to consider his or her participation in the context of the class as a whole. (University of Waterloo, Centre for teaching the excellence, 2006)

2.2.6 Types of speaking assessments:

In speaking exist varies forms to test speaking most of them can be done by using: "interview, interaction with peers and responses to tape recording". Brown et al., (2007).

Under the many formats of assessing the speaking skills of learners Ben Knight enlist the following:

2.2.7 Holistic rubrics.

This type of rubric "is fast and saves time for the teachers when they have many groups of students to assess their speaking performance". (Knight, 1992, p. 300) However, rating scale has some disadvantages as it does not guide and help

students to progress in their speaking ability as it gives no details about their weaknesses.

2.2.8 Analytical Rubrics.

In the case of analytic rubrics, the assessor needs to pay attention at individual criteria separately such as:

Pronunciation, fluency and accuracy and gives each of them its own score, then create a final score. In other words, the score in this approach is the sum of several aspects of the oral performance rather than a single score. Thus, employing analytic rubrics helps students to enhance their oral performance by recognize their area of weaknesses and which aspect of speaking they need to work on for further improvement. However, it takes more time and energy for teachers to apply it. (Knight, 1992, p. 300)

2.2.9 Summative Rubrics.

In this case, this type of assessment takes place at the end during the learning sequence, and it is used with the purpose of making a decision about students' overall achievement

In addition, summative rubrics states different purposes for be using in the classroom:

- To support students learning.

- To identify students' strengths and weakness.

- To match students needs with learning expectations. (Knight, 1992, p. 300)

On virtue of the research and under a personal reflection, it is important to use an evaluation instrument that help measure the students' progress in participation and accuracy, if it is expected to obtain evidence that shows how much the objective was achieved.

In the case of this document, the use of summative and formative assessment seemed to respond better to the investigation purposes because, it covered the students' needs when learning the language, it is important to recover that the study group had a level of "beginner".

In addition, a check list was used to record extra information that could be analyzed. In this way, the data obtained after several sessions could be compared and identified whether if it was favorable or not at all, what could have been missing to implement or what tools could have been worth of continuing to work on.

In order to generate an evaluation, it was more appropriate to opt for the union of the two types of rubrics: the holistic to fulfill the function of recording whether, there was any participation or not in the classroom, and the analytic rubric to create a filter of which participation should be taken into consideration or not.

At this point, it was important to notice that accuracy as a subskill required more precise analysis of the message that the student was seeking to convey through the expression of their ideas in the classroom, paying attention, to their weaknesses that needed to be worked on to generate a more effective work plan.

Finally, it was necessary to analyze the progress of the students after a certain number of classes which, focusing on the aspects of; organization, vocabulary and grammar, in order to seek the number of errors in their oral productions using one analytic rubric recovered in the appendix L.

2.3 How could the proposed activities impact on accuracy subskill?

In order to understand the impact in the activities proposed, first, it was recovered the implementation of the class sequences, then the results obtained after that process was analyzed to convey into the effectiveness of the strategies in the complete investigation process. A total of three sessions were able to be applied because of the COVID health emergency that prevented the investigation process to continue.

As stated previously the first stage to establish the strategies' impact was the implementation of the following lessons plans:

Session 1. Sharing the unexpected.

Purpose: Using *questioning* in simple past to improve speaking accuracy and promote active participation*. (Appendix G)*

Title of class: Sharing the unexpected.

The lesson (goal): By the end of the class, students should be able to understand the use of the wh questions in simple past.

The class development:

During the second week of practice, it was tried to achieve the main goal which was "practice the use of simple past in unexpected situations". In the first class with the modeling group, the class started 10 minutes after the break and when the students arrived at the classroom, they took other 5 minutes more to start with the class, so the class started at 11:15. As a consequence of the first week, in the third class, the class was introduced with the use of the wh questions in an interview.

The class opened with a short presentation in which it was showed to them a picture about Michael Jackson and Oprah and, they were asked about what they

observed on the picture; the first assumptions that students made was the identification of the characters on the picture and the action that both were doing, so, they were introduced slowly to the use of the wh question in simple past by asking them in past forms while they gave short answers in English using simple present, so it were necessary to contextualize them in the past time with the use of other simple questions like:

Teacher: "Is Michael Jackson talking at this moment with Oprah?"

 X: No. They talk.

Teacher: "Okay, is the interview recently? Like, Is this interview happening at this moment?"

X: "¿Cómo?"

X2: No, la entrevista fue de hace años, ¿no?

Teacher: "Yes, so, how are you going to write the verb in simple present or simple past?"

X: Simple past.

X2: Entonces, sería "talked".

After that, students were asked about what wh questions they identified in English, but they did not get the idea of what wh questions meant, so the question was re-formulated:

Teacher: "What words help us to create questions in English?"

X: *They looked each other*

Teacher: Okay, the famous word in English, when we do not (moves her head) understand something and… "decimos ¿qué dijo la teacher?"

X: ¡Ah! What, when, ¿esas no?

Teacher: Yes.

The students started to create a short brainstorm according to the words of wh questions they remembered in English. Once all the wh-words needed were

collected for the class, they saw a pasted transcript of the questions and answers of the Michael Jackson and Oprah interview.

Then, the students were asked about what they identified in the questions, talking about the structure of the sentences, the form of the words and their ideas were shared according to what did they observe in each one of them:

X: "The wh questions at el inicio".

Teacher: "Good, what else?"

X: "El did, ¿podría ser?"

Teacher: And how do you say that in English? How do you say "poder?"

X: Can.

Teacher: Good, how do you say "ser o estar"?

X: Be.

Teacher: And how do you say, "el"?

X: He.

Teacher: Yes, but in the case of "things", like "esa cosa"?

X: "The"?

Teacher: Okay, now repeat it "Podría ser el did?"

X: Can be the did?

Teacher: Good! And Yes, the use of the "did". What else?

X: The "pronus"!

Teacher: What do you mean?

X: Yes, el I, You, He, She, It, We, They, esos!

Teacher: Oh! The personal pronouns.

X: Bueno, the personal pronouns.

Teacher: Good. And what is the form of this verb?

X: Past… simple past!

Teacher: Are you sure?

X: Yes, no? because is in simple past.

Teacher: Why?

X: No! because lleva un ed, and in present va solo, ¿no?

Teacher: I do not know. Betsy, can you please take a dictionary and look for the word "hablar" y "habló" in English?

B: Talk es hablar.

Teacher: Good. And "habló"?

B: No viene, teacher.

Teacher: Okay, please, can you spell talk for me?

B: Yes! Is T-a-l-k.

Teacher: Thank you, Betsy. So, why habló is not in the dictionary?

X: Porque el verbo ya está conjugado, ¿no?

Teacher: Okay, so, talked is in present or in past?

X: In past.

Teacher: And in our question "hablar" is in present or in past?

X: In simple present.

Then they were about why they thought the verb switched from simple present to simple past, to respond this question, the students showed the answer for the first question which was an answer in simple past before a question using wh and they were ask about what was missing in the answer, they identified the personal pronoun, the verb in past and the complement , finally, they identified that the wh questions were not necessary to be written because they were not reformulating a question.

After this reflection, it was not possible to apply the game that was designed for the class because the process of questioning and answering together took more time than was expected for that reason, the class concluded with an oral production using a transformation drill by gave them one wh question and then, they had to formulate a question in simple past formed together by following the examples on the board.

During the class analysis was observed that the student's reactions to this activity were different; some of them were paying attention to what did they partners were saying about the use of simple past and others were concentrating on copying the

questions and the answers on the board; Although the participation, in this case, was more remarkable during the application of this strategy, it is also too true that it does not mean that the topic of the class was clear enough for them, which was observed during the oral production because while some students were formulating their questions and answers in English, other students were facing problems to do it asking me or asking their partners about how did they have to do it.

It is also important to mention, the general comments that were received from the students at the end of the class said that they referred the preference in oral productions than written forms because they want to learn how to speak in English for communicative purposes. But also, they suggested to keep the English level lower because sometimes they did not get the ideas clearly.

Reflecting on using questioning as strategy was found that using it can be useful when the teachers are introducing learners in a specific topic; Anisa et al. (2019) explain that language and ideas come from some input. In other words, open a topic in general terms to specific details, in this case the input was asking something general: "what do you observe?" which these authors mention as one of the most common in English classes, because giving one question as an opening to the class in a conversation can make easy for the student to answer, and do not force them to reveal too much information, also, this kind of question open a series of responses , in case of this class: "It is Michael Jackson and Oprah", and after hearing their responses was possible to formulate other new according to the situation they can observe, in this case, was a short interview, so at this point the students were focus in one specific situation: "Michael and Oprah were in an interview".

The following questions responded to the second type of questions analyzed by the author Anisa et al. (2019) "questioning in the middle of the class", because the questions formulated was been working with items that are not previously asked as recitation questions, in the case of this class analysis the next question was a short introduction about simple past forms: "The interview is happening at this moment?",

in this form student's attention were focused on checks confirmation and classification requests.

Finally, in this class was applied the process of questioning at the end of the class, which was also described before by Anisa et al. (2019) which mention this as a form essential to know students understanding, to test students input and evaluate both teachers teaching section and student understanding, in the case of this class analyzed the last question was an open question because in the production, while students were using the transformation drill, the students were reflecting on the position of the elements to form a sentence in simple past form.

In brief, is possible to say that questioning can be a potential strategy with some 3rd graders which were trying to express themselves according to what do they hear from the teacher, from their partners and what do they know about the situation in which they are involved, but it also true that this tool did not work for the other half of my students because they lose easily during this interaction process.

It is also important to mention that perhaps in another scenario this strategy could have worked if all the questions had been thought one day before to arrive at the classroom instead of re-formulating the questions in that moment after seen the time available for develop the main aim; in contrast what do Anisa et al. (2019) mention about the use of questions, because they said questions have not be think while teacher are giving the class, or in some minutes before to enter because all the questions have a sequence to follow and if those were doing at the moment maybe some students can lose the hilarity of the topic worked, and as a result of it, they lose the interest in the class, something that happened when it was observed that some students in the front and in the back were takes out the notebooks of other subjects to do the homework for the following class.

Analyzing the use of active participation with the use of a check list, which was the type that links better with the objective of this document it cannot be said that

100% of the students participate in an active form because many of them were not expressing their ideas for the rest of the class. However, it can be said that this strategy promotes active participation for some students because while some of them were explained their ideas for their classmates, other part was listening and nodding their head, and sometimes making eye contact with their classmates, but others still feeling loose during the application of questioning strategy because they did not get the idea of what did they have to do.

In this form, is important to mention that participation also has

Two different behaviors that are verbal and nonverbal interaction. Verbal or oral participation refers to behaviors of speaking or giving opinions in the classroom, answering, and asking questions or comments and taking part in the classroom discussion. In contrast, nonverbal participation is associated with behavioral responses during the class including node their head, raise their hands, body movements, and eye contact. (Farabi, Hassanvand, & Gorjian, 2017, p. 17)

Lastly, the application of questioning in active participation and in passive participation but did not mean that the student's comprehension in the use of simple past was clear. According to what was observed some students who were actively participating during the time of using transformation drill continues facing difficulties to formulate questions and answers in simple past forms, giving the impression that, at the moment, while we were discussing the idea was understood, but, at the moment to contextualize what was saying in another situation, in this case, formulating a new question and answer it, they still facing problems to do it; and maybe this happened because there was not a continuity adding maybe another extra activity or another examples before to move them to the oral production.

Analyzing the speaking accuracy subskill Segura (2015) says that accuracy consists of: using vocabulary, grammar, and pronunciation correctly through some activities that can impact their performance during their speaking development; taking this definition in consideration, it was possible to reflected about the interventions of the students, by the use of one summative rubric that involved aspects like: vocabulary, grammar and word order.

In the case of analyzing the use of accurate vocabulary the steps taken were divided in the implications of remembering vocabulary forms in past, e.g.: "No. It could be talked? Because it is in past, Michael Jackson is dead", whit this short dialogue it was observed that students bring their previous knowledge acquiring before to re contextualize it in class with the purpose to respond a question: "Is Michael Jackson talking with Oprah at this moment?", so in this form, they practice one aspect in accuracy using the correct vocabulary to talk in past in one specific situation; but not all the students were at the same level to remember simple past forms in the verbs, something interesting were while some students mention the verb "talk" in past, other part of the group asked them when they had seen that topic, even, they asked why they knew that this verb was written like that while these students mentioned that they had a verb list with their different forms that their headteacher gave them; maybe something that missed here was asking them for bring that verb list for the class to have all students at the same level of the students who does not really need it.

The implication for use accurate grammar, came before this question: "How to form a sentence in English?" once again, they had to bring their previous knowledge acquiring before and re contextualize it in this class attending to use simple past, and during this process, once again many students had problems to remember how "the personal pronouns" were called in English and their meanings in Spanish, then, they also faced problems understanding the function of the auxiliary did even when

was explained that did had the same function as the auxiliary do; reflecting on it, maybe for them precisely the use of the auxiliary do was not clear.

The accurate pronunciation in simple past forms which took place at the end when the students were drilling with the vocabulary and the forms explained by them, the problem faced was go back to repeat a verb or a sentence for the rest of the class because it was not possible to find someone who repeated the sentence or the verb correctly; reflecting on this, something that should be take into consideration is the tone of voice used to guide them, or perhaps repeat more slowly to be sure that students have captured lips movement and the sound that each letter produces.

Taking everything into account the use of asking as a strategy just favor a less percent of the students in third-year students favoring their social strategies, but it stills need to be working if it expecting that students can maintain a conversation between advanced learners, medium learners and lower learners; in speaking accuracy aspect there was not significant progress in the students because the topic used, in this case, simple past, was completely new for some of them and for others, they seen it on the afternoon English workshop; so it implies that students were not at the same level that could be said "desirable" to work with language precision.

In addition, it is also possible to reflect on how can affect not following a planning for the class, regardless if the questions were linked to the theory aspects it is true that if there is not a sequence, the student can feel confuse or can lose the notion of what is being worked in class, and maybe for this reason, they tend to do other things; something that happened to some learners.

Finally, checking the presence of participation in class, I observed that using questioning as a strategy it was present in both forms: active and passive, however the existence of these does not guarantee that student would be able to reach the final objective though for the class, because, despite the fact that the student were communicating something orally for the rest of the group sharing his /her ideas it

was observed that there was a confusion in use at the time of leaving the group constructions for individual products.

After reflecting in the weakness areas and improvement areas of this first application of questioning the decision took for the following class applying questioning were based on create simple questions and though in the time for asking them, but it was not possible to obtain a second questioning analysis because the health emergency for COVID stopped the investigation.

Session 2. Sharing the unexpected.

Purpose: Using games in simple past by cooperating with peers. (*Appendix H)*
Title of class: Sharing the unexpected.
The lesson (goal): By the end of the class, students should be able to understand the use of simple past.

The class development:

During the second week of practice, the main goal to be achieved was "understand the use of simple past using games" working on accuracy aspects focus on the use of correct vocabulary and correct pronunciation forms. In the second week of practice with the modeling group, the class started on Monday 10 minutes after the break and when the students arrived at the classroom, they took other 5 minutes more to start with the class, so the class started at 11:15 but during this short period the table game was prepared for this class; when the students arrived at the classroom, the tables, with the help of the headteacher, were distributed throughout the classroom, thus less time was lost and was possible to quickly introduce them to the activity.

This class was dedicated to use correct vocabulary forms with correct pronunciation, so, there was certainly no need to focus much on content structures,

before to play, students had an activity which consisted of creating a table in their notebooks with the verbs that were written on the board in present, and in past simple forms, and, finally, a small drawing that alluded to the meaning in Spanish; To complete the table, the students were questioned about the meaning of some verbs that were already familiar to them in Spanish and English, in other verbs the students had not the clear meaning so it was necessary to look for a help in the dictionary and the body language to start introducing this verbs that represented a difficultly for them:

Teacher: Okay, pay attention, "drive", what is the meaning of "drive"?

X1: Pues… es manejar, ¿no?

Teacher: Good, now, what movements you do when you drive?

 X1: Mmm… again, please.

Teacher: What movements (show her hands) you do when you drive?

X2: O sea, que ¿qué movimientos haces cuando manejas? ¿verdad?

Teacher: Yes.

X1: Oh, well… (do the movement)

Teacher: Nice, everybody "drive" (does the action). Okay, now, in Present we say drive… in past we say… drove (write it on the board).

Once this was done, the first step was indicating them to work by pairs, so, they had to choose a partner to work with, and as a suggestion of the headteacher, some of them had to work with a pair choose by her. The next indication was that they would have 10 minutes to memorize all the verbs present on the board by giving them the opportunity to choose an effective method for them and for their partners.

The first thing observed was that most of them chose study solitary first, and then, tell the partner to start asking them the verbs in the present tense, in the past tense and, later, the action related to a certain verb. In this way, it was identified that participation was there in both forms, first in a passive way and then changed to an active way, but it also true that some students were not doing the activity, just in some cases like if the teacher were near, or if they were observed by her.

For the "practice" stage the students were asked to leave their notebooks on their tables, finally, they were divided in half while one student was erasing the board and the rules were saying before to play:

Teacher: Okay, this is a dice (show the dice). You are going to throw it like this (throw the dice) well, two, (start walking and count on the verbs) one, and two. Well, "drive" is it in the past or present?

X1: Present.

Teacher: Well, in the past we say ...

More than half: "drove"

Teacher: And the action is ...

More than half: (gestures to drive)

Teacher: All right, let's play.

Something interesting that happened in class was when both did not remember the meaning of some verbs and how to pronounce them, if they notice that one pair stepped on that verb, they pay attention to their answers.

Finally, for the production stage, it was necessary to go back to the last class in which they worked with how to form a sentence in English, so, in the next round, they were asked to through the dice again but, now they had to form a sentence according to the verb form in which they were stepped on. Many students faced the problem to confuse the grammatical structure of their sentences, because them were lacking of sense, other ones had sense but they confuse the use of auxiliaries for present and past form, but at least the importance of pair work showed that they tried to build an idea by listening the other students answers and taking also into consideration what did her/him pair work mention.

The student's reactions during this activity showed that more than half part of the group was really involved in the exchange of knowledge between their partners because student number 1 questioned student number 2 and if someone did not

remember the word or meaning related one of them made mimics or gestures linked with the first letter of the verb, although it is also true that for the other students part during this ten minutes to memorize all the verbs they were doing other things such as talking to each other about what happened to them during the week.

Later, in the second part of the activity, which involved the students using now the verbs previously memorized in the presentation stage, it could be noticed that some students were concentrating and excited about what do their classmates were mentioning and checking if they were wrong or not, or if they were advancing around the board or staying on the same square; on the other hand, another part of the students only seems to be concentrated when it was their turn to respond, after it, they dedicated themselves to talking about a common topic; finally, the minority who did not practice the verbs in the previous stage when they passed expressed: "I do not know" and later, they went to the back showing a certain boredom with the activity.

According to Ibrahim (2017), games have many advantages for both: language teachers and their learners.; teachers can introduce a topic when learners are involved in the games because while they are having fun, they did not notice that they are learning specific language forms, and furthermore, it is a pleasure for the teacher presents the language in an enjoyable atmosphere which makes the job more powerful; in the case of using games with 3º D students the implementation of this activity according to the information collected responded to show some interest in many students who demonstrated be exciting for put in practice the verbs they studied. Again, as were mentioned before, participation was present in both forms active and passive as well as the lack of it in the particular cases of some students who did not follow the instructions given to them and did not try to asked for an explanation about what do they had to do.

To sum up, the students reaction for remembering how to form a sentence in English and put it into practice using the verbs that were being worked on that

moment reflect that more than half of the students still felling confused about which grammatical structure was correct at the time of applying it in an affirmative sentence, a negative sentence or interrogative sentence because the students voice tone changed to give a perception of an insecure answer about what was said, other sentences, were lacking of meaning and the other part of the class preferred to go back one square instead of giving a sentence.

Session 3. Sharing the unexpected.

Purpose: Using oral expositions to describe unexpected situations.

Lesson analysis that attends this question: The use of simple past in one oral exposition by cooperating with pairs. *(Appendix I)*

Title of class: Sharing the unexpected.

The lesson (goal): By the end of the class students should be able to compose questions and answers in simple past to describe unexpected situations.

The class development:

During the third week of practice, the students been working in "compose sentences to describe unexpected situations", in this case, the main aim had to be shorted because the topics seen before took more time as were expected, and also because the different activities that the students had like competitions and conferences were mostly re-accommodated during english classes , so the main aim was shorted to compose questions and answers in simple past to describe unexpected situations.

Days before, the students worked on a draft before to present their exposition for the rest of their classmates, the short explanation about what did they do during the last activity is sit them by pairs, then both had to discuss the unexpected situations they faced in any moment of their life and then, choose one of them for presenting it to the rest of their classmates.

The warm up for this activity was a short review about grammatical structures: how to form a sentence in simple past, how to form a question using wh questions and how to form an answer in simple past, in this part while some students participated actively responding to the questions, other students were in silence hearing their partners and when this students were specifically asked for how to form this structures they just only raised their shoulders or repeated the last thing that their previous partner had said.

For the presentation, it was explained what accuracy aspects which been taking into consideration attending to accuracy: grammar, vocabulary and word order. Also in this part, a moment was setting to the explain about how this presentation had to be guided by their pair of work; while one student creates the questions for their partner, the other one had to answer them, in the second turn the questioner passed to be the one who gave the answers and their partner the once who formulated the questions.

For the practice and production stage, students expose for the rest of their classmates the results of their works during the week, while they were presenting their work, a register was carry out in the rubrics, for later reflexion purposes one question and one answer gave by them were written in the "observation" square, so in this form, it was possible to identify the common mistakes the student had during their presentation.

Finally, for the wrap up the students received general feedback in some words that they still having problems with. Talking about the development of the students during this activity was more less good because some students still confusing some meanings of the wh questions and their usage in English, for example:

X1: What happened?

X2: I felt down

X1: When did it happenED? (mistake on verb form)

X2: I felt down in the school.

X1: Where did feel down YOU? (mistake on the grammatical structure)

X2: Yesterday.

Other situation noticed during their expositions was that they still having problems sometimes to switch the form of the verb, for example if they were using "did" as auxiliary they still having problems to switch the verb in simple past to simple present:

X1: What happened?

X2: I broke with my girlfriend.

X1: When it happen? (missing auxiliary)

X2: I broke with my girlfriend one month ago.

X1: Where did you break with she? (correction of the mistake)

X2: I broke with she in house. (missing one possessive pronoun)

The student's reactions during their first oral exposition were different, some of them were nervous to know which pair had to open with the expositions, for make it more fairer it was decided to make small pieces of paper with the list numbers of the students, in this way the attention of most of them were focusing in the class but while as the class progressed and the numbers of pairs who pass in front to the board to expose their final work the students interest for to hear the rest of the stories of their classmates decrease, even this students asked if they could take out their cellphone or talk to each other while the class finished.

This type of activity after a reflection made, favored only a part of the students, in this case, the ones who demonstrated active participation during the activities previously carried out throughout the classes; meanwhile, for the other part of the group working with this type of activities continues being complicated for them because the students reaction when they came in front of the board showed their insecurity at the time of exposing while they were saying do not understand the subject.

In the latter peer learning is seen as a teaching and learning strategy that involves groups of students working together to solve a problem, complete a task or create a product.

> Each member of a team is responsible not only for learning what is taught but also for helping team-mates learn, thus creating an atmosphere of achievement, in this case, the activities proposed to improve active participation and work with accuracy were games and oral expositions. (Hosni, Rokhayani, Nurcahyo, Dwi, & Ahmad , 2017)

Finally, in the how this type of activity could impact on the accuracy speaking aspects it was observed that although some students began to recognize some verbs in present and past their pronunciation was not correct even though they were repeated before with all group what led to think that maybe something missing here was the monitor verification correcting them if a verb was pronounced incorrectly. In the grammatical aspect the majority of the students continuing presenting problems when they were formulating their questions and answers, the most common of them were: doubts with the correct use of the auxiliaries in simple present and in simple past, lack vocabulary knowledge to contextualize some verbs with a sentence complement and finally, confusion between some meanings verbs; The main failure from my perspective was that there was not specific context for these verbs, which means that the verbs choose for this activity responded to different contexts in maybe students do not have enough knowledge to give a sentence complement according to the verb in which they were working.

Reflecting on peer learning work using oral expositions the author says:

> Speaking is one of the least practiced and most neglected skills in almost any EFL classroom, despite its importance in people's daily social activities and

interactions. This is particularly the case in teacher-centered and large classes, where more emphasis is often placed on the receptive skills, in this form, oral presentations helps to integrate the speaking skill, which is essential and important in the global village; Oral presentations are ideal tools for introducing students to real life situations and encouraging them to use the foreign language studying; and that is why I intended to rescue it as an element that could impact during their accuracy speaking performance. (Hosni, Research Gate, 2014, pp. 24 - 25)

According to the information investigated oral presentations can be presented in different ways:

Individually, in pairs, or in groups of three or more students This can depend on the size of the class, the topic, and the aims and objectives that the teacher wants to achieve. Whereas working individually provides learners with autonomy and privacy, and trains them to work independently, working in pairs or groups is highly productive and instills in the learners the value of collaboration and teamwork. Pair and group work positively influence ''social integration'' and negotiation of meaning. (Ferlazzo & Sypnieski, 2018)

In the case of using oral presentations at the end of certain weeks of work with 3° grade students could be effective if all students were at the same level, or at least, if their partner work really help them to improve their knowledge. Among the disadvantages that arose when students were exposing their unexpected situation was the existence of works enterally prepared by more advanced students whose

comments were similar to: "I do not want to get a low grade. You only have to read this" despite the fact they knew that in this first presentation it did not matter how many times they were wrong because it was their first experience working in specific speaking aspects.

Finally, analyzing the impact that these two types of strategies have on speaking accuracy, it was observed that in both there were favorable scenarios for some students in which they feel comfortable sharing their knowledge with others, as well unfavorable scenarios for others.

In the case of participation during oral expositions it was again showed that active participation was present when students came in front to the board to exposure their final product, and while it was happening the rest of the students were participating in passive forms almost in the beginning by listening to them, but at the middle of the class more than a half of them were participating in actively forms but in other things outside the class.

It is necessary then to emphasize that more information was lacking in this regard to be able to verify if the actions taken after analyzing these classes were effective or not for the students, since, at least the presence of the participation in class using both strategies where there, such as accuracy.

2.3.1 What were the results obtained after the implementations of these strategies in the classroom?

To analyze the results obtained after the application of the classes, they will be divided into two interpretations: the first one, the reaction of the students and the second one, the interpretation of the results based on the graphs created. In the first class, "questioning" was used with the purpose of introducing the "wh "questions and reflecting on their use. In this case, the students' responses were varied, some, as mentioned above, were paying attention to what their classmates were saying,

others were trying to communicate their ideas, while others were just taking notes or simply not paying attention to the class.

In the following graph we can observe the behavior after a session using this strategy based on the number of students' interventions in front of each related questioning. As can be seen about 66% of the students of 3°D partially understood the questions asked, creating mostly understandable interventions, which were recorded as attached evidence in a "check list", 25% of the students had the information of their interventions were poorly understandable and the 9% of the students had answers invalid or not applicable for recording.

It is worth mentioning that, in order to grant a participation, the main criteria that covered the vocabulary, grammar and word order points was changed to whether the interventions were understandable or not, because as most of students did not want to speak, the aim was to make the students feel confident to express their ideas, thus increasing the number of interventions.
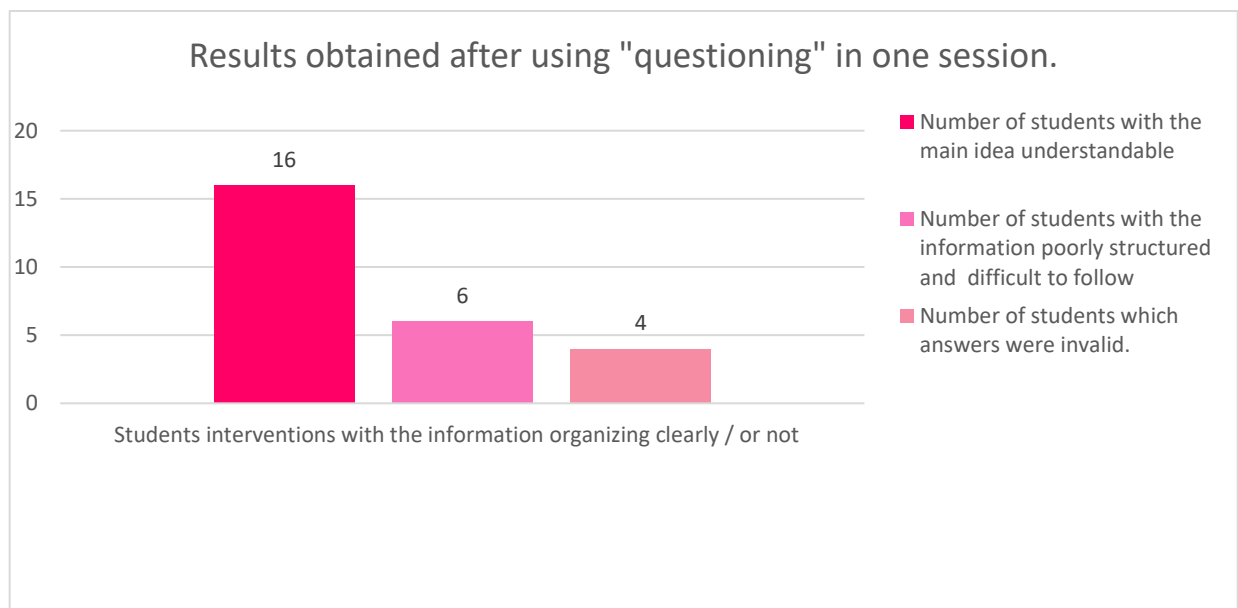
Graph 1. Results obtained after using questioning in one session. Retrieved from: own elaboration (2020)

The following results to be analyzed, are related to the second class worked on using "cooperating with peers". In this class, the students' reactions were divided into two parts; the first, when they decided to work separately before joining the teamwork, the second, when they were all integrated into the activity equally.

The graph shown below was divided between these two variables. Noting that, in the first part, when it came to memorizing the verbs only 33% worked in the first part of the activity. First, in a passive participation behavior when, they were studying the verbs before working actively asking to their other classmates the same; meanwhile, 67% of the students did not do the activity unless the teacher was observing them or passing by their working areas, these participations in all classes were recorded in the checklists (Appendix M). Here the participation was taken into account involving one aspect of accuracy which was, the correct use of vocabulary when changing a verb from present to past tense and vice versa.

In the second part of the activity, the students' behavior was different, it is worth mentioning that from the 24 students, 10 were involved in the activity and their reactions were again varied; some were enthusiastic at the moment of passing, resulting in a percentage of 41% of the students, while the other 59% represented by 14 students remained outside the activity or their answers were not valid to be taken into account within the parameters established for accuracy. In this case, only two accuracy aspects were taken into account: the correct use of vocabulary and the appropriate grammatical structure in the occasions in which, they were asked to elaborate a sentence in the simple past tense.
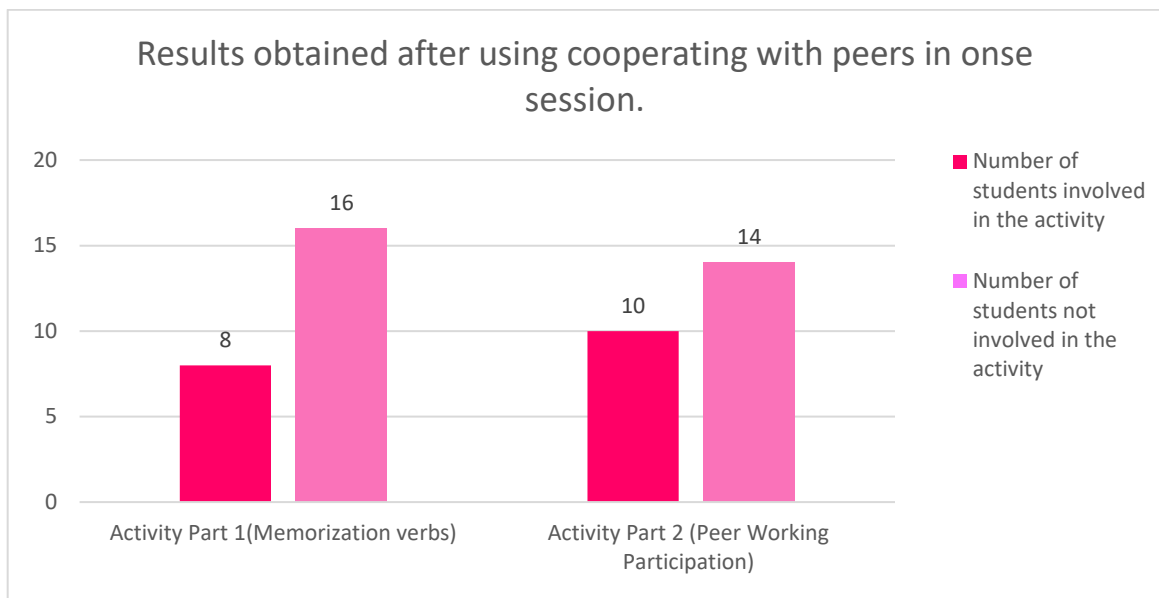
Graph 2. Results obtained after using cooperating with peers in one session. Retrieved from: own elaboration (2020)

The last class results obtained were from an oral exposition session, where the aspects of the rubric considered were; vocabulary, grammar and the correct use of words. For its analysis, 4 teams were considered with the following criteria:

- Students who actively participated in class.
- One student who participated actively, another who did not participate in class.
- Students whose participations are very small.
- Students who are still facing problems with the use of the language.

The score was set at a maximum value of 4 points for each criteria. Here the reactions of the students were equally diverse, but it is worth mentioning that during the presentation of their expositions, due to the strategy used of putting the number of the list in a box and taking out the papers, the result was mostly favorable because they were paying attention to the class.

Regarding the behavior in the graphs, the aspect of accuracy most favored in this occasion was the correct use of vocabulary in their questions and answers; the aspect whose behavior remained at a medium level, was the organization of their information; obeying naturally to a sequence between their questions and answers creating hilarity in their story. Finally, the least favored in this occasion was the aspect involving the correct use of grammar.

Furthermore, it was observed that, the proposed activities had the potential to be developed with this group, but some elements were lacking. It is also important to mention that, these classes were to be compared with other oral expositions. However, because of the health emergency for COVID was impossible to apply it. Likewise, the class not applied was attached as part of this document. (Appendix L).
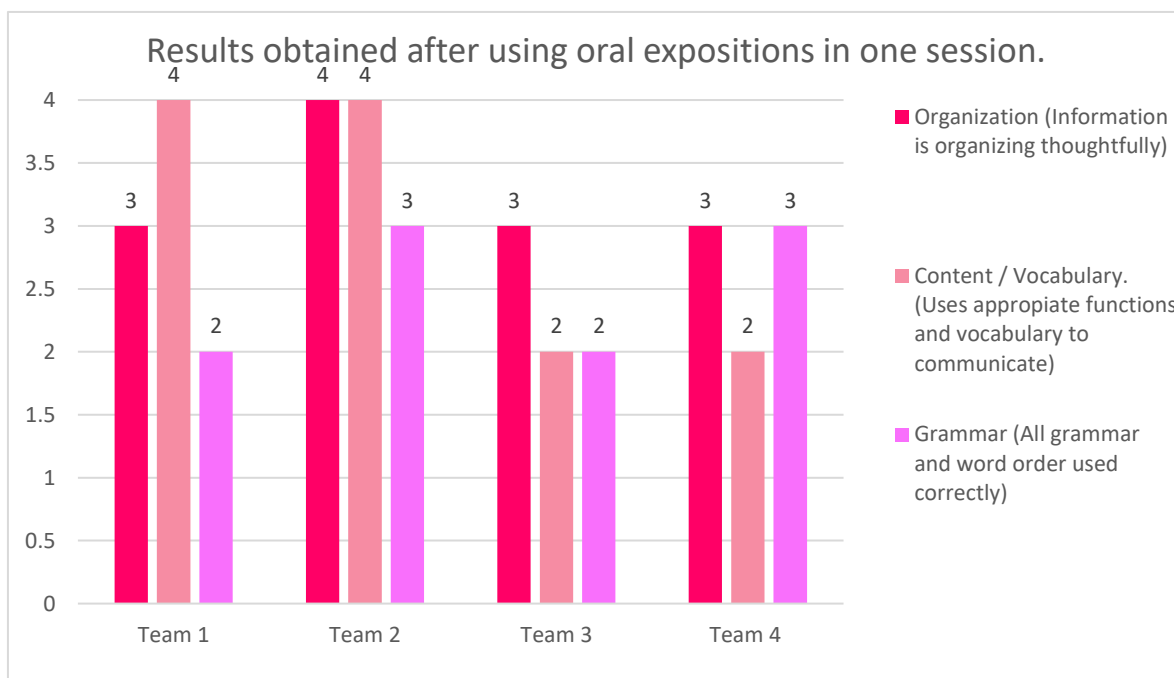
Graph 3. Results obtained after using oral expositions in one session. Retrieved from: own elaboration (2020)

CONCLUSIONS.

The following conclusion comes after the theoretical information collected, the classes applied, the results obtained, and the reflections made at the end of each research question. In the same way, the resulting conclusion is divided in two: analysis of students' progress and self-teacher evaluation based on the graduating profile from the major "Licenciatura en Educación Secundaria con Especialidad en Inglés".

While focusing on the analysis of the student's progress, it is important to recovered that in general the goals set were:

Increase the student's ability to communicate in a second language by improve their English level.

Reflect on the use of CLT in class and if it was useful for apply questioning and peer working as a tool for attending speaking accuracy aspect.

Promote the use of participation to impact on speaking accuracy.

To begin with the reflection on the first goal, in summary it was necessary to remember the characteristics exposed before in 3° D graders. They started with an English beginner level, this level would be sufficient for very simple interactions like speaking with other people in a simple way provided the other person talked slowly; this also showed about the priority for expanding vocabulary and building up to more complex types of sentences.

In 3° D graders was observed an increasing curve in the frequency of their oral interactions, this meant that there was an increment in their abilities to communicate using a second language and being understood for their classmates regardless of the mistakes and the unconcluded ideas exposed in class, but the standards expected in this goal were too elevated to achieve; It was expected to increase their English level in which they could produce simples organized texts and explain opinions and plans; nonetheless the activities chosen were too high for them.

This goal could not be achieved as well, because the exposure that students had to the language was not enough, some of them practiced the language by their own by hearing music or playing videogames. The use of the target language woke up in their preferences an interest for keep learning more vocabulary, checking other ways of pronunciation and understanding implicit grammar, but most of them (more than half part) only kept what they saw and worked in class.

The second goal was reflected in the use of CLT in class and it was useful to apply questioning and peer working as a tool for attending speaking accuracy aspects. Before concluding this point, it is important to remember the principles of CLT approach: Communicative Language Teaching Approach talked about students at the center which meant that learner's experiment and try out what they know using the language, letting them make a real communication focused on language learning and be tolerant to learners' errors.

To attend this part, two tools were used for obtaining the results involved to accuracy. The first tool was "questioning", which involved asking questions to check students' comprehension, stimulated critical thinking, emphasized a point and guided them during the activities.

Questioning as a tool for 3°D students was effective because it helped model students to reformulate their answers based on what they heard from their classmates, and in this way, they began to experiment with that they knew of the English language.

Asking at specific moments of the class, such as the beginning, helped to give them a student introduction on the topic of that day's class. Asking questions in the middle of the class helped the students to redirect their thoughts and not miss the purpose of the activity or not miss the purpose of the oral interaction with others. And finally, questioning at the end of the class, was essential to help them integrate their thoughts and in some cases, reach the main aim; if it was impossible, observed the

opportunity areas that needed to be improved for the next session. However, although asking had a favorable impact on some students, in others, which is important to mention were more than a half, found this tool complicated because they could not follow the conversations that the students had between them and in consequence their attention was wandered.

On the other hand, the influence that questioning had on accuracy have not been favorable, as mentioned before, CLT (Communicative Language Teaching) was directly related to students' communication without reflection on their errors, while accuracy is focused on the number of the errors that the students had when they were formulating an idea. It was possible to say that there was communication between students, but errors still prevailed.

The second tool used were peer working in oral expositions which involved learned from others by hearing the language and provide opportunities to discover grammar rules which could develop accuracy.

It was observed that students responded better to this tool because many aspects were recovered in the rubrics such as organization ideas, vocabulary content showed improvement sometimes, although, the information was not organized clearly the main idea stills understandable, sometimes the content had appropriate level of vocabulary, however, in the comments attached below, showed the mistakes were not abolished at all.

The third goal in this pedagogical essay was promoting the use of participation to impact on speaking accuracy, in view of everything mentioned before, it could be considered that this document had favorable points such as inconsistencies. Although it can be said that active participation which involved students in a dialogue during different moments of the class opened opportunities to express themselves achieving the purpose of CLT but at the same way, one of the limitations imposed was working on the accuracy aspect, because based on the purpose of this subskill

it was expected to show an improvement based on the different aspects selected in the evaluation progress.

The lack of time to collect information and the goal set for the end of this essay was too high, because in order to promote the accuracy of the language it was expected to implement a filter in one-by-one participations, to consider them or not in the check list and considering the number of the students, the time each one had to participate, if they built their idea based on what they heard from others or if it was based on what they previously knew it became difficult to recover all this crucial information.

With the analysis of the results, it could be said that participation may help to register advances in language accuracy if time, what was being evaluated in each participation and the strategy used for this approach were considered.

Talking about accuracy, in this document was showed that the CLT approach helped to create a friendlier student's environment for the creation of ideas but as the progress increased, it became necessary to change the approach to focus more on in the specific grammatical aspects to decrease the mistakes during the students' interventions.

To summarize the first part of the conclusions it can be said that there was an impact on students in participation recovered on the checklist attached to this document but not in all accuracy aspects with the activities proposed; there were many things that had to be addressed but it was not accomplished.

Principally, the criteria to take into consideration one intervention or not, active participation had an impact in frequency, because students tried to express their ideas by hearing others, however the expected achievement was still far away, since less than half were able to express their ideas without mistakes on it.

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Finally, another important factor that had to be addressed but it was not worked was the time to conclude and collect the necessary information to support this pedagogical essay, because of the emergency health due to COVID-19 the school year were forced to end much earlier than expected but left the opportunity to reflect on subsequent research questions that will be reflect later.

To begin with the reflection on self-teacher evaluation based on the graduating profile from the major "Licenciatura en Educación Secundaria con Especialidad en Inglés" it is important to mention that the graduation profile constitutes what the graduate will be able to do at the end of the educational program indicating the knowledge, skills, attitudes and values involved in the performance of the teaching profession. It is made up of generic, professional and disciplinary competences some of them which were achieved and mentioned below:

Designs teaching and learning processes according to the context and the characteristics of the learners to achieve meaningful progress: Something that I worked on throughout my teacher training was the implementation of activities that required to involve students in a context that was not unfamiliar to them, considering their interests, their necessities and their preferences.

I think that learning this is important because I always wanted to achieve that my students took a little bit of what they had worked on in class, trying to make them see that learning a language can be complex, but it also depends a lot on the way someone teaches it, as well as how they teach it.

Evaluates teaching and learning processes from a formative approach to analyze their professional practice: During my academic training, I designed and used different instruments, strategies and resources to evaluate students' learning and performance in order to carry out an effective communication in the second language; English.

These same designs were the ones that guided me in the elaboration of this document in which, I was able to reflect if they worked or not, as well as I identified some aspects that were missing in this pedagogical essay with the future hope of taking my mistakes into account later if I decide to continue this research again in my labor field.

Using innovative activities, as a part of their teaching practice for the development of students' competencies. Throughout my teaching training, I used technological resources to generate students learning by using songs, audios, videos. Them were recurrent in my lessons plans throughout the semesters I went through.

Technology is a part of our lives and I always tried to make them see that what they learned in class could be explored after, make them see that the information they need to continue learning could be waiting in a song, in a video, in something that was fun for them.

To wrap it at all, the following research questions are presented, hoping that in the future, if this work continues can be considered:

1. What approach could be useful for the students after seen the increase in the participation frequency aspect? Communicative Language Teaching could be seen as an effective approach, or it need to be replaced by another that covers all the accuracy aspects?
2. What future tools could be implemented in the classroom to respond students' needs? What modifications to the lesson plans would have to be made to keep most of the students at the same level?
3. What criteria will be used to consider student participation? What aspects and how must be covered in an effective way to reflect on the accuracy progress?

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III. APPENDIX.

Appendix A. Geographical location of the school.

Figure 1. Geographical location of the Técnica Secundaria No.35. Retrieved from: Google Maps (2020).

Appendix B. The physical condition of the school.
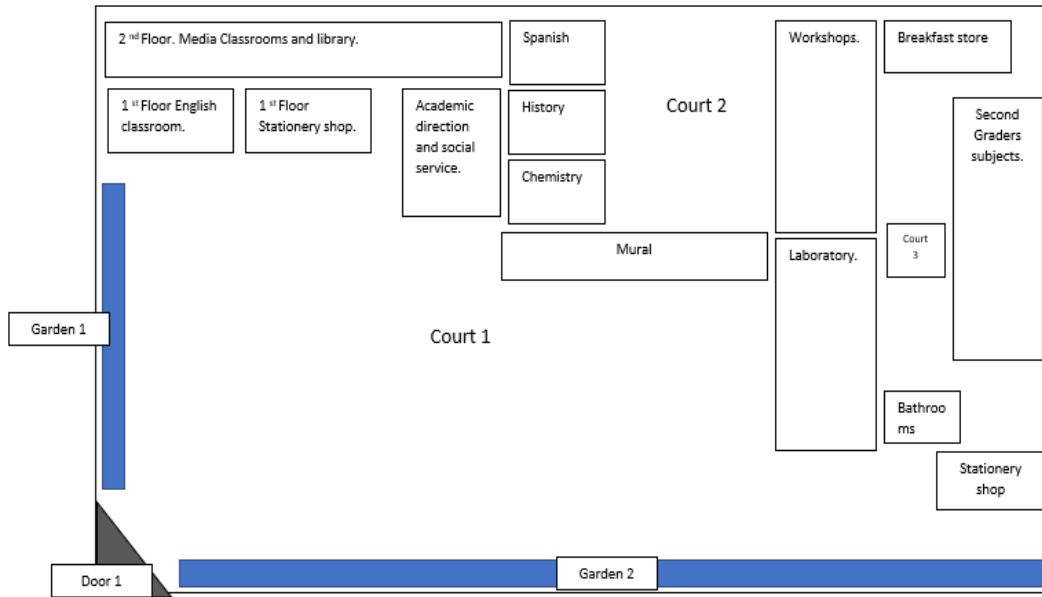
Figure 2. The physical condition of the Secundaria Técnica No.35. Classroom and facilities. Retrieved from: own elaboration (2020)

Appendix C. Relevant social and academic characteristics.

Información de localidad

Datos actuales						
Clave INEGI	240280216					
Clave de la entidad	24					
Nombre de la Entidad	San Luis Potosí					
Clave del municipio	028					
Nombre del Municipio	San Luis Potosí					
Grado de marginación municipal 2010	Muy bajo					
Clave de la localidad	0216					
Nombre de la localidad	Angostura					
Estatus al mes de Octubre 2015	Activa					
Año		2005			2010	
Datos demográficos	Hombres	Mujeres	Total	Hombres	Mujeres	Total
Total de población en la localidad	75	99	174	100	105	205
Viviendas particulares habitadas		47			54	
Grado de marginación de la localidad *(Ver indicadores)*		Alto			Alto	
Grado de rezago social localidad *(Ver indicadores)*		2 bajo			Medio	
Indicadores de carencia en vivienda *(Ver indicadores)*						

Figure 3. Information of the Angostura locality belonging to the Secundaria Técnica No.35 Retrieved from: SEDESOL (2020).

Appendix C. Relevant social and academic characteristics.

Indicadores de Marginación

Angostura	2005	2010
Población total	174	205
% Población de 15 años o más analfabeta	15.25	6.62
% Población de 15 años o más sin primaria completa	56.78	42.86
% Viviendas particulares habitadas sin excusado	21.28	25.93
% Viviendas particulares habitadas sin energía eléctrica	8.51	7.69
% Viviendas particulares habitadas sin agua entubada	51.06	96.23
% Ocupantes por cuarto en viviendas particulares habitadas	29.79	1.07
% Viviendas particulares habitadas con piso de tierra	10.64	11.11
% Viviendas particulares habitadas que no disponen de refrigerador	34.04	33.33
Índice de marginación	-0.53150	-0.30389
Grado de marginación	Alto	Alto
Lugar que ocupa en el contexto nacional		57,896

Fuente: Estimaciones del CONAPO , Índices de marginación 2005; y CONAPO (2011)

Figure 4. Information on the indicators of marginalization of the locality belonging to Angostura. Retrieved from: CONAPO (2020)

Appendix D. Group grade average. Needs and likes.

BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ
LICENCIATURA EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD EN INGLÉS

BECENE Inglés

Encuesta de opinión. Group grade average. Needs and likes.

Grado: _____   Grupo: _____

Encuesta de opinión.

Instrucciones: La siguiente encuesta es sólo para conocer tu opinión acerca de la materia de inglés, toma en cuenta que aquí no hay respuestas correctas o incorrectas, sólo es para conocerte un poco mejor.

Encierra en un círculo tu respuesta.

1. ¿Te gusta la clase de inglés?

SÍ	NO.

2. ¿Te gusta trabajar en equipo?

SÍ	NO

3. De las siguientes habilidades, ¿cuál te gustaría trabajar más en inglés?

ESCUCHAR	HABLAR	LEER	ESCRIBIR.

Figure 5. Example of the survey apply to the 3rd graders. Retrieved from: Own elaboration (2020)

Appendix D. Results obtained from the survey applied to 3°D students. "Do you like English?"

Results obtained from the survey applied to 3° D students. "Do you like English?"
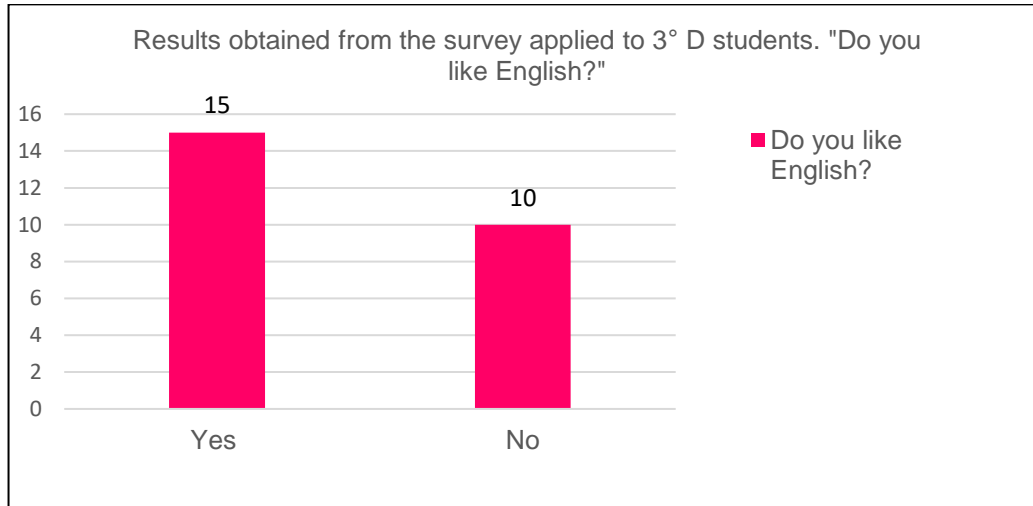
Graph 4. Results obtained from the survey applied to 3°D students. "Do you like English?"
Retrieved from: own elaboration (2020)

Appendix D. Results obtained from the survey applied to 3°D students. "Do you like work in teams?"

Results obtained from the survey applied to 3°D students. "Do you like work in teams?".
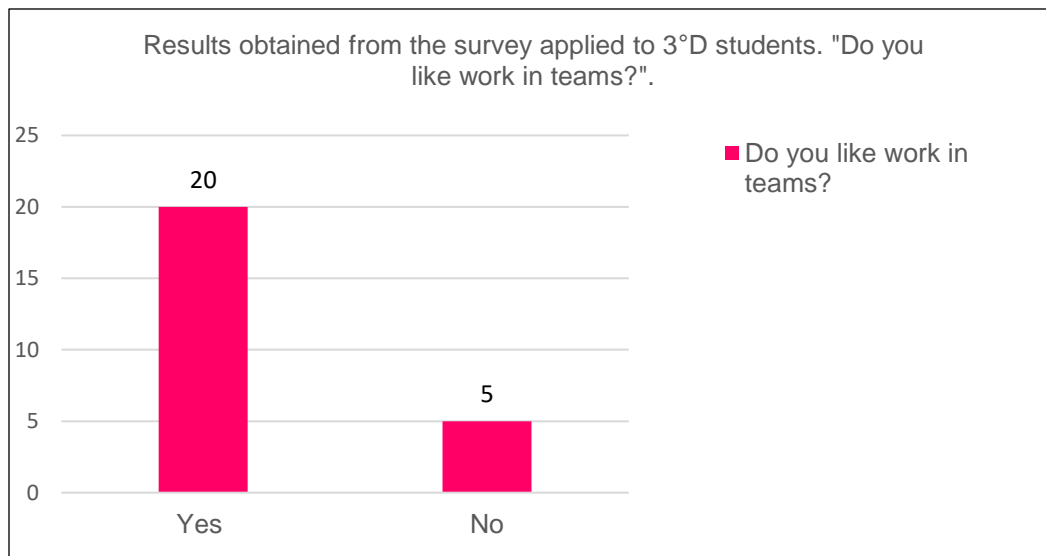
Graph 5. Results obtained from the survey applied to 3°D students. "Do you like English?"
Retrieved from: own elaboration (2020)

Appendix D. Results obtained from the survey applied to 3°D students. "Which ability would you like to work more?"
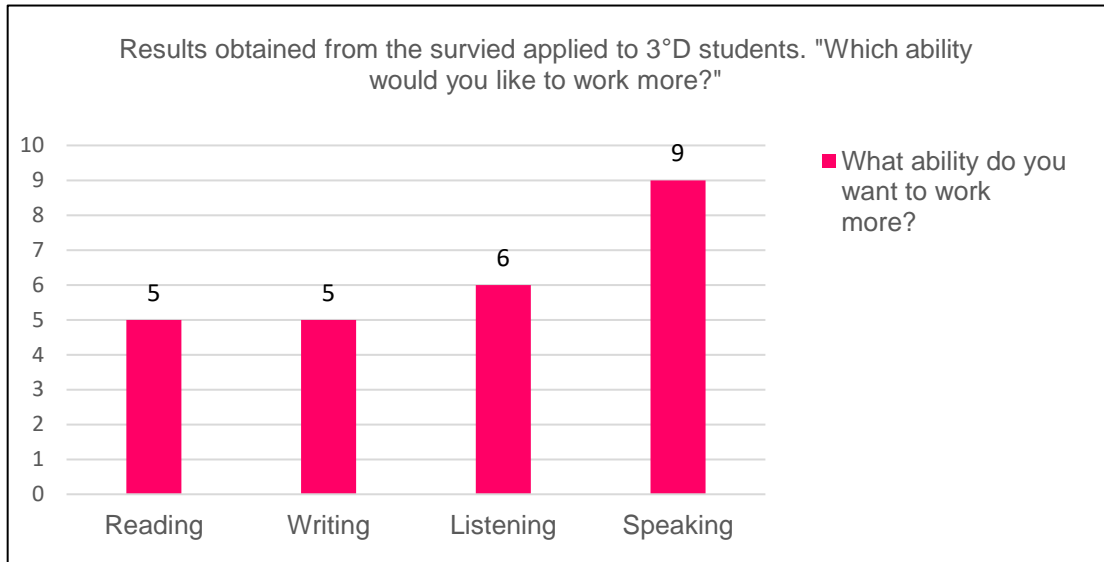
Graph 6. Results obtained from the survey applied to 3°D students. Which ability would you like to work more?" Retrieved from: own elaboration (2020)

Appendix E. Linguistic Needs. Cambridge English scale.
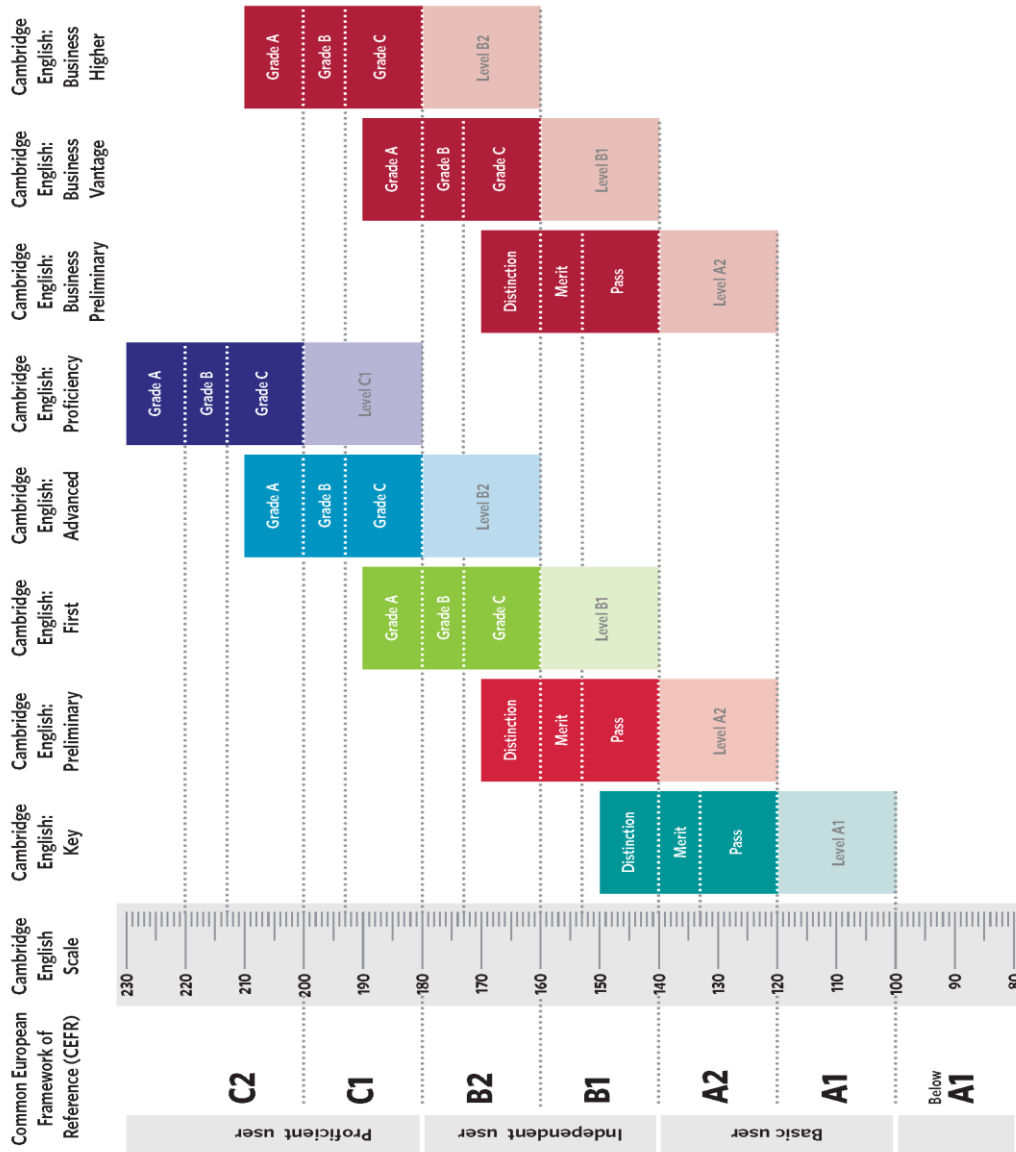
Figure 6. Cambridge English scale. Retrieved from: Cambridge, English language assessment (2020)

Appendix F.   Results obtained from the diagnostic exams results. A1 Movers. Cambridge exam.
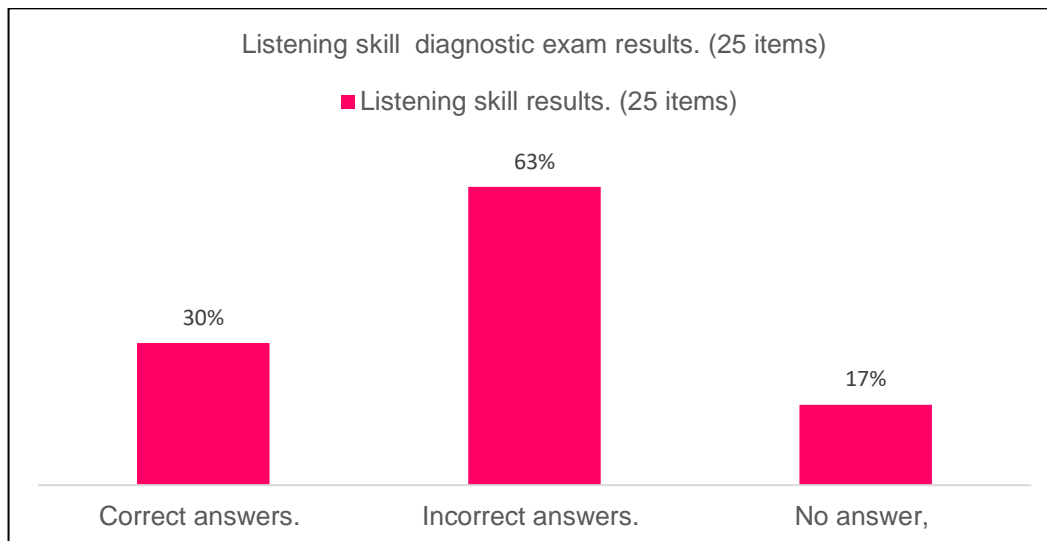
Graphic 7. Listening Skill Diagnostic exam results (25 items). 3⁰D Grade. Source: Own elaboration (2020).

Appendix F.   Results obtained from the diagnostic exams results. A1 Movers. Cambridge exam.
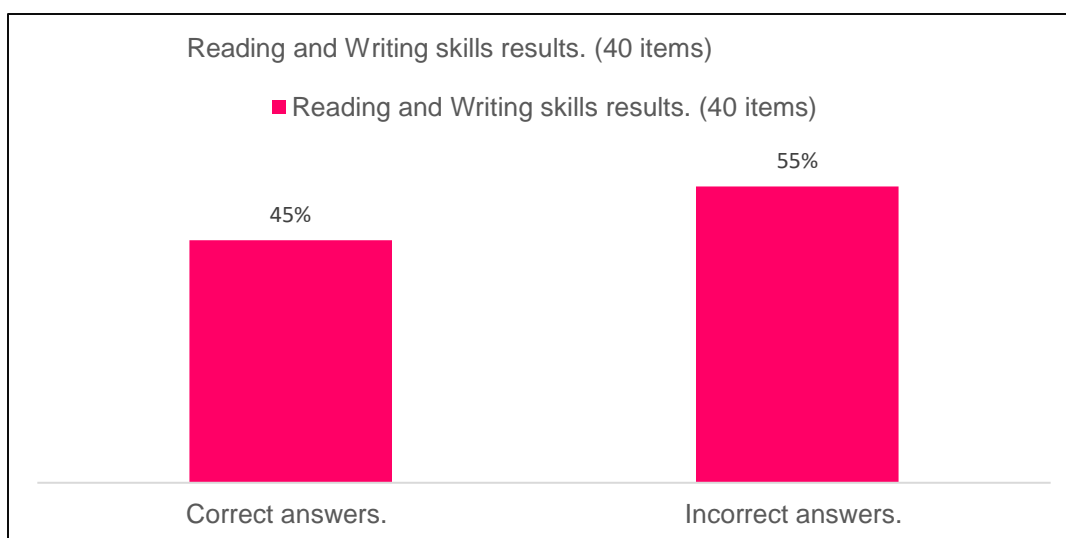
Graphic 8. Reading and writing results (25 items). 3⁰D Grade. Source: Own elaboration (2020).

Appendix F.   Results obtained from the diagnostic exams results. A1 Movers. Cambridge exam.

Speaking results (35 Items)

■ Speaking results (35 Items)

No answer	Correct answer	Incorrect answer
40%	33%	27%
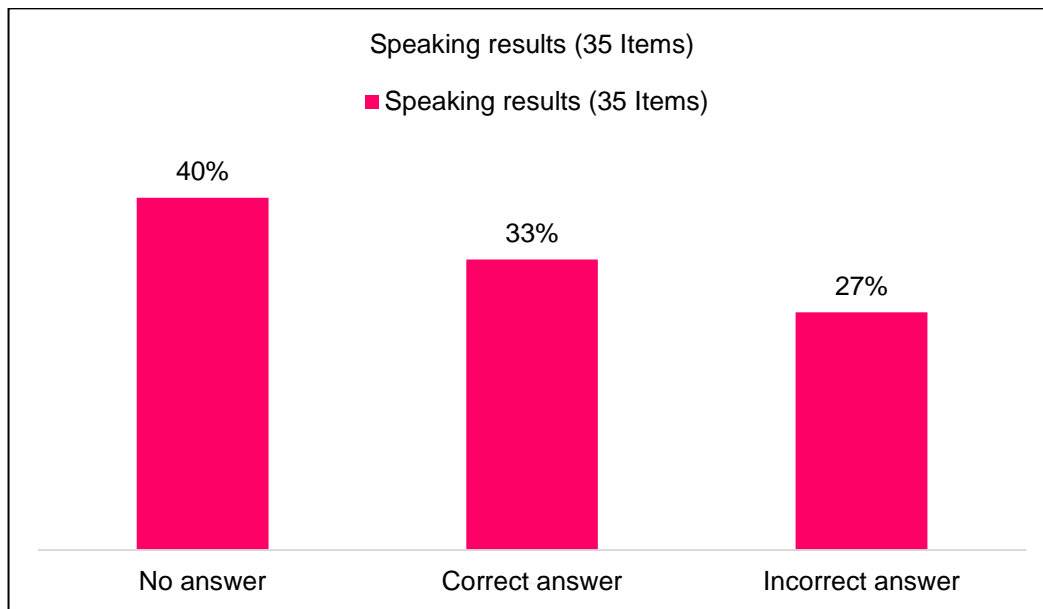
Graphic 9. Speaking results (25 items). 3⁰D Grade. Source: Own elaboration (2020).

Appendix G. Lesson plan using questioning as strategy.

Lesson Number: 03   **Topic: Sharing the unexpected.**

Objective/Aim: By the end of the class, students should be able to understand the use of the wh questions in simple past using questioning.

Previous topics seen in class: Distinguish emotions in an unexpected situation. Understand the use of simple past.

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up 5 minutes	Students are going to watch one picture of one famous person. The teacher is going to ask them what do they observe and what do they identify using the "wh" questions while she is asking them something. Students are going to answer the questions, and, finally, the teacher is going to ask the rest of the group if they agree or not with their student's opinions. *Appendix 3.0*	Speaking Listening	Flashcards. Thinking cards.	T-S S-S	Engage student's attention.	Problem: The size of the pictures can be small for the rest of the students. Students can just rise their cards like an echo but they could not understand the purpose. Solution: The teacher is going to take into consideration the size of the flashcards. The teacher is going to select one student randomly and ask them why do they think their partner has the reason or not.

Presentation 10 minutes	If not all the students understand the questions that the teacher used, she is going to paste it on the board including the answers. The teacher is going to active their previous knowledge, by asking them what is the use of the determinate wh question. Students are going to establish their rules. *Appendix 3.1*	Reading. Speaking. Writing.	Transcript. Notebooks.	T-S S-S	Identify the use of wh questions.	Problem: Students could not pay attention to what does their partner is saying. Solution: The teacher is going to tell them they had to write the rules about what does their parents are saying.
Practice 25 minutes	The teacher is going to show them a table game in which they are going to practice. The teacher is going to explain to them, what are they going to do whenever he /she caught in one number in the first round. *Appendix 3.2* Students are going to build their grammatical usage of the wh questions.	Listening. Speaking.	Table game. Notebooks. Whiteboard.	T-S S-S T-S S-S	Engage student's attention. Identify how to form a question in simple past.	Problem: The game could be complicated. Some verbs can be unknown to them. Solution: The teacher can give them clues, for example, if it is a regular verb or not.
Production 10 minutes	In the second round, the students are going to play again with a minor change in the rules, while they step in one number, the student in front of he/she is going to make them the question using that wh in the number. If they answer correctly, they can move, if they do not, they stay in their place.	Listening. Speaking.	Table game. Notebooks.	T-S S-S	Identify the use of simple past to form a sentence.	Problem: Students could not pay attention to what does their partner is saying. Solution: The teacher is going to tell them they had to write the sentences that their

				S-S		partners are saying,
	New activity: "Question and answer drill". Students are going to practice the use of wh questions by formulating a question in simple past.	*Listening. Speaking.*	*Example of the sentences on the board.*	S-S		partners are saying,
Wrap- Up 5 minutes	Students are going to play with the structure learned. In this part of the game, the final points of participation are going to be set. After giving their answer, the teacher is going to ask them for a reason, to make sure they are learning not guessing. *Appendix 3.3*	Reading. Speaking.	Computer.	S-S	Apply the structure learned.	Problem: Time could be not enough. Solution: The teacher is only going to focus on specific students that she needs to assess their progress in the subject.

Appendix G. Material from the lesson plan applied using questioning in 3°D
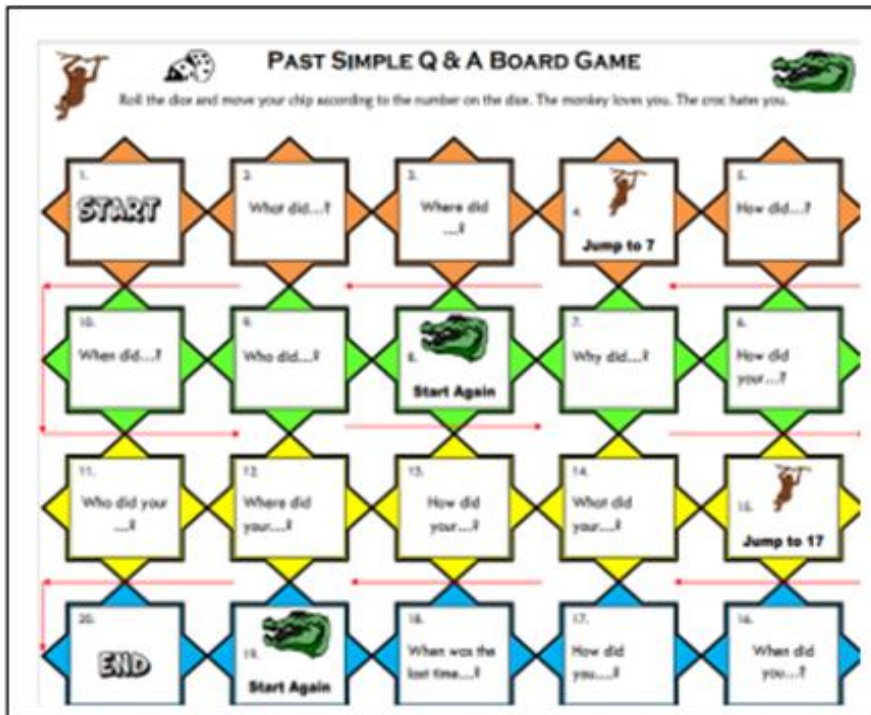
Picture to use the wh questions.

What did they do? They talked in one interview.
Where did they talk? They talked in Michael Jackson's home.
Who were they? They were Michael Jackson and Oprah Winfried.
Why did they talk? Because she asked him about his career.
When they talked? On 1993.
How often did Michael give interviews? Once a month, or once a week, depending on how did he feel.

Figure 7. Material used from the lesson plan applied using questioning. Interview of Michael Jackson and Oprah Winfrey. Retrieved from: Own elaboration (2020).

Figure 8. Material used from the lesson plan applied using questioning. Past simple Q & A board game. Retrieved from: English ESL (2020).

Appendix G. Material used from the lesson plan applied using questioning in 3°D

Figure 9. Material used from the lesson plan applied using questioning. Past simple Q & A board game. Retrieved from: English ESL (2020).

Appendix G. Students work evidence. Lesson plan using "Questioning".

Figure 10. Students work evidence. Lesson plan using "questioning". Stage: Warm up, activity "what do you see?". (2020)

Appendix G. Students work evidence. Lesson plan using "Questioning".

Figure 11. Students work evidence. Lesson plan using "questioning". Stage: Practice, activity: create the grammatical use of the wh questions. (2020)

Appendix H. Lesson plan implementing cooperating with peers using games.

ESL/EFL Lesson Plan

Lesson Number: 02   **Topic: Sharing the unexpected**

Objective/Aim: By the end of the class, students should be able to understand the use of simple past.

Previous topics seen in class: Distinguish emotions in an unexpected situation.

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up 5 minutes	The teacher is going to show them a table game in which they are going to practice. The teacher is going to explain to them, what are they going to do whenever he /she caught in one number in the first round. ***Appendix 2.0***	Listening. Speaking.	Table game.	T-S S-S	Engage student's attention.	Problem: The game could be complicated. Some verbs can be unknown to them. Solution: The teacher can give them clues, for example, if it is a regular verb or not.
Presentation 10 minutes	In the second round, the students are going to play again with a minor change in the rules, while they step in one number, they need to form a sentence using that verb before to move to the next number. Create a table with the verbs on the board in the present form, in the past simple form	Listening. Speaking.	Table game. Notebooks.	T-S S-S	Identify the use of simple past to form a sentence.	Problem: Students could not pay attention to what does their partner is saying. Solution: The teacher is going to tell them they had to write the sentences that their partners are saying,

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	and, finally, a small draw that alluded to the meaning in Spanish. Students are going to have 10 minutes to memorize all the verbs on the board.					
Practice 25 minutes	Students are going to practice using the past simple by reading and sequencing the sentences according to how the events happened in one EFL game. First, they are going to order it in their notebooks before to share it for the class. *Appendix 2.1* Students are going to trough the dice and then, they are going to answer questions related to the verb in which they are step on. (change the forms of the verbs)	Reading. Speaking. Writing.	Computer. Notebooks.	T-S S-S	Practice the use of simple past in one description.	Problem: Students may find difficult the different sentences or, they cannot match it well. Solution: The teacher is going to determine how much time do they are going to need for the practice.
Production 10 minutes	Students now are going to share the order of their answers. Finally, the students are going to correct their mistakes.	Reading. Speaking. Listening.	Notebooks.	S-S	Understand the use of simple past.	Problem: The participation of the students could be not meaningful at all. Solution: The teacher is going to

	Students are going to play again with a minor change on the rules, while they are step in one verb, they had to form a sentence in simple past.					push them slowly to make them use the language in a meaningful explanation.
Wrap- Up 5 minutes	Drilling vocabulary. Considering the verbs in which they were practicing; the teacher is going to explain to them how to pronounce a word.	Listening. Speaking.	Boardgame.	T-S S-S	Apply the structure learned.	Problem: Time can be not enough to drill with all students. Solution: The teacher is only going to focus on specific students that she needs to assess their progress in the subject.

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Appendix H. Material from the lesson plan applied using cooperating with peers in 3°D
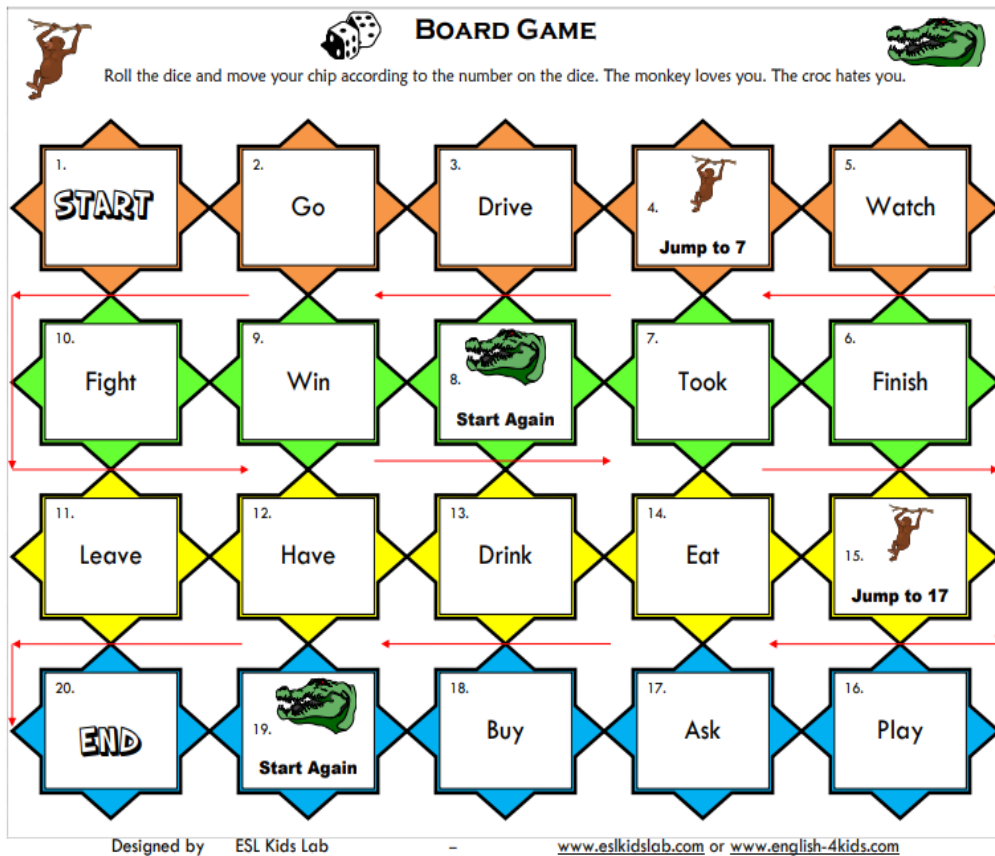
Figure 12. Material used from the lesson plan applied using cooperating with peers. Past simple and present simple board game. Retrieved from: English ESL (2020).

Appendix H. Material from the lesson plan applied using cooperating with peers in 3°D

BOARD GAME

Roll the dice and move your chip according to the number on the dice. The monkey loves you. The croc hates you.

How to play the this board game.

1. Type in the words or phrases you want to practice into the spaces provided. Or put pictures into the spaces depending on what language skill you want to reinforce.

2. Print out the board game below and laminate it. If possible, enlarge it in A3 paper when photocopying.

3. In pairs of two get students to play the game. Give each group a board game with one dice and two chips of different colours.

4. The students roll the dice and move their chips forward according to the number that shows up on the dice.

5. The numbers from 1 to 20 guide the sequence of the game. Students must follow that order.

6. When students land on a space, use the language given in that space. For example if you just typed in vocabulary, you could ask students to make a sentence with the word. If it is a question, they answer. If it is a picture you put into the space, the could be asked to use the word in a sentence or simply any language you want to practice.

7. If a student lands on the monkey space, they jump according to the description on the space.

8. If a student lands on the croc space, they go back to START.

9. The first person to get to FINISH wins.

N:B : This game can be used to practice any language skill. It is an all-purpose board game. Highly customizable to your learning needs. This is our philosophy of ESL Kids Board Games at www.eslkidslab.com or www.english-4kids.com

Figure 13. Material used from the lesson plan applied using cooperating with peers. Past simple and present simple board game. Retrieved from: English ESL (2020).

Appendix H. Students work evidence. Lesson plan using cooperating with peers.

Figure 14. Students work evidence. Lesson plan using "cooperating with peers". Stage: Presentation. Create a table with the verbs on the board. (2020)

Figure 15. Students work evidence. Lesson plan using "cooperating with peers". Stage: Presentation. Students memorizing the verbs in 10 minutes. (2020)

Appendix I. Lesson plan using cooperating with peers in oral expositions.

ESL/EFL Lesson Plan

Lesson Number: 09   **Topic: Sharing the unexpected.**

Objective/Aim: By the end of the class students should be able to compose sentences to describe unexpected situations.

Previous topics seen in class: Distinguish emotions in an unexpected situation. Understand the use of simple past. Understand the use of wh questions. Understand the use of past progressive. Understand the use of the wh questions in past progressive. Understand a description using simple past, past progressive, and wh questions. Recognize the use of adverbs of time and place to describe an unexpected situation. Produce a description of an unexpected situation

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up 5 minutes	Students are going to make a short simulation of how do they are going to present their final product. The teacher is going to select one or two students to make a series of questions that they should respond before. NOT APPLY.	Speaking. Reading.	Notebook. Example of the final product.	T-S S-S	Engage student's attention.	Problem: Time is not enough. The class over before I expected. Solution: The teacher is going to open the next class with this short demonstration.
Presentation 10 minutes	The teacher is going to explain what does she is going to take into consideration for their exposition. Students are going to organize themselves by pairs while she is explaining	Listening	Computer. Rubric.	T-S	Understand what does the teacher is going to evaluate them.	Problem: The students are going to feel confused with some points of the rubric. Solution: Before starting the project, the teacher is going to be sure that the

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	because if they do not understand one point of the rubric, their classmate is going to explain the point. *Appendix 9.0*					students do not have any doubts.
Practice 25 minutes	Students are going to work in their mistakes that were pointing by the teacher in their notebooks. They are going to have time to ask for any doubt do they had in one point that the teacher mark. Finally, they are going to recreate their dialogue in one blank sheet that the teacher is going to collect for evidence. NOT APPLY.	Reading. Writing.	Notebooks.	T-S	Correct mistakes.	Problem: Students are not going to focus on their mistakes, and they are going to distract easily. Solution: The teacher is going to walk in lines to identify that they effectively are working on their correction.
Production 15 minutes	Students are going to present their results for the rest of their classmates.	Reading. Speaking. Listening.	Final product.	S-S	Compose sentences to describe unexpected situations.	Problem: Time could be not enough to listen to all the student's productions. Solution: The teacher is going to take the time of the wrap up to end with their evaluation.

	Students are going to receive the feedback, in general, provided by the teacher. The teacher is going to focus on the common mistakes that students had.	Listening.	Rubrics.	T-S	Feedback.	Problem: Students are not going to pay attention to what is the teacher saying. Solution: The teacher is going to ask for one student to report what is she saying.
**Wrap- Up 5 minutes						

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Appendix I. Material from the lesson plan applied implementing cooperating with peers in oral expositions with 3°D

Oral exposition:

Session number: _____

 Main aim: _____

Grade: _____ Group: _____

Student's name:

_____

Accuracy aspect	4	3	2	1
Organization. (Word order)	Information is organizing thoughtfully.	The information is not organizing clearly but the main idea stills understandable.	Information is loosely organized and unclear about the main idea.	Information is poorly structured and is difficult for the teacher to follow.
Content. (Vocabulary)	Uses appropriate functions and vocabulary to communicate.	It usually uses appropriate functions and vocabulary.	Sometimes uses appropriate functions and vocabulary.	Uses a few appropriate functions and vocabulary to communicate.
Grammar.	All grammar and word order used correctly.	It usually uses correct grammar and word order.	Has problems with language usage.	Make errors in usage.
			Total:	

Comments:

Figure 16. Material used from the lesson plan applied implementing cooperating with peers in oral expositions. Retrieved from: own elaboration (2020).

Appendix I. Students work evidence from the lesson plan applied implementing cooperating with peers in oral expositions with 3°D
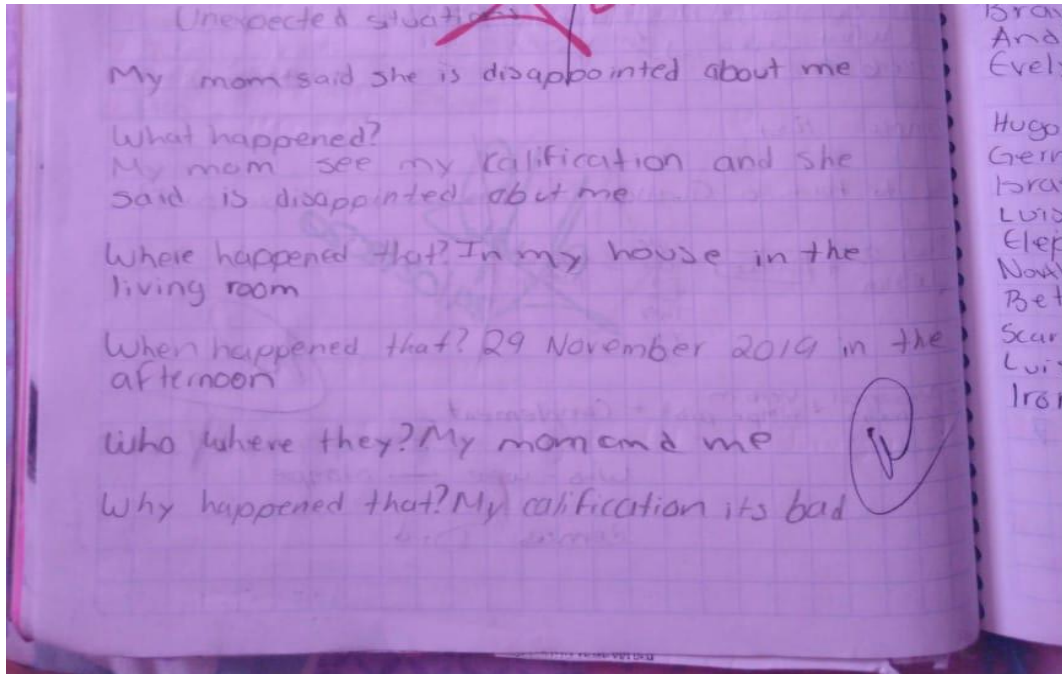
Figure 17. Students work evidence from the lesson plan applied implementing cooperating with peers. Draft about their oral exposition (2020).

Appendix I. Students work evidence from the lesson plan applied implementing cooperating with peers in oral expositions with 3°D

Figure 18. Students work evidence from the lesson plan applied implementing cooperating with peers. Draft about their oral exposition (2020).

Appendix J. Check list from the lesson plan about questioning. By the end of the class students should be able to compose sentences to describe unexpected situations

Figure 19. Check list from the lesson plan about questioning. By the end of the class students should be able to compose sentences to describe unexpected situations (2020).

Appendix K. Students rubrics evidence about the presentation of their final products relationated to the use of wh questions in simple past.

Figure 20. Students rubric evidence about their oral exposition. By the end of the class students should be able to compose sentences to describe unexpected situations. (2020).

Appendix K. Students rubrics evidence about the presentation of their final products relationated to the use of wh questions in simple past.

Figure 21. Students rubric evidence about their oral exposition. By the end of the class students should be able to compose sentences to describe unexpected situations. (2020).

Appendix K. Students rubrics evidence about the presentation of their final products relationated to the use of wh questions in simple past.

Figure 22. Students rubric evidence about their oral exposition. By the end of the class students should be able to compose sentences to describe unexpected situations. (2020).

Appendix K. Students rubrics evidence about the presentation of their final products relationated to the use of wh questions in simple past.

Figure 22. Students rubric evidence about their oral exposition. By the end of the class students should be able to compose sentences to describe unexpected situations. (2020).

Appendix L. Lesson plan not applied using questioning as strategy.

ESL/EFL Lesson Plan

Lesson Number: 01   **Topic: Sharing the unexpected.**

Objective/Aim: By the end of the class, students should be able to distinguish emotions in an unexpected situation.

Previous topics seen in class: WH questions in simple past.

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up 5 minutes	Students are going to watch some pictures about unexpected situations. The teacher is going to ask them what do they observe and what do they imagine is happening there. Finally, the teacher is going to ask to the rest of the group if they agree or not with their student's opinions. ***Appendix 1.0***	Speaking Listening	Flashcards. Thinking cards.	T-S S-S	Engage student's attention.	Problem: The size of the pictures can be small for the rest of the students. Students can just rise their card like an echo but they could not understand really the purpose. Solution: The teacher is going to take into consideration the size of the flashcards. The teacher is going to select one student randomly and ask them why do they think their partner has the reason or not.

	Students are going to link some emotions according to the previous pictures seen in the warm up. Then, the teacher is going to ask them again what do they observe and why do they think the emotion match with the picture. Finally, the teacher is going to ask to the rest of the group if they agree or not with their student's opinions. ***Appendix 1.1***	Speakin g Reading Listening	Flashcards. Word banks.	T-S S-S	Identify the use of emotions in unexpecte d situations.	Problem: The students could not identify some of the emotions that the book offers for them. Solution: The teacher first is going to ask to the rest of the class if they identify the meaning, if they don't, the teacher is going to tell them that they should use their dictionary.
Presentatio n

10 minutes | | | | | | |
| Practice

25 minutes | Students are going to match the pictures, the emotions and what do the people describe in it. First, the teacher is going to ask them about what vocabulary do they identify in the descriptions and then, they are going to build their meaning, Then, one student is going to stand up and they are going to match the description with the pictures. Finally, the teacher is going to ask to the rest of the group if | Speakin g Reading Listening | Flashcards. Word banks. Description s. | T-S S-S | Identify the emotions in different unexpecte d situations. | Problem: Some vocabulary may be difficult for them. Solution: The teacher is going to function as a monitor, if their explanation is not enough, the teacher is going to modeling the descriptions . |

	they agree or not with their student's opinions.					
Production 10 minutes	Students are going to identify different situations that made them feel according to the different emotions that we were practicing in. *Appendix 1.2*	Writing.	Notebooks. Word banks.	S-S	Distinguish emotions in an unexpected situation	Problem: Students can present difficulties when they are trying to describe their unexpected situation. Solution: The teacher is going to give them an example, because the examples of the book are difficult for them.
Wrap- Up 5 minutes	Students are going to share their work with the rest of their classmates. The rest are going to share us if they feel in the same way if they were in the same situation.	Reading. Speaking.	Notebooks.	S-S	Apply the structure learned.	Problem: Time may be not enough for read all the productions. Solution: The teacher is only going to focus in specific students that she need to assess their progress in the subject.

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Appendix L. Material from the lesson plan not applied using questioning in emotions about unexpected situations.

Appendix 1.0

Appendix 1.1

surprised happy confused angry embarrassed

excited scared interested entertained sad

Appendix 1.2

It was great! There was nothing in the hat, and suddenly he pulled a rabbit out of it! I swear it was magic.

She was walking next to me, smelling the flowers and all. And then, out of nowhere, this other dog appeared and Zoe ran after it. I tried to catch her, but she was too fast.

Unbelievable! He finally did it. He popped the question out on the beach. He brought a shell and gave it to me. And the ring was inside. Oh, so beautiful...

Last night, I went out on the balcony to get some fresh air. And there it was, in the sky, above our neighbor's roof, a very bright light. It wasn't a plane. You have to believe me!

Figure 23. Material from the lesson plan not applied using questioning. By the end of the class students should be able to distinguish emotions in a unexpected situations. Retrieved from: Yes we can. (2020).

Appendix L. Lesson plan not applied using games in peer working.

ESL/EFL Lesson Plan

Lesson Number: 05   **Topic: Sharing the unexpected.**

Objective/Aim: By the end of the class, students should be able to apply the use of the wh questions in past progressive forms.

Previous topics seen in class: Distinguish emotions in an unexpected situation. Understand the use of simple past. Understand the use of the wh questions. Understand the use of past progressive.

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up 5 minutes	The teacher is going to show them a table game in which they are going to practice with. ***Appendix 5.0***	Listening. Speaking.	Table game.	T-S S-S	Engage student's attention.	Problem: The game could be complicated them. Some verbs can be unknow for them. Solution: The teacher can give them clues, for example if it is a regular verb or not.
Presentation 10 minutes	The teacher is going to practice a short drill about wh questions. She is going to give them one wh question and the student selected is going to finish the question. In choral, they are going to repeat the question and other student selected is going to respond it.	Listening. Speaking.	Notebooks.	T-S S-S	Review the structure already learned.	Problem: Some students aren't going to pay attention to what do their classmates are saying. Solution: To check that they are doing what does the teacher

						asked for and make sure that they are paying attention, thy are going to write the questions on their notebooks.
Practice 25 minutes	Students are going to practice using the table game with different wh questions, the questions and the answers are going to be resolve as a chain reaction. The first student is going to make the question, the student after him is going to resolve the question and give other that is going to be resolve with their next classmate.	Listening. Speaking.	Table game.	T-S S-S	Understand the use of the wh questions.	Problem: Some students aren't going to pay attention to what do their classmates are saying. One table gam could be not enough for all the classmates. Solution: To check that they are doing what does the teacher asked for and make sure that they are paying attention, thy are going to write the questions on their notebooks. The teacher is going to bring other table game.

Production 10 minutes	In order to assess their understanding, students are going to apply a short past progressive quiz that they are going to resolve individually. *Appendix 5.1*	Reading. Speaking.	Worksheet quiz.	S-S	Apply the structure learned.	Problem: Students may find difficulties in many parts of the quiz. Solution: The teacher is going to take into account their attitudes to the quiz.
Wrap- Up 5 minutes	Students are going to check their quiz. In a group evaluation, the teacher is going to					

Appendix L. Material from the lesson not applied using games in peer working.

Appendix 5.0

Appendix 5.1

Figure 24. Material from the lesson plan not applied using games in peer working. By the end of the class, students should be able to apply the use of the wh questions in past progressive forms. Retrieved from: English ESL (2020).

Appendix L. Lesson plan not applied using oral expositions in peer working.

ESL/EFL Lesson Plan

Lesson Number: 15   **Topic: Sharing the unexpected.**

Objective/Aim: By the end of the class students should be able to give a testimonial about unexpected situations using reported speech and wh questions.

Previous topics seen in class: Distinguish emotions in an unexpected situation. Understand the use of simple past. Understand the use of the wh questions. Understand the use of past progressive. Understand the use of the wh questions in past progressive. Understand a description using simple past, past progressive and wh questions. Recognize the use of adverbs of time and place to describe an unexpected situation. Produce a description of an unexpected situation. Compose sentences to describe unexpected situations. Change direct speech into indirect speech and vice versa by the use of simple past forms. Identify how to maintain an exchange of information using reported speech and wh questions in simple past. Maintain an exchange of information using reported speech and wh questions in simple past. Practice reported speech by giving a testimonial about unexpected situations using simple past.

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up 5 minutes	Students are going to make a short simulation about how do they are going to present their final product. The teacher is going to select three students: one student is going to make the questions, the student number two is going to report what does the student number one is saying.	Speaking. Reading.	Notebook. Example of the final product.	T-S S-S	Engage student's attention.	Problem: Time are not enough. The class over before I expected. Solution: The teacher is going to open the next class with this short demonstration.
Presentation 10 minutes	The teacher is going to explain what does she is going to take in to consideration	Listening	Computer. Rubric.	T-S	Understand what does the teacher is going to	Problem: The students maybe are going to feel confuse with

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	for their exposition. Students are going to organize themselves by pairs while she is explaining because if they don't understand one point of the rubric, their class mate is going to explain the point. ***Appendix 15.1***				evaluate them.	some points of the rubric. Solution: Before to start the project, the teacher is going to be sure that the students doesn't have any doubt.
Practice 25 minutes	Students are going to work in their mistakes that were pointed by the teacher in their notebooks. They are going to have time to ask for any doubt do they had in one point that the teacher mark. Finally, they are going to recreate their dialogue in one blank sheet that the teacher is going to collect for evidence.	Reading. Writing.	Notebooks.	T-S	Correct mistakes.	Problem: Students are not going to focus in their mistakes, and they are going to distract easily. Solution: The teacher is going to walk in lines to identify that they effectively are working on their correction.
Production 15 minutes	Students are going to present their final result for the rest of their classmates.	Reading. Speaking. Listening.	Final product.	S-S	Compose sentences to describe unexpected situations.	Problem: Time could be not enough to listen all the student's productions. Solution: The teacher is going to take the time of the wrap up to end with their evaluation.

**Wrap- Up 5 minutes	Students are going to receive the feedback in general provide by the teacher. The teacher is going to focus in the common mistakes that students had.	Listening.	Rubrics.	T-S	Feedback.	Problem: Students are not going to pay attention to what is the teacher saying. Solution: The teacher is going to ask for one student to report what is she saying.

Appendix L. Material from the lesson not applied using oral expositions in peer working.

Appendix 15.1

Oral exposition:

Session number: _____

 Main aim: _____

Grade: _____ Group: _____

Student's name:

_____

Accuracy aspect	4	3	2	1
Organization. (Word order)	Information is organizing thoughtfully.	The information is not organizing clearly but the main idea stills understandable.	Information is loosely organized and unclear about the main idea.	Information is poorly structured and is difficult for the teacher to follow.
Content. (Vocabulary)	Uses appropriate functions and vocabulary to communicate.	It usually uses appropriate functions and vocabulary.	Sometimes uses appropriate functions and vocabulary.	Uses a few appropriate functions and vocabulary to communicate.
Grammar.	All grammar and word order used correctly.	It usually uses correct grammar and word order.	Has problems with language usage.	Make errors in usage.
			Total:	

Comments:

Figure 25. Material from the lesson plan not applied using oral expositions in peer working. Students should be able to give a testimonial about unexpected situations using reported speech and wh questions.

Appendix M. Checklists from the classes analyzed using questioning, peer working and oral expositions.

Appendix M. Checklist using questioning. By the end of the class, students should be able to understand the use of wh questions in simple past.

Figure 26. Checklist using "questioning". By the end of the class, students should be able to understand the use of wh questions in simple past. (2020)

Appendix M. Checklist using peer working. By the end of the class, students should be able to understand the use of the simple past.

Figure 27. Checklist using peer working. By the end of the class, students should be able to understand the use of simple past. (2020)

Appendix M. Checklist using oral expositions. By the end of the class students should be able to compose questions and answers in simple past to describe unexpected situations.

ESCUELA SECUNDARIA TÉCNICA NO. 35

BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO.

PARTICIPATION CHECK LIST.   CICLO ESCOLAR

TEACHER TRAINEE: Miriam Sorahi Aguilar Zarate.   2019-2020

	NOMBRE	3°D
1	ARANDA RAMIREZ LUZ NAYELI	•
2	ARIZA TORRES ALEXIA MICHELL	•
3	DÍAZ HIRTADO OMAR HAZIEL	•
4	ELIAS JESÚS	•
5	HERNANDEZ HERNANDEZ CAROL ITZEL	Absent
6	HERNANDEZ RODRIGUEZ CECILIA GUADALUPE	•
7	HERNANDEZ RODRIGUEZ DIANA LIZETH	•
8	HERRERA TENORIO ANGEL SALVADOR	Absent
9	LOPÉZ PEREZ JANETHZY KERETH	•
10	MADRIR ALMAZAN GIOVANNI	—
11	MANDUJANO PEREZ MIGUEL ÁNGEL	•
12	MARTÍNEZ DIAZ RICARDO JOSUE	—
13	MARTÍNEZ RIVERA XIMENA	Absent
14	MONSIVAIS MARTÍNEZ PERLA GUADALUPE	—
15	OBREGÓN SIXTOS VALERIA LIZETH	—
16	ORTIZ RAMIREZ DANIEL	•
17	PEREZ GARCIA CARLOS ISAIAS	•
18	QUINTANILLA BRISEIDA	—
19	QUISTIANO OJEDA FÁTIMA NAYELI	•
20	RECINOS ENRIQUE MARIA FERNANDA	Absent •
21	REYNA YAÑEZ ÁNGEL ABRAHAM	•
22	ROMAN AMADOR MARIELA	•
23	SANCHEZ LARA JOSAFAT GIOVANNI	•
24	SANDOVAL YEPEZ BETZAIDA	•
25	ZARAZUA ROCHA JUANA MARIA	•
26	ZUÑIGA HERNANDEZ EVELIN YESENIA.	—

Figure 28. Checklist using peer working. By the end of the class students should be able to compose questions and answers in simple past to describe unexpected situations. (2020)