



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

TITULO: A Neurodidactic Model To Develop Speaking In An Efl Class In Middle School

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“You’re untouchable when you realize”

“Don’t matter if I fall from the sky, these wings are made to fly”

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INTRODUCTION

Learning English requires different abilities to be held, one of them is the variety of ways to teach the language through the most suitable strategies for the students to learn the foreign language according to different aspects such as age, needs, interests, etcetera. It is the reason why this investigation will be based on “Neurodidactics” and its principles for teaching. “The term, is the Translation of the German “Neurodidaktik”, is a composition of “neuroscience” and “didactics” and was proposed to emphasize the interdisciplinary of this new scientific field” (Sabitzer, 2016).

It is a branch of teaching based on neuroscience, it nowadays gives education a new vision of what teaching has to consider the benefits of students’ learning. Mainly, its objective is to give different answers to education about what is the most suitable way students can learn. It aims to consider important aspects that influence positively or not the learning processes.

The primary purpose is to apply different neurodidactics strategies to create a model which will be constructed based on the development through the use of this field of education. Being conscious that teachers have to reflect on everything about the way they teach, thinking about what students really need.

This research seeks to emphasize the importance of considering students because they are the reason for education. With the objective that pupils find the English subject meaningful, have suitable learning, and develop the confidence to speak in front of others.

This document is structured in the following way: In the first part, it includes the rationale where I express why I chose this topic and continue with the personal interest in developing the theme. Also, it can be found the main aim and the subsidiary aims I am going to follow up on this document, with the main purpose which is to approach them.

In addition, it includes the generic, professional, and disciplinary competencies that were chosen before starting this document, and are the ones I developed during my process in my teaching practice.

In chapter I called "Action Plan" I established the description of the secondary school I practiced during this teaching period that encompasses the school year 2022-2023 which is "Técnica 39" as well as describing the profile of the 3°D, which is the group I worked with to develop this report, the development of the diagnostic tests to place learners and being a starting point to carry out my lesson plans and strategies and the description of the problem that guided me to look for a solution.

In the action plan, I researched the literature that was necessary to comprehend the main topic too, where it explains what neurodidactics is, the brain and its role in learning, English as a foreign language, its skills, and especially the speaking skill and subskills. Also, neurodidactics in teaching, which aspects into the lesson help students to learn adequately.

This chapter includes the action plan timeframe, it describes the classes, their language focus, the tools for evaluation used and the specific objective of the lesson. Finally, it includes the research tools description and the kinds of classroom interactions that were involved in the lessons.

In the chapter number II named "Development, reflection and evaluation of the proposal" it includes the relevance of the proposal, how I linked the curricular approaches into the classes, how I applied the competencies established at the beginning and I could go into the description, analysis and the results of each lesson proposed using Smyth's reflective frame. Finishing the chapter with the final results of the diagnostic exam.

The last chapter is about the conclusions of my research document. There, I included the different advantages and disadvantages of the strategies applied. It was considered the students' responses, how well the application of the tools worked, how I could improve when I used it and how they helped me to achieve and obtain the results and in general, what I can do better from my practice. Finally, including the references and the appendices.

1.1 Rational

Neurodidactics has been important in the last few years because it helps teachers to understand how the brain acts in learning. It is significant because teaching based on neuroscience raises new questions and interests for educators to recognize and know different aspects of how learning takes place.

According to (Barbosa, 2021):

“Bransford, Brown, and Cocking (2003) indicate that neuroscience is contributing to a greater understanding, and to providing answers to questions of great interest to educators”.

Considering this field in the teaching and learning of English it wants that within the classroom there is a good work environment where the teacher recognizes the important processes for students' learning. The motivating factor to investigate neuroscience applied in the teaching of languages specifically in the English language is that it complements the learning previous knowledge about how English is taught but is increasingly focused on learning processes. In this case, in teaching and learning English for secondary school students.

The main interest of this research is to use neurodidactics as a tool for delivering classes in a more suitable way for students learning a foreign language. This will help students feel more comfortable within the English classroom, at the moment they are expressing themselves orally.

The classroom environment has to be a social and emotional place where students are involved in. It affects student motivation. “If the students are motivated they put more effort into the different activities” (Cornell University, n.d).

It is important to create inclusive spaces where students feel they belong. “The quality of teaching and learning is entirely different depending on whether the classroom is characterized by a climate of trust and support” (Dornyei & Muir, 2019).

1.2 Topic's personal interest

The interest in this research topic arose because of the teaching practice period experiences. During the practice periods, it was very common for students to feel intimidated when activities involved speaking. According to the observations and reflections, it was concluded that the fact that the students did not speak in the English classes was because they were not used to doing so since in most of their lessons they only answered activities without being involved in communicative situations.

In order for students to develop speaking skill, the teacher must also develop this skill. It is somewhat ironic that the teacher does not speak in English but even that the students speak. That is why this topic also allows the fact of improving speaking skills as a personal challenge.

1.3 Main aim

To carry out this document the following general aim is going to be established:

Analyzing how the application of principles of neurodidactics in the teaching and learning English processes with a group of a third-grade middle school students can develop students' speaking.

1.3.1 Subsidiary aims

- Designing and applying strategies based on neurodidactics in teaching and learning the English language and analyze how they benefit students' English language speaking skills.
- Providing activities with neurodidactic principles to construct a classroom environment of trust where students develop the speaking skill.

1.4 Competences.

According to Dirección General de Educación Superior para Profesionales de la Educación (DGESPE, 2018):

(...) Competence is defined as the ability to integrate and mobilize different types of knowledge to adequately solve the demands and problems that personal, professional, and working life poses. It is built through a combination of knowledge, cognitive and practical skills, motivations, values, and attitudes.

It is required that teacher trainees develop different competences, which will be required to face teaching in basic education classrooms. Emphasizing three different kinds of competences which are going to be mentioned below:

- Generic competences.

Learns autonomously and shows initiative to self-regulate and strengthen her professional development.

- Professional competences.

Recognizes the cognitive processes, interests, motivations, and needs of students to organize teaching and learning activities.

- Disciplinary competences.

Describes factors that facilitate or hinder the acquisition and learning of a second language.

CHAPTER I. ACTION PLAN

2.1 Description of the context and group profile

The practice period was carried out in the secondary school “Ricardo Macias Salinas”, also known as “Técnica 39”. It is located in the Barrio de San Sebastián, Joaquín Sevilla y Olmedo street number 805 code 78340 San Luis Potosí, San Luis Potosí. The work center key is 24DST0044PI. The school belongs to the 26 SNTE section.

Figure 1. School localization.



Taken from Google maps. INEGI, 2023.

Talking about its history, “Ricardo Macias Salinas” was the name of one of the school’s principals. It is the reason why the school has this name. Despite this, he was not the first principal. He was Nabor Nieto. The school has had only 8 principals. Nowadays, the one in charge is Pedro Ignacio Coral Lizama. The school started with only 5 groups. There were 52 students per group. Since 2000, the number of students has decreased from 30 to 25 students per group. In 2017 the number decreased a lot, having groups of 10-12 students.

In the beginning, the groups were per genre but then started the mixed classes. The school has four different workshops: painting, electronics, garment, and mechanics. Their main objective is for students to not get stressed and to be relaxed, as well as for students to have knowledge of these specific workshops, different from the general secondary schools. To belong to the different workshops students need to present a test. When students do not have enough money to get the necessary material the school gives it.

The school does not have Unidad de Apoyo a la Educación Regular (USAER). It is a program that provides special education services to support the educational inclusion process of students who face learning barriers and behavioral problems. The school only has social work. It has been working for 40 years. It considers all the students in the school. If students have problems they have to be in social work. If the problem is more difficult it is carried out with the psychologist. When there are complicated problems there is behavioral monitoring. The different strategies used are behavior reports, dialogues with students, and so on. Everything has been registered by means of individual files.

It is public school and has two shifts both in the morning and in the afternoon. The morning shift schedule is from 7:30 to 1:40 pm. This shift has 15 groups. 5 groups of each grade. Each group has approximately 10 to 15 students. According to INEGI (2013), in the morning shift there are 289 students. 148 of them are men and 141 women.

The degree of school backwardness is low. The school has electric power, public water, sewerage, telephone and internet services. However, the internet connection sometimes fails and students do not have access. There are 16 classrooms. They only have the whiteboard, there are no projectors and/or computers.

The school has different recreational spaces for students' development. It has a library with a little variety of books. Students usually go to this space when they do not have a teacher, or when the teachers apply activities there. There is a computational classroom but it is not usually used for students. There are some spaces for students where they can take the workshops. There are two laboratories. Five classrooms are for the different workshops.

The school has two different courts, the main one where usually students have their physical education classes, as well as, it is used for civic activities. Another court is one where students can play different sports such as basketball or football, this court is protected around it. And there is a small store open during the break.

In the English department only there are three teachers two of them are women and another is a man. They are the teachers Maricela, Karla, and Isidro. Each subject group has its own representative, in this case, who is in charge is the teacher Marisela.

The group this document will be focused on is the third-grade group "D". There are 13 students. 9 of them are men and the other 4 are women. Their average age is between 14 to 15 years old. There is only one student that has had English classes, the rest only started studying English in secondary school. Students' average English level is pre-A1 with 77.8% the rest being A1.

The results were based on the Common European Framework. The predominant learning style is kinesthetic. To know the students' English level and students' learning style the data were obtained from diagnostic exams, which were applied in the first period of practice. It was on August 22nd, to September 2nd, 2022.

Students only have three English classes per week of 50 minutes. They have had two English teachers. The same in the second grade is the one in the third grade. She is the teacher Karla Rangel.

This group is very active and energetic but they get distracted easily. They like to work in teams and in pairs. The classroom is big in comparison to the number of students. The seating arrangement is not specific. Students can sit wherever they want and it does not benefit their behavior. Indeed, they are called the most troubled group of third graders because of their behavior. Students are usually very absent. So, it is very weird to have all 13 students in class.

2.2 Diagnostic language proficiency test

Thorndike and Hagen (1970) suggested that “a diagnostic test should provide a detailed picture of the strengths and weaknesses of a pupil in a particular area” (Kumar, 2016). In this case, based on the English subject. The diagnostic was divided into four parts considering the different English skills: reading, listening, speaking, and writing (Appendix A).

The reading part included in total 17 items. The first 10 were taken by the Cambridge test “test your English for young learners” and the other 7 questions were taken by the head-teacher diagnostic exam. The head teacher’s exam was given by the “Secretaría de Educación de Gobierno del Estado” (SEGE). Its mission is “to ensure and guarantee a comprehensive education with excellence, inclusion, and equity for all and to make it a fundamental axis of the state’s development” (SEGE, 2022).

Thirteen of the questions were multiple choice and the other four consisted of choosing the correct answer to complete a text. Five questions are based on vocabulary, three on meaning, and the other nine specifically on grammar and meaning. The sub-skill used was scanning in questions number fourteen and fifteen. Where students had to go back to the text to choose the answer. “Scanning is reading a text quickly in order to find specific information” (British Council, 2022).

Each question was graded as one point. The questions which were more difficult for students were the ones where they had to choose the option to complete the text.

In the listening part, there were five items. All of them were multiple-choice questions. Students had to decide the photograph which best fit the question according to the short conversations. This exercise required that students were able to comprehend what the people in the different audios were saying, so they are mainly based on meaning. Being the sub-skill listening for gist, because students had to choose the answer only understanding the audio without knowing each word. "Listening to gist involves general thematic understanding, without any focus on specific details or discrete information" (Siegel, 2018).

Knowing students' English level according to Cambridge was only necessary considering two parts of the exam. Which were the reading and the listening part in total there were 15 questions. If students had only 0 to 5 correct answers it is pre-A1 starter level. In the case of 6 to 10 correct answers A1 mover level and if they had 11 to 15 it was an A2 level.

Table 1. Language proficiency test, correct answers and levels.

CORRECT ANSWERS	CEFR LANGUAGE LEVEL
0-5	Pre A1 starter
6-10	A1
11-15	A2

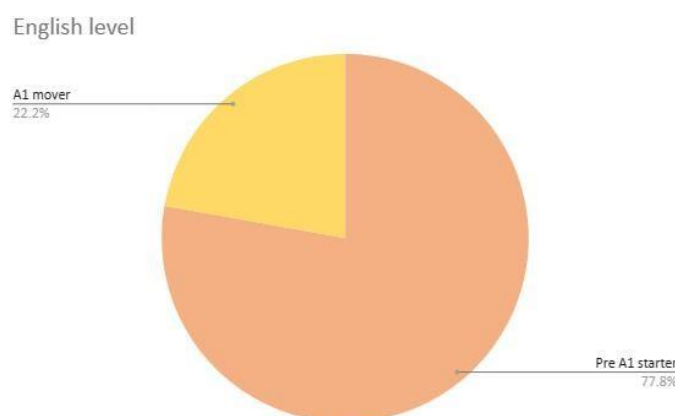
Taken from Cambridge, test your English for younger learners.

It is important to keep in mind what CEFR means. “The CEFR, Common European Framework of Reference for Languages, is one of many frameworks that describe language proficiency, particularly in an academic setting. This framework is used extensively in language teaching, both in the public education sector and in private language schools” (EFSET, 2022).

(...) To determine the scope and breadth of the curricula, English proficiency and competency standards were created. These form the basis for exploring the role of language and other forms of communication in students' cultural and social life as they progress through the educational system and into their knowledge of the world. (SEP, 2018, p. 268).

The standards established in the 2018 curriculum were defined by the CEFR. “The subject of English only uses that framework as a reference to build standards and time scales appropriate for Mexican students in basic education” (SEP, 2018, p. 269). The results obtained by the test say that the group English proficiency level according to the CEFR is Pre-A1 starter level.

Figure 2. Students' proficiency English level according to the diagnostic exam.



Authors elaboration.

This is one level before the A1 beginner level. “Level A1 corresponds to basic users of the language, i.e. those able to communicate in everyday situations with commonly-used expressions and elementary vocabulary” (BritishCouncil, 2022). The test was applied in the first period of practice from August 22nd to September 3rd. Specifically on Tuesday, August 30th, 2022. Only 9 students attended the exam. The results were the following:

Table 2. Specific language proficiency test students’ results.

List number	Student	Correct answers/15	CEFR level
1	J	Absent	
2	P	4	Pre-A1
3	Ch	Absent	
4	M	7	A1
5	G	3	Pre-A1
6	K	Absent	
7	Ma	Absent	
8	J	5	Pre- A1
9	F	6	A1
10	C	4	Pre-A1
11	A	4	Pre-A1
12	N	2	Pre-A1
13	G	3	Pre-A1

Authors elaboration.

Based on the results previously shown in the chart only two students are A1 one with seven correct answers and the other with six answers. The rest of the students are Pre-A1. Students whose names were highlighted did not attend the exam.

The writing part was divided into three parts. In total, there were six open questions. The sub-skill considered was sentence construction taking into account grammar and vocabulary. The first two questions were about vocabulary. Questions 3 to 6 were about grammar and vocabulary. Questions 3 and 4 required short answers. And, on the contrary, in 5 and question 6 there were longer answers. In this case, the answers were based on the Cambridge answer key (young learners sample papers 2018) page 56. The last two questions, it was not only taken into account these possible answers, they were assessed depending on if the students had the idea of writing short sentences using grammar and vocabulary.

The speaking part was divided into four parts. Of these questions, 11 were open questions with a short response based on vocabulary and grammar, and four of them were only pointed out. The first one was about asking the student his/her name. Students had to point to two things in the picture: where's the door? Where's the clock? In this part also, students had to put two object cards in various locations in the picture. In the second part, students had to answer questions about two people or things in the picture. As well as, describe what was in a box. In the fourth part, students had to answer what is the name of three object cards. Finally, the test ended with two personal questions. In total, they were 13 questions.

The speaking part was applied to two students "C" and "P". These two students were selected by the head teacher. C only answered 8 questions correctly and P got 7 answers correct. When I asked students the questions I noticed things in common between the two students. One of them is that students were able to understand the questions but they did not know how to answer them. As well as, they only responded with short answers. Usually, they only said words instead of saying full sentences. For instance, in the case of the question:

- What is your name?

They only said their names instead of saying "My name is..." or "I am".

2.3 Learning styles diagnostic

“Understanding how students learn and which factors influence academic performance is essential information for lesson planning and evaluation, in addition to allowing better use of students’ learning potential and outcomes. Learning style can be defined as how the individual learns” (Caetano et al, 2018). A diagnostic exam was realized for knowing the predominant students’ learning style. The exam consisted of 40 questions in which students had to choose the answer that best corresponded to them (Appendix B). It was a questionnaire PNL model, by the “Secretaria de Educación del Estado de Veracruz” (SEV).

At the end of the exam, there was a chart divided into three columns with the purpose of registering the answers, as well as, evaluating the results (Appendix C). Each one for each learning style: visual, auditory, and kinesthetic. The learning style with more answers was predominant for each student.

“The experience of learning is directly done by learning to see (visual), learning by listening (auditory), and learning with motion and emotion (kinesthetic). Gholami (2013:700) states that visual learners prefer learning through visual channels, such as reading and viewing. The auditory learners enjoy learning channels such as discussion, conversation, and group work. These learners usually only need verbal instructions. Kinesthetic learners are those who imply total physical involvement with the learning environment” (Hardiana & Suyata, 2018).

For this group the predominant learning style was Kinesthetic. The test was applied on Tuesday, August 30th, 2022 too as in the case of the diagnostic test, because the two hours of classes were available. The results of the test were:

Table 3. *Learning styles test students' results.*

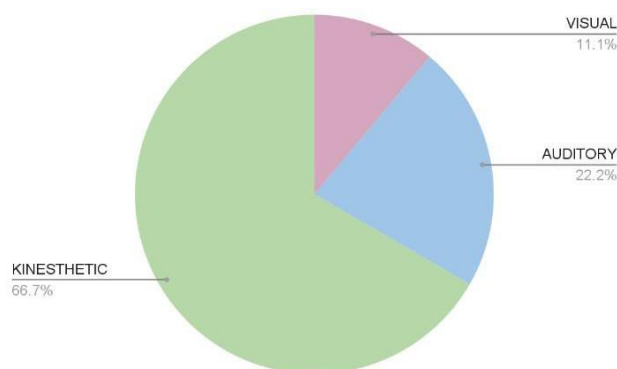
List number	Student	Learning style
1	J	Did not attend the test.
2	P	Auditory
3	Ch	Did not attend the test.
4	M	Visual
5	G	Kinesthetic
6	K	Did not attend the test.
7	Ma	1st time: did not attend the test. 2nd time: Kinesthetic
8	J	Kinesthetic
9	F	Kinesthetic
10	C	Kinesthetic
11	A	Auditory
12	N	Kinesthetic
13	G	Kinesthetic

Authors elaboration.

As can be seen, 6 students of 9 that answered the test were kinesthetic, being the majority of the students. Only 1 learner was visual and 2 were auditory. So, the predominant learning style of the group is kinesthetic. Kinesthetic students learn better if they are involved physically in the classroom. “They remember information well when participating actively in activities” (Asrining & Safitri, 2017). (Appendix B).

For the students that did not attend the test, it was given it again on Tuesday, February 21st, 2023 to answer it. Only one student of the four that did not respond to the questionnaire did it. The results marked that she is kinesthetic. Therefore, the predominant learning style of the group as it was established is “Kinesthetic” with 66.7 percent, being more than a half.

Figure 3. Students’ predominant learning style.



Authors elaboration.

2.4 Description of the problem

English class is a place where students tend to get involved mostly with activities related to vocabulary or grammar. Based on the observations in the period of practice, it was noticed that students in their English classes only learned vocabulary and/or grammar structures, and their teacher did not allow them to interact with the language.

Affecting their lack of confidence the moment they are asked to produce something orally. “Even in oral communication classes most of the class time is taken up by “teacher-fronted, drill-oriented activities” (Browne & Wada, 1998, p. 108) leaving little time for students to actually use English to communicate with other students. What little spoken English students are asked to produce in the classroom usually consists of more “traditional methods such as choral repetition” (Nishino, 2008, p. 30) quoted by Brooks & Wilson, (2014, p. 200).

English teachers continue following the traditional way to teach the language. When the English subject became compulsory in the curriculum of the students, it was a challenge for the English language teachers to teach to foreign learners but they taught English as a ‘Knowledge’ subject, not as a ‘Skill’ subject. So they adopted the ‘Grammar-Translation Method’ in which the teacher used to explain every word to students in the native language to make them understand and learn English.

Despite the fact that this method ignores the development of oral proficiency of the learners, it is still popular with the majority of teachers in the modified form (Chhabra, 2012) considering aspects such as the English class is usually in Spanish when students will use the target language (English) they tend to do it in their mother tongue. Mother tongue largely refers to not only the language one learns from one’s mother but also the speaker’s dominant and home language. It’s also called the native language (Denizer, 2017).

Sometimes in class, it is not considered the activities to be meaningful for students according to the way they learn. As previously mentioned, it is fundamental to vary how to teach English, using a wide range of materials, activities, strategies, and tools to incorporate students’ learning styles. When they are at the center of their learning, it is necessary to provide subsidies to develop, in addition to expertise and skills, techniques to make learning a meaningful experience. “Each student uses different methods to assimilate knowledge” (Caetano et al, 2018).

It is essential to allow learners to feel comfortable in the classes. It is fundamental to provide students with the necessary resources to speak. According to Riska, et al (2021), the fact that students do not want to speak in English is influenced by some factors, one of them is topical knowledge. This factor is important because without enough knowledge the student cannot be active in the teaching and learning process.

How can the student be an active student if they do not know what the lesson is? "Effective factors are the second main issue dealing with students' affective domain. Variety aspects have been integrated in affective factors but the most general ones are anxiety, motivation, and self-confidence. One at a time to build students speak excellent, confident, and accurate English, teachers have to truly be aware of the cause of problems their students meet in the teaching and learning process" (Riska & Anggraeni, 2021).

That is the reason why this research wants to carry out strategies based on neurodidactics for learning which could benefit learner-based classes and help students develop their learning in a classroom environment of trust.

2.5 Action plan purpose

2.5.1 General purpose

The following purpose will serve as a guide for the design and implementation of the action plan, as well as being important aspects when evaluating the performance and development of it:

- Developing the speaking skill in a group of the third grade of middle school using principles of neurodidactics.

2.5.2 Specific purposes

- Designing and applying speaking activities where neurodidactic principles are involved in.

- Assessing and evaluating the results of each one of the activities to identify students' progress.

2.6 Literature review

Neurodidactics in the research is going to be focused on teaching and learning the English language, that usually it is known as a subject that students are not interested in. One of the factors that influence this, is learners may believe that the target language is difficult to learn, or even that there is a right way to learn the target language.

Thus, such beliefs, negative assumptions, and the expectation of himself/herself affect the learner's sense and attitude toward his/her ability to learn the language (Ehrman, 1996, p. 145) quoted by (Taylor & Francis, 2020).

Scholars have to deal with various difficulties as they start their college life namely, emotional factors, individual cognitive variation, English orality, intricacy, teaching approaches, and the catatonic predisposition of professors (Barbosa, 2021). The main goal is to consider the students as the center of the classroom. Many teachers complain about the passive and unmotivated attitude of their students as well as the high noise level in the classroom where effective learning is not possible. However, they can take the students into consideration and try to understand the difficulties in learning and concentrating on our students in their adolescence (Rukminingsih, 2019).

2.6.1 Definition of neurodidactics

Neurodidactics is considered a discipline. It is a branch of pedagogy based on neurosciences, which gives a new orientation to education. It is the union of cognitive sciences and neurosciences with education, which aims to design more efficient didactic and methodological strategies, ensuring a theoretical and philosophical framework and promoting greater brain development.

According to Young, (n.d):

(...) Neurodidactics is a discipline that seeks to favor the school performance of students through the implementation of activities based on the development and brain functioning of children, there by generating more effective learning processes full of meaning, leading the student to understand concepts that are applicable in their immediate reality using dynamic, constructive and enriching activities, non-traditional; these must be generated as a continuous and integral process throughout the formation of the child, in such a way that it stimulates and enhances the development of the brain, with all its capacities and functions.

As this term implies, “this method concentrates on integrating neuroscience and brain research findings in didactics. It tries to work out principles and proposals for effective teaching and learning, called brain-based learning. Not all of these principles are new, but confirm the theories and methods of progressive education and prove why they are effective” Sabitzer, (2013).

The neurodidactic approach combines and connects different aspects of traditional learning from new perspectives. It focuses on education, learner personality, and motivation to learn. It is science in the sense of organizing the educational process using the latest knowledge about the human brain.

“It is the art of organizing and improving education based on knowledge of brain structure and its functions, sensory preferences, differences in brain hemispheres, learning styles, reactions to stressful situations, and different types of memory” Apakina et al (2020).

2.6.2 Where does “Neurodidactics” come from?

In the last 20 years, neurosciences have reached great importance. Thanks to advances in neuroscience, around the 1990s, a new way of seeing education began, which is based on the analysis of the competencies that the brain has. Brain and education, "are like two sides of the same coin", that is to say, these advances at trenches such as computing, psychology, and pedagogy; to influence the brain, education must know the characteristics and competencies of the brain. It is talking about “Neurodidactics”. A discipline that will contribute to promoting significant changes in education especially, in teaching and learning. Paniagua, (2013).

The term previously mentioned was proposed in 1988 by Gerhard Preiss, a specialist in early childhood mathematics education. It tried to combine research findings of neuroscience, didactics, psychology, education theory, and other disciplines. These findings will be used to work out principles and for brain-based teaching and learning.

“There are different imaging methods such as Functional Magnetic Resonance Imaging (fMRI) and Positron Electron Tomography (PET)” (Sabitzer, 2016). These techniques have a good impact on neuroscience because they consist on seeing the structure of the brain. Thanks to them, specialists saw the brain and identified its different processes. Specialists could observe what happened to the brain when some factors were presented.

For example, they could see what happened to the brain when someone is sleeping, reading, listening, etcetera. This helped them to know different aspects of the brain that are known nowadays. One of them is the process of learning. Especially in learning a language, the process of acquisition and production. Teachers can take into consideration factors that influence brain processes. So they have to understand the difficulties of learning to adapt their teaching.

2.6.3 Neurodidactics: neuroscience and education

Neurodidactics is a field of neuroscience as well as education. It is a combination of both and it is in charge of explaining the processes of learning. Neuroscience is included because it is seen as the mental process involved in learning which includes education. This discipline became very important because thanks to the opportunity to see the mind and its structure, it is possible to treat and cure different diseases, as well as, it contributes to know the reasons for topics such as language, peoples' behavior, neuroplasticity, the hemispheres left and right and what are the functions of each one. "Neuroscience gives the opportunity to know how the brain learns" (Machicado, 2015), which impacts the development of learners". It makes teachers aware of the processes of the brain that benefit students' learning.

This can make them more conscious of their performance mainly based on the student rather than the teacher, involving the pupils in their own learning. This term is completely educational because it wants to explain the development of learning. It is an interesting topic in education because this discipline will allow teachers to know the diverse ways students can acquire, learn, and produce the obtained knowledge. Which will benefit students' learning processes. It talks about emotions, motivation, the benefits of using games, etcetera.

Machicado, (2015) mentions that neurodidactics can be seen as a strategy and specifically says: "Neurodidactics as a strategy will allow us to adapt and generate concepts, methods, and theories, in relation to the learning processes of the students. Neurodidactics is promoting a revolution in education". In education, there are some methodologies, and strategies that teachers usually use in their classes, making them repetitive, and sometimes even boring. Talking about this discipline can give the chance to have a wider perspective on education. Teachers can use some activities and strategies but they all are based on the students' learning processes.

Charles Sherrington (1975) added: "Without emotion, man could not even dream or do the things he dreams of" quoted by Mora, (2013). If several emotions are used in learning a foreign language at the same time, certain language schemes are developed in the brain, which speeds up the process of memorization and prevents forgetting vocabulary. Vocabulary is sort of "built into" the brain and then automatically used in conversation.

"Human memory and motivation are related to emotions. Interestingly, we remember the most positive and negative situations in our lives, and conversely, we do not remember our less emotionally important situations" (Apakina et al, 2020).

The emotional states of students are basic to learning, which means that teachers must be aware that they must know how to read and write. This means that teachers must be fully aware of including different emotions in their teaching. Teachers should identify which are the pupils' emotions because they must provoke those that are positive. This will help increase and benefit students' acquisition of knowledge. "According to Coleman learning is not separate from emotions" (Benavidez et al. 2019).

As previously mentioned, emotions affect students' learning process. This procedure is about a strong connection between neurons (neural cells) and the formation of neural circuits. Each neuron has several nerve fibers, at the end of which there are so-called synapses. They transmit impulses and information to other synapses, and consequently, to neurons. These are received more slowly with age. "A learner can learn a lot, but the information is not processed that fast. It takes longer to store information in memory, which slows down the whole learning process" (Apakina et al. 2020).

2.6.4 The brain and its role in neurodidactics

The brain is a very complex topic, it is known to constitute the center of the nervous system and it is an organ with high complexity, both its structure, as well as, its functions. It is protected by the skull and most of the brain is made up of the cerebral cortex.

The brain has two different hemispheres: the left and the right. They are connected by a massive bundle of about 200 million nerve fibers called the *corpus callosum*. Both sides of the brain have different characteristics. The left hemisphere includes analytical and critical thinking. "The left hemisphere is more specialized for linear, logical thought and communication" (Kennedy, 2006). So, the left brain is the one that dominates the language. "Verbal speech is heading into the left hemisphere" (Rukminingsih, 2017, p. 5). Whereas the right hemisphere is more creative and emotional.

As the brain develops, the corpus callosum is responsible for transferring information across each hemisphere, reinforcing connections related to tasks that one is genetically predisposed to, or connections related to areas that are adapting and strengthening. For example, when the left eye sees a word, the right hemisphere will pass the information about the word over to the left hemisphere for processing by the language centers.

Each hemisphere of our brain consists of four lobes with different works. The occipital lobe is related to visual processes, the temporal lobe to auditory processes, and it contains the hippocampus and the Wernicke's area, which are basic parts of the brain for memory and language functioning. Neurochemical systems have different abilities to influence learning and memory as dopamine will help us have a motivated student, serotonin will be present in a glad student whereas could be found low noradrenaline levels in a distracted student or acetylcholine in bored learners listening to a traditional master class. "Thus, neurotransmitters, such as adrenaline and noradrenaline, are essential to keep our students' attention once the information arrives at the prefrontal lobes, where executive functions occur" (Camacho, n.d).

The most relevant components of executive functions are the abilities to

- **Set goals:** motivation, self-awareness, and the way human beings perceive the world.
- **Plan strategies to get your goals:** analyze situations to evaluate the circumstances and plan how to lead an activity.
- **Fulfill plans:** ability to start, continue or stop sequences in a clear integrated way to achieve the objective.

“The human being is supplied not only with cognitive abilities but also emotional, social, moral, physical, and spiritual capabilities which come from our brains. In learning the brain is constantly creating new synapses according to the stimuli and changing environment” (Camacho, n.d).

2.6.5 Neurodidactics in teaching and learning English

The goal of teaching is to create suitable learning states, adjusted to the learning brain. Biological facts cannot be changed, such as gender-specific differences in brain structure and development or hormone status which may have an effect on aptitudes and performance. However, it could be important to understand the obstacles students may face when learning. In this way, try not to include aspects that may negatively affect the pupil. This may only be possible in a learner-centered education, where the teacher assumes the role of a helper in the background. Learning involves also some unconscious processes, like some memory processes or the valuation of new situations and information by the limbic system, which can be influenced indirectly through an appropriate setting in the classroom.

The term "limbic" was first introduced by Thomas Willis (1664) to designate a cortical boundary surrounding the brain stem. The limbic system is an interconnected group of cortical and subcortical structures dedicated to linking visceral emotion states with cognition and behavior. It consists of a series of complex structures, which are located around the thalamus and below the cerebral cortex. It is primarily responsible for affective life and is involved in memory formation. It is involved in the control of emotion, motivation, behavior, initiative, maintenance or survival of the individual or the species, memory, and learning (Saavedra, et al, 2015, pp. 29-32).

Teachers have to consider different aspects of teaching English. Some of them are:

- Learning styles: Students have predominant learning styles. People have different ways of understanding, processing, and retaining information. For instance, visual learners understand data through the use of maps, diagrams, charts, and graphs. In the case of auditory scholars, they learn best when the information is spoken to them, or they prefer to listen to it.

Each student learns differently. Some retain the information better while putting into practice what they learned, others prefer taking notes, using colors to highlight important information, and others prefer say the things aloud and listen to it to memorize and so on. According to Rukminingsih, (2017) it is important to take into account that:

(...) Every brain simultaneously perceives and creates parts and wholes. The left part of the brain research/plains the ways the brain divides learning tasks between verbal and visual, analytical and global, and creative. Successful foreign language teaching creates tasks that engage both hemispheres left and right.

- Acquisition of the language: teachers have to consider how children learn their first language. If they include aspects in the classroom such as listening, and visuals, by doing dynamic activities students will easily acquire the language.

- Memory and motivation: “Emotions are important in the process of learning. The middle part of the brain is considered the center of emotions. Memory and motivation are interrelated with emotions. It is easier to remember the positive and negative situations of our life, on the contrary, people do not remember emotionally in less significant situations. Many language teachers consider emotions a kind of the key to helping language learners learn new languages” (Rukminingsih, 2017).

Sabitzer, (2013) said that the limbic system checks all new information and people only memorize what is meaningful for them, learning is especially effective, when it makes sense. Teachers can also consider this principle by giving references to the student's personal life and environment.

“Students may be more motivated and learn more easily when they have a reason and know why they have to do it “(Sabitzer, 2013). Through emotional learning, we can help our students to improve their self-control and allow them to acquire the self-discipline necessary to improve attention.

- Attention: Neuroscience has shown the importance of making learning a positive and pleasant experience. We know that negative emotional states such as fear or anxiety hinder the learning process of our students. But in everyday practice, abstract academic content has predominated, decontextualized, and is irrelevant which hinders sustained attention, which already it is difficult to maintain for more than fifteen minutes. (Saucedo, 2019).

The teacher's performance is very important:

(...) Conscious and unconscious enthusiasm exhibited by the teacher about the content he/she is trying to convey may positively affect the student's motivation for learning. Positive emotions during class. Not only excite students but serve as guidelines for activating the brain's rewarding system, which positively affects individuals' behaviors (Chournazidi, 2016).

So, professors have to take into consideration what they say and do in the classroom. Sometimes unconsciously they can do different actions to discourage students, which will affect their learning process.

2.6.6 English as a foreign language. Basic education.

2018 program.

“The general purpose of the subject English as a foreign language is for students to develop skills, knowledge, attitudes, and learning strategies to participate and interact in oral and written social language practices in different routine, habitual, and familiar communicative and cultural contexts with native and non-native speakers of English” (SEP, 2018, p.265).

2.6.7 Methodologies in English Language Teaching

“Methodology is a system of practices and procedures that a teacher uses to teach. It will be based on beliefs about the nature of language, and how it is learnt (known as ‘Approach’)” (British Council, 2023). There are two methodologies in Language Teaching that were used in the development of the sequences which are Presentation practice and production (PPP) and Task-Based Learning (TBL).

2.6.8 Presentation, Practice and Production (PPP)

Before the 1990s, the PPP approach to language teaching was referred to by some scholars as the most common modern methodology employed by professional schools around the world. As its name says, PPP is divided into three stages which are Presentation, Practice and Production.

The first two stages are highly controlled and guided by the teacher, allowing the learner to move away from the teacher's support to the production stage which implies they use the language in a written and or an oral form.

According to Maftoon & Sarem, (2012, p. 32) “a lesson plan based on PPP should have three phases as follows”:

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

*Practice stage: “The practice stage aims to provide opportunities for learners to use the target structure” (British Council, 2023). In this phase as previously mentioned, students practice the language introduced but in a controlled way. The activities can vary depending on the teacher’s consideration; it could include drills, or exercises such as ordering sentences, matching, filling in the gaps, etcetera.

*Production stage: Students are encouraged to use the new language in a freer way, either for their own purposes and meanings or in a similar context introduced by the teacher.

Maftoon & Sarem, (2012, pp. 32-34) also mentioned some problems with this methodology. Firstly, the Practice stage, it is seen to be time-consuming (Ellis 1988). Willis (1990, p.4) said that conformity, not communication, being practiced and mentioned that teaching grammar as discrete items will confuse learners.

Skehan (1996) contends that language learning does not occur in a linear way, it is a more complex process that also includes influential factors such as learners’ cognitive and affective characteristics. Finally, it is a teacher- centered methodology rather than learner-centered.

“In spite of the emphasis on meaning and on real world communication rather than grammar and hence the emergence of communicative approaches and most recently the task-based language teaching, to our surprise, some scholars move back to old PPP practices and see it as advantageous and superior” (Maftoon & Sarem, 2012, p. 35).

2.6.9 Task-Based Learning (TBL)

“Task -based learning offers an alternative for language teachers. In a task- based lesson the teacher doesn't pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it” (British Council, 2023). Task-based learning requires that students use the target language to complete the task.

“In task-based learning the learner places himself/herself in a real situation where oral communication is needed to perform a task. A task is an activity where the target language is used by the learner for a communication purpose in order to achieve an outcome” (Willis, 1996 quoted by Celik, 2017, p.105).

It is divided into the following stages:

*Pre-task: The teacher introduces the topic and teaches some words or phrases in order for students to understand the task instructions better.

*Task cycle: The tasks are performed by the learners. The students carry out the tasks in the target language. Here it includes Planning and report. In planning “students prepare their oral or written report to share with their classmates and practice and in report learners then describe to the class orally or read the written report. The teacher chooses the order of when students will present their reports and may give the students some quick feedback on the content” (British Council, 2023).

*Post-task (language focus): teacher and the learners talk about the language used so that the learners stand a better chance of making corrections for the next task. (Celik, 2017, p.105). Also it is known as analysis because the relevant parts of the task are highlighted by the teacher or if there were some mistakes to correct them.

2.6.10 English language skills

The almost universally expressed needs of a learner in the 21st century are an enrichment of vocabulary, correct pronunciation, and acquisition of language skills namely listening, speaking, reading, and writing (LSRW). It is strongly believed that sound knowledge of the language and continuous practice of various skills help in developing the competence of the learner (Koneru, 2011). The four different skills mentioned before, are classified into two parts: receptive and productive skills according to Husain, (2015).

2.6.11 Receptive skills

Also called passive skills. Listening and reading are considered receptive skills because here a learner is generally passive and receives information either through listening or reading.

2.6.12 Productive skills

Also called active skills. Speaking and writing belong to these kinds of skills because while using these skills a learner/user is not only active but also produces sounds in speaking and symbols (letters) in writing.

2.6.13 Speaking skill

According to Marlina, (2018) during the prevalence of the grammar-translation approach from the turn of the 19th century until the late 1940s, the teaching of speaking skills was not perceived as important until the introduction of the direct method and audio-lingual method. From this time, one very common focus of the teaching of speaking skills has often been on establishing optimal classroom conditions for learners to speak.

Speaking is one of the four language skills (reading, writing, listening, and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes, and viewpoints. Speaking is usually symbolized as expressing feelings to others. "Through speaking, humans are able to connect their minds to every aspect of life" (Shiama, 2006).

Speaking skill is an important part of the curriculum in language teaching. Speaking is an active and productive skill. It plays a great role in our day-to-day activities, if the students do not have good background experience, they will not develop their communicative skills, particularly speaking skills. "Therefore, students' background affects teaching speaking skills" (Patau, 2018).

Speaking is the most difficult part of learning a foreign language because its usage sense involves the manifestation of either the phonological or grammatical system of the language. Speaking is a productive skill in the oral mode. It, like other skills, is more complicated than it seems at first and involves more than just pronouncing words. It is an interactive process of constructing meaning that involves producing and receiving, and processing information. Its form and meaning are dependent on the context in which it occurs including the participants themselves, their collective experiences, the physical environment, and the purpose of speaking (Patau, 2018).

According to Harmer (1998, p.94), it is important for teachers to correct mistakes made during speaking activities. Many teachers watch and listen while speaking activities are taking place. Then they note down things that seemed to go well and times when students made mistakes. When the activity had finished, they asked students how they thought it went before giving their own feedback. Then they say what mistakes they heard to discuss with the class, write them on the board, or give them individually to the students concerned. In each case, they will ask students to see if they can identify the problem and correct it. With any kind of correction, it is important not to single students out for particular criticism.

Penny Ur (1996, p. 121) said some of the problems to deal with when speaking activities take place.

- **Inhibition:** Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.
- **Nothing to say:** students have no motive to express themselves beyond the guilty feeling that they should be speaking.
- **Low or uneven participation:** This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.
- **Mother tongue use:** Learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less “exposed” if they are speaking their mother tongue.

As well as, Ur shared how the teacher can help to solve the previous problems (pp.121-122).

- **Use group work:** This increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the full class.

- **Base the activity on easy language:** It is a good idea to teach or review essential vocabulary before the activity starts.
- **Make a careful choice of topic and task to stimulate interest.** The more the topic is related to the students, the more interested they will be in the activities. “The clearer the topic of the discussion, the more motivated participants will be” (Ur, 1996, p. 122).
- **Keep students speaking the target language:** The best way to keep students speaking the target language is simply to be there as much as possible, reminding them and modeling the foreign language.

2.6.14 Speaking sub-skills

According to Lackman (2010) speaking has different skills:

- **Fluency:** Students practice speaking with a logical flow without planning or rehearsing. Activities that require students to focus on meaning in communication without immediate concern for accuracy (errors can be corrected afterward).
- **Accuracy:** Students practice using words, structures, and pronunciation precisely in order to be able to use and pronounce them correctly in order to be understood. Controlled practice activities are the most common way of working on spoken accuracy.
- **Appropriacy with words and pronunciation:** Students practice using language appropriate for a situation and making decisions about formality and choice of grammar or vocabulary. Activities that stress that the purpose of talking determines what language is appropriate. Students are required to make choices about grammar and vocabulary and also other aspects of communication like intonation and length of the turn.

- **Using Functions:** Students use specific phrases for purposes such as giving advice, apologizing, etc. It is fundamental that scholars identify the functions of the language they are trying to produce because in this way they become aware of what they are doing. Role plays and simulations are ideal.

2.6.15 Principles of neurodidactics in teaching according to Eric Jensen

In a student's brain, the acquisition stage is the making of connections. The relevance of this is that learning takes time because learning physically changes the brain. The sources for acquisition are endless. They may include discussions, lectures, experiences, role models, reading, reflection, projects, and pair-share activities. There is no single best way for students to learn something.

According to Jensen, (2009):

"Students who do the talking and doing, do the learning" Jensen, (2009).

The classroom atmosphere affects students cognitively and emotionally. It can influence the motivation to learn, based on what Jensen, (2009) said, the learning experience is a fundamental factor, due to students identifying how they feel according to the different real-life actions, so, students will remember and acquire more knowledge they relate with positive memories. "Making students the protagonists of their own learning can be favored through practice, a practice that has meaning and significance for the student's life, allowing students to explore their own interests" (Eyzaguirre, 2019, p. 82).

The learning environment makes the assumption that students may arrive at class distressed and even threatened. Invest the first new minutes to accomplish three goals. First, provide an outlet for emotional expression through activities such as discussions, singing, sharing, writing, music, or drawing.

Second, reconnect the learners to each other. Even a positive greeting at the door can alter emotions as learners reconnect with the teacher and peer contact is valuable, so let them pair up or work in small groups in which they can share more personal concerns. School can be highly social: "In life we share, learn, and live together with other people" (Eyzaguirre, 2019, p.81). Third, help the learners reconnect to the content. Open group- discussions, journaling, paired activities, mind mapping.

He talks about the importance of including physical movements in classes because it impacts the brain and all its work for pupils to learn. A large group of studies has linked physical activity with cognition. A brain-based perspective strengthens the case for maintaining physical activities in school. Which will provoke students' interest in learning. "The brain needs the body; just as the body needs the brain, both are necessary for learning and the development of cognitive, physical, sensory- perceptual, and emotional skills" (Eyzaguirre, 2019, p. 28). It has been talking about the importance of having a good learning environment, because other points that this author mentions in addition to the dynamic activity, also benefit the students and their process, which are:

- Provide numerous opportunities for learners to express themselves. This can be initiated through art, dance, singing, debate, and small-group activities. Give students the opportunity to set their own ground rules and classroom standards. What they help create, they will buy into and adhere to with less resistance.
- Active prior learning by reviewing the previous lessons. Offer generous feedback, and establish mechanisms for self-evaluation and peer review. This strategy will reduce learner stress and increase confidence immensely. One option that Jensen provides to this field and especially at this point is the energizer ideas.

- Nonconscious learning. Categorize the value of visuals, music, stories, myths, metaphor, and movement. All stimuli to the brain are coded, symbolized, generalized, and multiprocessing in ways we have yet to fully understand.

2.7 Intervention plan

2.7.1 Action-plan approach

- **Intention:**

The main purpose of this action plan is to design speaking activities with the implementation of neuro-didactic principles within it such as teamwork, pair-work, the use of movements, problem-solving, and the relation of the production with students' real life and emotions. A variety of principles was involved in the several strategies designed, it is important to point out that not all the characteristics were in one activity, in all the exercises can be found one or two principles.

- **Planning:**

During the fourth practice journeys within the seventh and the eighth semesters of the major six oral productions were implemented. In the first practice week, the language proficiency and the learning style tests were assigned to students. The application of the tests was significant to construct the group profile and essential to design strategies according to the students' predominant learning style and their language proficiency level.

In journey number two, which covered three weeks, only one speaking performance was handled, which helped me notice how I could improve in the next lesson plans, as well as, it was fundamental to get to know the group better and see how they responded to the dynamics. In the third execution period, two communicative activities were carried out and in the last one three tasks more.

- **Action:**

In the first practice period which was from August 22nd to September 3rd, 2022, it was implemented the language proficiency level and the learning styles test. The application of the tests was in the second week due to the fact that in the first week, the school had the technical council. It refers to the series of meetings held prior to the beginning of the school year where principals and teachers seek to plan and execute some pedagogical decisions for the benefit of students.

The second implementation interval was from September 26th to October 14th, 2022. Only one speaking task for the document was worked on. It was applied on Tuesday, October 11th, 2022. On the other hand, in the third practice period which was carried out from November 21st to December 9th, 2022, two oral executions took place in other words, class 2 and 3. Class 2 was developed on Wednesday, November 23rd, 2022 and class 3 on Wednesday, December 7th, 2022.

Finally, the last application phase where the last spoken productions will be provided will be covered from February 13th to March 24th. They were class 4, 5 and 6. Class 4 was carried out on Tuesday, February 21st, 2023. Class 5 on Wednesday, February 22nd, 2023 and finally class 6 on March 21st, 2023. In each intervention were used the tools for assessing, the rubrics and the observation formats.

- **Observation:**

The classes where the activities taken into account for the document were developed, were observed by the head teacher. The observation format used was named "Conditions for learning" by Scrivener, (1994) (Appendix D). This format was obtained from a handbook given by my practice teacher.

The reason I selected the conditions for learning observation format was that it takes into account the positive and negative factors and is based on the disciplinary competence chosen which explicitly “describes factors that facilitate or hinder the acquisition and learning of a second language”. I personally believe that this format helps me, based on the head teacher’s observation of which aspects of my class did not go as expected and if there were aspects I can improve to benefit the pupils’ learning.

Another observation format used that was included from activity 4 onwards was “Accuracy and fluency” (Appendix E). Also, it was taken from a handbook given at the beginning of the fourth year of the major by the teaching practice assessor. This format was chosen because it permits to analyze if the activities are focused on accuracy or fluency, as well as, includes some reflective questions to analyze what I can improve, which are:

- ❖ Do you think the balance of activities was right or would you like to change?
- ❖ Did the accuracy practice activities motivate the learners to want to be accurate?
- ❖ Did they have enough thinking time available to pay attention to form?
- ❖ Did the fluency activities attempt to simulate real-life language use and did the learners pay attention to meaning?
- ❖ Was there any built-in need to interact?
- ❖ What insights into the lesson did this activity provide?

- **Reflection:**

According to Cambridge, (2022) “Reflection is a systematic reviewing process for all teachers which allows you to make links from one experience to the next, making sure your students make maximum progress”. The reflection is a very essential part of this research document because it allows me to reflect on my teaching, reflects on the strategies implemented based on neurodidactics, how they worked, and especially how the pupils’ development was in their speaking skill and in their learning. Nevertheless, as a teacher trainee, being reflective will enrich my development and growth. Considering the observations of teachers and colleagues will give me more opportunities to reflect on my practice and implement strategies based on that.

To reflect in my practice I will base it on Smyth’s reflective cycle. It consists of four stages which guided me to analyze my classes as well as to reconstruct them. This part of the reflection is included in chapter 3 in the description and analysis of my sequences where I included the results of students’ productions and the implementation of the neurodidactic principles into the sessions.

- Description: I narrated the methodology used for each class it could be Presentation, practice, and production (PPP) or Task-Based Learning (TBL). The goal that was required to achieve at the end of each lesson. The language focus and context used that students had to use in their oral activities. As well as the tools for evaluation I used to assess that lesson.
- Explanation: Especially in this part when I linked the sequence with aspects I included to improve students speaking, the strategies of neurodidactics I applied, and/or the relationship with the plan and program 2018. This part is more focused on the link of the sessions with theoretical concepts.

- Confrontation: Here is when I asked myself how well the class went focused on which students' results were based on the evidence of their scripts and on their oral performance considering the results given by the speaking rubric. Also, considering the participants' head teacher and my colleagues' observations.
- Reconstruction: In this part, the reflection came to analyze everything that happened in the lesson and what and how I could do differently in the class.

According to Piñeiro & Flores, (2017) "this cycle has made it possible to identify some benefits. It broadens the vision of the problematic subject, visualizing it in a global and systemic way, confronts beliefs with practice, and of course, improves our own practices, and consequently, the quality of education that our students receive.

2.7.2 Action-plan timeframe

During the development of this research document, I had a process of investigating what neuro-didactics mean and what strategies based on neuroscience can benefit students' learning to implement during my classes. On the other hand, I looked forward to know about speaking skill and what are the factors that can facilitate students' development, as well as, what aspects can negatively affect the pupils' progress.

Based on that, I was able to design a variety of strategies to carry out during the practice journeys which implement both the speaking skills and neurodidactics into the lessons. Nevertheless, the evaluation tools were a very fundamental part to reflect on how well or wrong the implementations went. Mainly, analyzing how the strategies worked, what I needed to include, or what I could continue doing.

Next, the following chart shows which activities were implemented, specifying the grammar and the context required. In another column, there are the dates and the period of practice where the strategies were carried out. The third column includes the evaluation tools used for each of the spoken productions and finally, how these evaluation tools will help me to reflect on how the principles of neurodidactics influenced the students' oral production, the description, and the objects of each activity.

Table 4. Action plan Timeframe

Activities	Date	Evaluation	Description	What do I want to achieve?
<p>"My best friend's routine"</p> <p><u>Grammar</u> <u>focus:</u> the simple present, third person of the singular.</p> <p><u>Context:</u> daily routines.</p>	<p>"Second practice period"</p> <p>Tuesday, October 11th, 2022</p>	<p>*A1 Speaking rubric</p> <p>**"Conditions for Learning" head teachers' observation</p>	<p>This activity consists in using the present simple in the third person of the singular to talk about students' best friend daily routine.</p>	<p>Students are able to talk about their best friend's daily routine.</p> <p>This activity pretends that students start using the oral skill relating what they said with positive emotions due to the fact that they are talking about someone they appreciate as "their best friend".</p>

<p>“Our city”</p> <p><u>Grammar</u> <u>focus:</u> prepositions of place.</p> <p><u>Context:</u> places of the city.</p>	<p>“Third practice period”</p> <p>Wednesday, November 23rd, 2022</p>	<p>*A1 Speaking rubric</p> <p>**“Conditions for Learning” Head teacher’s observation</p>	<p>In this lesson, students described where some places of the cities are. Each student represented a city. To be able to express it they used prepositions of place.</p>	<p>This class aims to analyze with the help of the results of the rubric and the observation, how students responded to the speaking skill and the principles of neuro-didactics, including: team-work and the use of physical movement.</p>
<p>“Creating stories”</p> <p><u>Grammar</u> <u>focus:</u> Present simple vs present progressive.</p>	<p>“Third practice period”</p> <p>Wednesday, December 7th, 2022</p>	<p>*A1 Speaking rubric</p> <p>**“Conditions for Learning” Head teacher’s observation</p>	<p>The class consists of students creating a very short story to express routines and activities combining present simple vs present</p>	<p>The objective of this class is for students to use their imagination and create a story in pairs. The story will be represented by their bodies. It seeks to identify the link</p>

			progressive	between speaking, pair work, and the use of movements
<p>"Ingredients for a recipe"</p> <p><u>Grammar</u> <u>focus:</u> countable and uncountable nouns. How many and how much?</p> <p><u>Context:</u> food/ ingredients.</p>	<p>"Fourth practice period"</p> <p>2nd week</p> <p>Tuesday, February 21st, 2023.</p>	<p>* A1 Speaking rubric</p> <p>*"Conditions for Learning" Head teacher's observation</p> <p>**"Fluency and accuracy" head teacher's observation.</p>	<p>Students were able to have a conversation asking between each other how many ingredients of a recipe they chose had or they needed.</p>	<p>It aims to combine the use of problem-solving with speaking and analyze if it influences students' speech.</p>
<p>"In a restaurant"</p> <p><u>Grammar</u> <u>focus:</u> Would you like and I'd like.</p> <p><u>Context:</u></p>	<p>"Fourth practice period"</p> <p>2nd week</p> <p>Wednesday, February 22nd, 2023</p>	<p>*A1 Speaking rubric</p> <p>*"Conditions for Learning" colleague observation.</p> <p>**"Fluency and accuracy" head</p>	<p>In this activity, students were able to develop a role play and imagine they were in their favorite restaurant and related that</p>	<p>The goal of this class is for students to be able to develop a role play as if they were in their favorite restaurant. It permits them to analyze the link of their</p>

ordering food		teacher's observation. *Co-evaluation	experience with the oral production having a conversation	experience with the skill.
<p>"The person I admire"</p> <p><u>Grammar focus:</u> modal verb can in affirmative and negative forms.</p> <p><u>Context:</u> abilities.</p>	<p>"Fourth practice period"</p> <p>Fifth week</p> <p>Tuesday, March 21st, 2023</p>	<p>*A1 Speaking rubric</p> <p>*"Conditions for Learning" colleague observation.</p> <p>**"Fluency and accuracy" colleague observation.</p>	<p>In this assignment, pupils choose any person they wanted, it can be their favorite singer, actor, and so on. They said the abilities of their favorite person using the modal verb can.</p>	<p>It will be seen how each one of the students is engaged by talking about something they like, which therefore has a positive connotation in them. Likewise, as a last activity, identify how the students' oral skills developed.</p>

Authors elaboration.

2.8 Methodological framework

The methodology used is action research. According to Tripp, (2005, p. 2) “Educational action research is principally a strategy for the development of teachers as researchers so that they can use their research to improve their teaching and thus their students’ learning”. Action research primarily seeks that the teacher at some point evolves his or her practice as a function of the development of students’ learning not neglecting the development and improvement of his/her teaching. “One plans, implements, describes and evaluates an improving change to one’s practice” (Tripp, 2005, p. 2).

2.8.1 Research tools description

- **Diagnostic test:**

This tool is fundamental for knowing the students' previous knowledge. This tool will help this research to situate which are the characteristics and knowledge of the students. “Every didactic process should begin with a previous diagnosis, which should be characterized by knowing the most relevant aspects of the students; that is, it is about identifying the students' previous knowledge. From this, the neurodidactic activities of the process must be planned” (Eyzaguirre, 2019, p.84).

Two diagnostic tests were applied. One of the English language level (Appendix A) and the other of learning preferences (Appendix B) As Eyzaguirre (2019) mentioned that from the diagnostic test, the neurodidactic activities are going to be planned. Definitely, the diagnostic test was of great help to adapt the activities that were applied to the students.

According to Kumar (2016):

“Thorndike and Hagen (1970) suggested that a diagnostic test should provide a detailed picture of the strengths and weaknesses of a pupil in a particular area”.

The English proficiency test was based on the Common European Framework of Reference (CEFR). It was modified by me because I was given a diagnostic test of the subject to apply to the students at the "Técnica 39" practice secondary school, so the test included the questions of the Cambridge exam for young learners and the middle school exam.

Another diagnostic test was about learning styles, this test was a PNL exam (neuro-linguistic programming). The exam was obtained from the "Secretaría de Educación del Estado de Veracruz" (SEV). The results give whether the students were visual, auditory, or kinesthetic.

- **Observation:**

Observation is the main tool that is going to be used because it permits to portray what happened during the lesson, and mainly, what was well, and what was wrong with the strategies implemented based on the research topic. Also, observation will help to write everything that happens at the moment which will give rise to reflection. Each observation includes the perception of the behaviors and situations, and the interpretation of what was perceived, which is produced as a result of the observer information process, based on the previous knowledge of what is observed. This will be applied in the classes that use the neurodidactic principles and speaking activities.

"Van Dalen and Meyer (1981) consider that observation plays a significant role in all research because it provides one of its elements; the facts" (Díaz, 2011).

The observation will be “non-participant” because although I was part of the performance and development of the class I did not fill the observations. The observations of the head teacher will be taken into account because her experience can help me to see aspects that I did not see, and what aspects I can improve in my teaching practice. In the first four classes, the head teacher’s observation was considered but then I aimed to include my colleagues’ observations.

Since I felt that I needed their opinions based on the experiences they have also acquired during their teaching practice. Besides, I wanted to base my reflections on different perspectives and not only on those of the head teacher, which were of great help for me to reflect and see my areas of improvement.

The observation format (Appendix D) was taken from Scrivener, 1994, Learning Teaching. This format is called “conditions for learning” which includes the positive and negative factors of the following aspects:

- The classroom
- The activities
- The teacher
- The students

This format was chosen because it allows me to see the factors that benefited the class and those that did not, in order to improve each aspect when a class is conducted again. Since mainly based on neurodidactics the fact that the positive factors dominate the pupils’ learning will be beneficial for them. So using this format I will be aware of the possible negative factors that are presented to improve them, as long as they can be changed.

In the course of the development of the document and of my teaching practice, I was able to observe that the use of a single observation format was not enough to check aspects that I can include in the development of my activities. For this reason, according to a handbook of observation formats given by my teaching practice teacher of fourth grade, I selected another observation format called "Accuracy and Fluency" (Appendix E).

This observation format allows me to realize specifically if the activities were focused on fluency or accuracy which are two of the sub-skills of speaking. As well as the observation format contains detonating questions, which leads to further reflection on the proposed activities. These were:

- ❖ Do you think the balance of activities was right or would you like to change it?
- ❖ Did the accuracy practice activities motivate the learners to want to be accurate?
- ❖ Did the fluency activities attempt to simulate real-life language use and did the learners pay attention to meaning?
- ❖ Was there any built-in need to interact?
- ❖ What insights into the lesson did this activity provide?

So rather than just focusing on whether the activities are accurate or fluent, also with the help of the questions, it helps to describe and recognize the quality of these, if in fact the tasks were related to the real life of the students and thus motivated them to develop them.

- **Rubrics:**

The use of rubrics in this research is fundamental because in this way the student's development is assessed and especially the ability to speak. Through its use is going to be analyzed how the students perform according to their oral expression.

(...) Rubrics are useful grading tools that add reliability, validity, and transparency to assessments. They are often used to increase transparency in assessments and to decrease subjectivity (Silvestri & Oescher, 2006).

Figure 4. Speaking Rubric

A1 SPEAKING RUBRIC					
	Grammar	Vocabulary	Pronunciation	Fluency	Interaction
A1	Control Extent Cohesion	Range	Individual sounds Prosody	Promptness	Reception/Responding Support required
5	Uses some simple structures correctly but makes some mistakes, although meaning is generally clear.	Uses the vocabulary required to deal with all test tasks.	is mostly intelligible.	Almost always responds promptly, although there may be hesitation and some pausing mid-utterance.	Responds appropriately to instructions, questions and visual prompts, and very little support is <u>required</u> .
	Can join ideas with some simple linkers (e.g. and, but, then, when)...	Responds at word, phrase or longer utterance level.	Has limited control of word stress and intonation.		Is able to ask for support if required.
4	Performance shares features of Bands 3 and 5				
3	Produces some simple structures but makes some basic mistakes which may obscure meaning.	Uses the vocabulary required to deal with most test tasks.	Is mostly intelligible, although some sounds may be unclear.	Often responds promptly, although there may be hesitation and pausing mid-utterance...	Responds appropriately to instructions, questions and visual prompts, although some support is <u>required</u> .
	Can join ideas with a few simple linkers (e.g. and).	Generally responds at word or phrase level but may also produce some longer utterances.	Has limited control of word stress.		Is able to ask for support if required.
2	Performance shares features of Bands 1 and 3				
1	Attempts a few simple utterances but makes some basic mistakes which may obscure meaning.	Uses the vocabulary required to attempt some test tasks.	Sometimes may be difficult to understand.	There is hesitation and pausing mid-utterance; responses may be delayed or halting.	Responds appropriately to some instructions, questions and visual prompts, although frequent support may be required.
	Can join words with simple linkers (e.g. and).	Generally responds at word level but may also produce phrases.			May attempt to ask for support if required.
0	Performance does not satisfy the Band 1 descriptor.				

Source: 357180-starters-movers-and-flyers-handbook-for-teachers-2018

Taken from starters movers and flyers handbook for teachers 2018.

I used a rubric for each speaking activity to evaluate my students' performance. This rubric was taken by the starter movers and flyers handbook for teachers (2018). It is important to highlight that it is a rubric for A1 students so the aspects that are taken into account for students speaking performance are closer according to their English proficiency. The aspects marked by the rubric are:

- Grammar: In this criterion was taking into account the cohesion of students' ideas while speaking and that they were using the language focus that was taught during the lesson.

- Vocabulary: As well as in the case of grammar it was considered whether the learners used the vocabulary taught during the lesson, or if they could include more vocabulary they knew. In this point it is important to highlight that I did not consider students using a wide range of vocabulary because of their English level, but if they at least used some words that were seen during the session or sessions.
- Pronunciation: Here was important the prosody during the scholars' speech. According to the Cambridge Dictionary, (2023) says that it means "The rhythm and intonation (the way a speaker's voice rises and falls) of the language". These functioned as a way of comprehension of what students were saying.
- Fluency: It was considered the promptness of what learners spoke, and the way they shared their ideas that, as in the case of pronunciation, was able to be understood. This criterion did not pretend students talked fluently at all, due to the fact of their language proficiency which is pre-A1 so although I wanted students to speak clearly it was difficult for them to achieve. For me, it functioned as a way of checking the improvement of students in this area, if the fact they were talking in some activities helped them to improve the skill.
- Interaction: It was only taken into account for four of the six classes for the document since it was where teamwork and paired work were used, thus there was interaction involved. Therefore, it was considered reception and responding in the case where conversations or role-play was required, to see how they responded to each other, or also in those cases, as in teamwork, the support given among the pupils to carry out the activity.

Each rubric for the speaking activities is adapted according to what the activity is asking students to do. Therefore, some aspects will be modified in a way that the rubric deems appropriate criteria for the students. "A well-designed rubric is one that helps instructors not only to judge students' work effectively but also help students acquire certain skills and knowledge" (Chowdhury, 2018).

2. 9 Classroom interactions

The interaction was key in the development of the proposed activities and in general in the classroom. "Brown (2015) stated that interaction is the basis of L2 learning, through which learners are engaged both in enhancing their own communicative abilities and in socially, constructing their identities through collaboration and negotiation" (Hanum, n.d, p.1).

During the process, I identified some kinds of interactions that were fundamental to achieve the goals of each lesson. These were teacher-student interaction and vice versa, student-student which also implies the peer and team-work interaction. Finally learner-content interaction, as well as, with the tasks.

2.9.1 Teacher-student and student-teacher interaction

Therefore, the interaction I had with my students was of great help for them to develop and learn because it helped students who were willing to work. "Halland Verplaetse (2002) claim that it is in their interactions with each other that teachers and students work together to create the intellectual and practical activities that shape both the form and the content of the target language as well as the processes and outcomes of individual development" (Papaja, 2011). The interaction that the teacher has with the students is essential for the development of the learning and teaching environment within the classroom and mainly helps in pupils' learning.

Although sometimes using Spanish, greeting the students, asking what they did on their weekend, how their day was going, and so on helped me to connect with them. On the other hand, it should be noted that the interaction was not the same with all students, although I was always impartial, there were students who did not maintain the same interaction with me as with others. So, I should be more careful. "Good interaction between teachers and students will create positive relationships in the classroom and contribute to effective learning" (Ahmad et al, 2017, p. 58).

Most of the time I functioned as an instructor to students because I provide them with the material, activities, and explanations to carry out the tasks and have the basis to do it, so when they produced the language were not exposed, it only was as a way of reinforcing the class topic and use the language.

In the production stage of the classes, the teacher as a guide was predominant due to the fact, students were developing their scripts to organize their speeches on their own being totally centered on them rather than the teacher, in this part of the session, pupils asked to me questions about aspects they already had doubts or asking for any vocabulary to complete their tasks, having the role of monitor.

2.9.2 Student-student interaction

This interaction was indispensable in the development of the activities. I tried that the classes were more focused on the students than on the teacher, so I constantly gave the students the opportunity to work together, either in pairs or in teams. The fact that the students were interacting with each other was part of their development in their learning and speaking skills.

Among some learning situations, I found that students were more engaged in oral activities where they were with a partner than alone. One of the reasons was that they helped each other to solve the task, there were more ideas which made it easier to some extent.

However, I also dealt with situations where sometimes one person was the one doing the work or the other not, or in the case of a team where some kids had to be telling others to come up with ideas. The way I handled it is to be constantly monitoring every time the students were doing the activity so that they would do their part.

Sincerely, the activities that involve interaction between students, were suitable for them. One aspect of this group profile is they are kinesthetic learners so they were very active and participative in these kinds of activities. Also recognizing that it is important to vary the activities because in the end, even though the classes I applied were not continuous, the fact of including several times the task with another partner became very repetitive for scholars.

2.9.3 Student-content interaction

This interaction is important because at the end of the class what is expected is that the students interact with the topic and that this mainly helps them to use the language. Apart from the fact that students interact with their peers and with their teacher, in the classroom, they are in constant interaction with the activities, but also with the content, which is presented in different ways.

For instance in the classes, in order for the students to be able to use the topic, they first had to see the language in the form of a presentation either through listening or reading to contextualize them when the methodology presentation, practice, and production (PPP) was carried out. In the case of task-based learning (TBL), an example of the task was given at the beginning of the class so learners had an idea of what they had to do.

CHAPTER II. DEVELOPMENT, REFLECTION, AND EVALUATION OF THE PROPOSAL.

3.1 Relevance and consistency of the proposal

Nowadays, neuroscience has had a great impact on education because it brings theory and science behind it, it helps us understand the learning processes that go on in the brain. "Learning is a product of the brain, and at the same time it improves with learning, so it is said that what the brain does best is learning; its primary role is the creation of neural networks that are continuously modified according to the environment, what most stimulates the brain is a novelty, change, the unknown" (Benavidez, and Flores, 2019, p. 30). It may be a complex subject, but thanks to various research it can be seen how it is applied in education and especially, in the classroom.

Eyzaguirre, (2019, p.16) exposes that "the development of neurosciences in the last twenty years has been a strong stimulus to focus on a new approach to didactics, improving and strengthening the learning and teaching process. Neurodidactics through its theories, foundations, and strategic and methodological consolidations will allow in some way an efficient development of these proceedings. Understanding that just as education has evolved, as a teacher in training I must develop various strategies to help take the classroom a step further and make that with the use of these techniques the cognitive process of pupils favored.

It has already analyzed the importance of neurodidactics in teaching, but this document mainly looks at how to link all this neuroscience research so that students develop speaking, which is one of the macro skills of the English language. "Human life can not be separated from speaking activities. Speaking is a means to communicate between humans" (Alimuddin, 2017).

In the beginning, when I analyzed the problem of my group I had several doubts about how I could help my students to develop oral skills and also a way for me as a teacher in training to learn and enrich my educational practice. Through the subjects I had within the major, I saw the relationship that neurodidactics has with the development of speaking.

The elements considered for the development of the lesson where scholars were asked to speak are:

- Team and pair work.
- The use of physical movements (body language).
- Problem-solving.
- Relationship between the activities and students' real life (emotions).

These aspects are related to speaking skill and neurodidactics which helped me to link them so I tried to reflect on how the points adapted in the activities could benefit students' speech. In the first place the team and pair work according to Srinivas, (2019, p.14) "When learners work in pairs or groups, they work independently and try to speak more and produce many sentences. This will certainly be helpful for the English language learners to boost up their confidence levels and inspire them to practice these speaking skills whenever and wherever they get the opportunity to speak". Moreover, for neurodidactics team and pair work benefits students learning because the brain is considered social. So, interaction is key for it to acquire and learn.

Secondly, talking about the use of physical movements, the main function of language is communication in different ways i.e. verbal, written, symbolic, nonverbal, etc. The verbal form of communication plays a vital role in effective communication which is categorized as spoken language, and written language.

Apart from verbal communication, non-verbal communication is also used effectively to communicate one's ideas and intentions i.e. body language. Body language is a form of non-verbal communication, which consists of body posture, gestures, facial expressions, and eye movements making more emphasis on *body posture*. "Humans move their bodies when communicating because it helps "ease the mental effort when communication is difficult " (Singh, 2018).

On the other hand, Eyzaguirre, (2019, p. 81) says and quotes that "the brain needs the body; just as the body needs the brain, both are necessary for learning and the development of cognitive, physical, sensory-perceptual, and emotional skills". For this reason, in the second and third classes, I included the fact that the students used their bodies as an expression when speaking to see their response to this principle.

Another element is problem-solving. Hasnawan, (n.d, p.37) mentions that in oral tasks increasing students' motivation and reducing the affective filter are fundamental for these kinds of activities. The affective filter is a hypothesis of second language achievement made by Stephen Krashen, that includes that if the affective filter is high (demotivated or anxious), students will have problems in the acquisition of a language and vice versa.

Consequently, Hasnawan, (n.d, p. 37) says that one solution is to use problem-solving as co-operative learning for students to feel comfortable. Co-operative learning activities are those in which students must work together in order to complete a task or solve a problem. These techniques have been found to increase the self-confidence of students, including weaker ones, because every participant in a co-operative task has an important role to play.

Talking about the part of the relationship between the oral tasks and students' real life also Srinivas, (2019, p. 13) says that "activities such as - Speaking about themselves- certainly give chance to the learners to acquire speaking skills in a pleasant way" which generates in students positive emotions.

One thing I have learned during my practice and in the development of this work by digging into neuroscience is that there is no learning without emotion. The fact that students talk about their best friend or their favorite artist (which were activities that were implemented) there was a way to relate it to their life and that there is an emotion involved in talking about someone they admire and someone who is part of their life.

Cesar Coll, (1994) quoted by Eyzaguirre, (2019, p. 66), said that learning based on Neurodidactics tries to answer at least the following questions:

1. What is the point of teaching?
2. What to teach?
3. When to teach?
4. How, and with which elements to teach?
5. What, when, and how to assess?

The questions previously mentioned were part of the development of this document and the way I guided my teaching. Firstly, in question number 1, it permitted me to ask myself why I was teaching, and what I wanted to achieve for the benefit of the pupils' learners and especially attending to the development of speaking skill.

Secondly, if I already knew what I wanted to achieve, then the second question became fundamental. At this point, the diagnostic exam was the key to identify the topics in group with my colleagues that practiced in the same school as me, the difference was that each one adapted them according to their students' needs and levels, the grammar focus or vocabulary considered were:

- Present simple to talk about daily routines.
- Prepositions of place to specify where some cities of the place
- Present simple vs present progressive.

- Countable and uncountable nouns.
- Would you like and I'd like, to order in a restaurant.
- Modal verb "can" to talk about abilities.

In the third place, with question number 3, the classes were applied in the practice periods, it is fundamental to emphasize that before the application of the lessons for the document, the topics were taught one or two classes before. Therefore, the tasks were used more as feedback on the students' learning of the topics by checking them orally. I did it this way since I consider that it can not be asked of the students to speak when they did not have the basis to do it. This aspect was part of the problem I identified at the beginning.

Consequently, taking into account the learning style was indispensable for question number 4, although participants were in their majority kinesthetic I tried to vary the preferences for learning using visuals, audios, and readings because it was part of the background students needed to speak. Especially with the speaking skill, the fact that most of the students were kinesthetic learners made it possible for students to attend to speech skills and especially when this included conversations, teamwork, and movement throughout the activity.

Finally, in response to question number 5, I consider that the evaluation part of the proposal was somewhat complex because the tools that will help to analyze the effectiveness or influence of the designed classes should be considered. In the case of oral skills, for evaluating the students' performance it was used a speaking rubric adapted depending on what scholars were asked to speak but more than that. I also evaluated myself, about the way I was applying the classes, and what I should improve. In this case, the observation formats were very helpful for me to take into account which aspects could affect pupils' speaking development.

3. 2 Curricular approaches and their integration in the design of sequences and/or proposals

The plan and programs 2018 called “Aprendizajes clave para la educación integral” specifically in English as a foreign language, establishes its main objective which is: “students to develop the skills, knowledge, attitudes, and learning strategies to participate and interact in oral and written social language practices in communicative and cultural contexts” (SEP, 2018, p. 265).

In order to acquire it, the curriculum mentions a variety of aspects that are involved, which are the following:

1. Use the foreign language as a means of expressing ideas and thoughts confidently and effectively to people from other cultures.
2. Use the foreign language to organize thought and discourse; critically analyze and solve problems, as well as to participate in various cultural exchanges and expressions of their own and other countries.
3. Use the foreign language to interact creatively and ethically with awareness and empathy for perspectives and feelings other than one's own.
4. Recognize the role of language and culture in the construction of knowledge, the shaping of identity, as well as in the regulation of behavior, experience, and values.
5. Reflect on language and culture to interpret and produce meaning in linguistic and cultural exchanges.

Likewise, the plan and program 2018 also mentioned the purpose of the English subject per cycle (SEP, 2018, p. 267). Cycle number 4 encompasses the middle school grades 1st, 2nd, and 3rd. Its aim is for students to engage in interactions and adapt their performance through oral and written texts in a variety of communicative situations.

In reference to the pedagogical approach (p. 270) the curricula adopt a method focused on social practices of language. These look at communicative interaction and how it becomes the focus of teaching and learning. For this research work, the curriculum and what it establishes were taken into account because apart from addressing the need and the problem that was detected at the beginning, during my teaching I also sought to give the students tools so that they could use the language orally through communicative activities, in different contexts and through discourse about their interests.

3.3 Competencies deployed in the execution of the action plan

For the elaboration of the document and the improvement of my teaching practice I have developed a couple of competencies that were established from the beginning. They are divided into three: generic, professional, and disciplinary competencies. I chose them based on my skills, what I acquired during the major, as well as, on what I wanted to develop during my process as a teacher trainee.

Regarding generic competencies, these refer to the ones that “express common performances that graduates of higher education programs must demonstrate, have a cross-cutting nature, and are developed through the personal experience and training of each subject” (DGESPE, 2012). I specifically chose “Learns autonomously and shows initiative to self-regulate and strengthen her professional development”.

I developed this competency throughout the elaboration of the research due to the fact it required autonomous learning. It was necessary when I did the investigation when I chose and looked for the instruments when I designed my sequences depending on the students’ problem. During the lessons, I required experience and I reflected on how well or wrong these were.

On the other hand, according to DGESPE, (2012) the professional competencies “express performances that must be demonstrated by future basic education teachers, they are formed by integrating the knowledge, skills, attitudes, and values necessary to exercise the teaching profession and develop practice in real scenarios”. The one chosen was “Recognize the cognitive processes, interests, motivations, and needs of students to organize teaching and learning activities”.

It was highly demonstrated during the process of writing this action work, for instance, firstly I identified a problem at the beginning which was that students did not use a foreign language during their English classes so when they were asked to speak they said isolated words. Based on this need I looked for something that could attend to the problem so I decided to implement neurodidactic strategies.

Neurodidactics aims to look for the cognitive processes that occur in the brain, so the strategies chosen for designing the classes were based on this discipline whose objective is to deliver classes based on students. Another aspect that helped to create the sequences was the scholars' predominant learning style which is kinesthetic. Some of the tasks implemented required interaction in role plays and interaction between teams and pairs. Apart from that, participants were asked to talk about their best friend and their favorite person linked with their interests and motivations.

The disciplinary competence selected says "Describes factors that facilitate or hinder the acquisition and learning of a second language". One of the main characteristics of this discipline is that it considers learners as the center of the teaching process. Neurodidactics is fully based on how the brain learns. Inside their principles, it considers activities that benefit students' learning on one hand, but on the other, which actions can hinder the participants' acquisition.

This also is demonstrated in the theoretical framework in part the speaking skill which is considered the aspects that can make students not speak, as well as, the aspects that can solve the problem according to Ur (1996, p. 122) which are the use of team-work, base the activities on easy language, in this case, the tasks students were asked to speak students had the basis of the grammar and vocabulary almost two sessions before so that when they spoke they could see the use of language focus in the oral activities.

3.4 Relevance in the use of different resources.

During the classes, I supported them with didactic material. I used flashcards to introduce vocabulary and as well to represent storytelling. The use of visuals was essential because it helped students to comprehend and to obtain the necessary input to produce the language.

Following from the line of the use of visuals also the use of posters was fundamental; it functioned as a supporter of the examples presented to students about what they had to do. The problem with posters was the size, it was difficult for learners to see what was written on it.

The use of neurodidactics to develop pupils' speaking skill had its pros and cons. Firstly, talking about the group, it is a very small group, there are only 13 students so it allowed me to give students a personalized teaching and reflect deeply in their work.

Another characteristic of the group was, due to the fact they were kinesthetic, they had a response in the activities that included team or pair work. The use of these ones helped students feel comfortable at the time they were going to speak because they had the freedom to choose which partners to work with as well as, it helped them to share ideas and give feedback to each other to complete the tasks.

It has been said that neurodidactics is a discipline that seeks to make classes totally student-centered, allowing them to decide and build their own learning without being as structured as in traditional teaching methodologies, giving students the opportunity to interact between each other. I applied it allowing students to decide who they wanted to work with.

Sometimes it made it difficult to control the group. The 3rd is very active and energetic so when they were working collaboratively, and more with their friends, their control and behavior was something I had to deal with even though they are very few students. So, based on this, I can say measuring times of activities to keep pupils active and attentive is essential.

Another principle that functioned was to relate students' real life with the tasks, and asked them about something they are familiar with. In the case of the first activity where they were asked to talk about their best friend, it was totally different than I expected because, being the first oral task they presented, I was expecting they felt exposed or insecure to speak out. It was different, they were involved and participative in the task.

Now, talking about some speaking aspects such as fluency and pronunciation it was something to work on. Generally, I acknowledge that an advantage of research about neuroscience helped me to be more aware of my students' learning and be more focused on each aspect I develop during my classes because everything that happens in the classroom affects positively or negatively on pupils.

Some disadvantage I found was that in the case of collaborative activities I noticed that when learners were with their peers only one student was writing the script for their speaking activity and the other one was not. So, it is fundamental to be entirely monitoring students' work because it was key in the development of the activities.

In the case of class number 4 I included problem-solving. Pupils had to create a conversation to sort out a problem. A couple of pairs only changed the words of the reading presented as an example in the beginning of the lesson making the activity semi-controlled instead of free. I need to go more into it, to know which context can engage students to be interested and more involved in finding a solution. What I could have done differently was after learners created their conversation and presented it to ask them to do something free. It could be an open question about their conversations, so they could use the language.

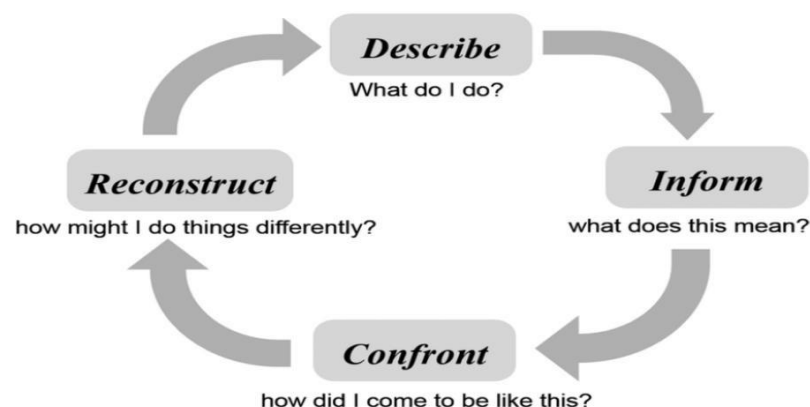
It does not mean that this technique did not function, but I need to give students tasks they have a reason to speak about. However, I thought the class did not reach the goal but at the end, students did their conversation. It was semi-controlled but the sample of the conversation helped learners to construct their own.

3.5 Description, analysis of the sequences, and results.

The sequence of the classes that I applied for the research document will be described below. It took into account six lessons. Likewise, an analysis will be made of how the characteristics of the 2018 plan and program were applied in the activities, as well as the principles of neurodidactics involved in each one.

On the other hand, the Smyth's reflective cycle will be applied in the analysis. "The reflective cycle starts with a description and information of the teaching practice at the classroom/department level, and once confronted with that of the teachers as a means to detect and clarify the daily patterns of teaching action, the process culminates in a phase of articulation and reconstruction of new and more adequate models of seeing and doing" (Ulloa, n.d).

Figure 5. Smyth's reflective frame.



(Jing Yu, et al 2019).

As explained in the previous image, the Smyth reflexive cycle is divided into 4 parts:

- **Description:** It refers to writing down all the relevant aspects that occurred during the teaching process, describing allows the teacher to evidence and contrast the activities that are functional or not, as well as the causes and consequences of the decision making during the practice (Ulloa, n.d).
- **Explanation:** This phase “in the words of Smyth (1991), it seeks "what is the meaning of my teaching" (p. 282). The goal of this phase is to clarify one's beliefs about "universal laws governing teaching" (p. 282). This translates into finding out what are the theoretical frameworks that move or inspire the action that made one act in a certain way” (Piñeiro & Flores, 2017).
- **Confrontation:** Smyth (1991) quoted by Piñeiro & Flores, (2017) describes this phase through the question "How did I come to be this way" (p. 285). With the answer, it is expected to confront the position of the person who performs the cycle of reflection with his/her beliefs and convictions, showing the ideas that led her to act in that way.
- **Reconstruction:** A final phase of this cycle corresponds to reformulation. Smyth describes it with the question "How could I do things differently". It is here that the end result of becoming aware of our ideas and practices can be seen.

3.5.1 Class number 1 “My best friend’s routine”






Description

This class was developed on Tuesday, October 11th, 2022. The main objective of this class was that at the end of the lesson, students were able to express their best friend’s routine. They were going to use the simple present tense, especially in the third person of the singular. The methodology used in this class was Presentation, Practice, and Production. The class was divided into four stages, the ones mentioned before plus the warm-up stage at the beginning of the class.

- ❖ Warm-up: In this stage, as usual, it was used to greet students to start with a positive environment. I always tried to ask students how they were, if they ate, and so on. Also, in this part with the help of students we established the date and took attendance.

- ❖ Presentation: A reading was presented. This phase was divided into three parts:
 1. Before reading: It is essential to highlight that before this class students saw the use of the simple present in affirmative form with the personal pronouns “I, you, we, and they” to talk about daily routines so they already had some background of the topic. Hence, I tried to reinforce scholars' knowledge and introduce them to the reading by asking them what did we see in the last class? and based on that, what did they think the text was about?
 2. During reading: Students read a text aloud located on a chart which represented some routines of Maria and Juan in column 4 and 5. While the participants were reading they had to identify the different routines of each of the children because they needed to answer questions about it after reading.

Figure 6. Chart routines (presentation stage).

	★ ★ ★ DAILY ROUTINE ★ ★ ★				
	I 	PARENTS 	YOU 	MARÍA 	JUAN 
7:00 am	WAKE UP	GET UP		GET DRESSED	GET UP
8:00 am	GO TO SCHOOL	GO TO WORK		GO TO SCHOOL	COMB HIS HAIR
10:00 am	HAVE LUNCH	WORK		HAVE ENGLISH CLASSES	HAVE LUNCH
1:00 pm	GET OUT SCHOOL	GO TO HOME		READ A BOOK	PLAY SOCCER
7:00 pm	DO HOMEWORK	TAKE A REST		STUDY	WATCH TV
10:00 pm	PLAY VIDEOGAMES	HAVE DINNER		GO TO BED	BRUSH HIS TEETH

- After reading: At this point, scholars answered questions about theroutines for instance, “What does Maria do at 7: 00 am?” “What does Juan do at 10:00 pm? and “What does Maria do at 7:00 pm?

These questions were asked to students with the main goal to introduce the endings “s, es, ies” which are fundamental to talk about the third person of the singular. In the case of the first question “What does Maria do at 7: 00 am? There was no problem because they answered “get dressed” for what I said to them “Maria gets dressed” so they repeated it.

In the case of the second question “What does Juan do at 10:00 am? They answered “have lunch” so I corrected them “Juan *has* lunch” highlighting that for the verb -have- in the third person of the singular is “has”. In the third question “What does Maria do at 7:00 pm?” They said “Maria study adding the “s”, so, “studys”.

T: Look at the word “studys”. Tell me guys, ¿se ve bien? o ¿se ve raro? What do you think?

S: se ve bien, ¿no miss?

Taking into account this mistake was an opportunity to correct it writing on the board “studies” pointing out that it changes when the word finishes on “y”.

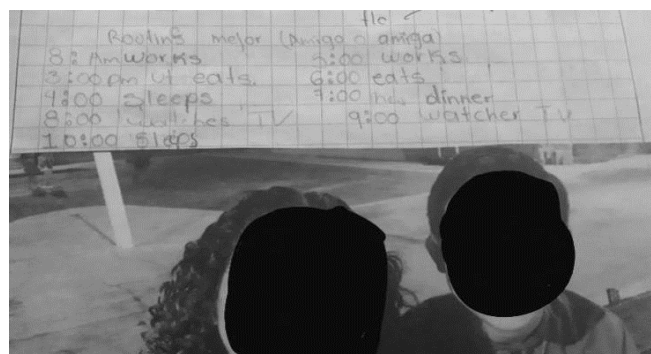
❖ Practice: Students completed a “find someone who activity”. In this task, learners had, as the name of the dynamic says, to find someone that usually does the routines established in a chart. The ones added were

- like listening to music
- read books
- play a sport
- play video games
- watch TV or series
- cook
- play an instrument

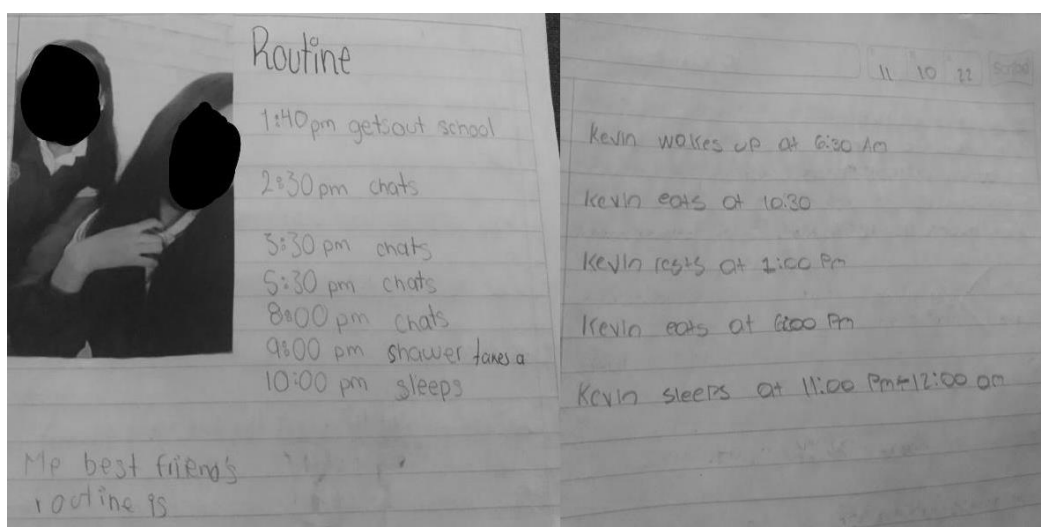
With the collected information, participants at the moment said who of their classmates does the routines they had to add the endings correctly, for example, “C likes listening to music”.

❖ Production: Finally, students had to talk about their best friend's routine and expose it to their classmates. First, they wrote the routine to establish their ideas as a script. Then they share with the other pupils.

Figure 7. Students’ evidence. Best friend routine.



Student J



Student M

Student C

The previous ones were some productions of my students, it is seen how some of them carry out a picture of their best friend. They found it easier to write the routine as a list rather than in a paragraph. In the second and third pictures students talked about their best friends but they are in the same group so they have their best friends there.

I know this document is based on speaking and it is important to spotlight that it was taking into account the rubric, but in each speaking activity that students were going to develop I asked them to write their script first, which also permitted me to check and monitor learners' works.

Also, they functioned as evidence. For reflecting in this class, there was used an observation format filled in for the head- teacher (Appendix F) and the following speaking rubric.

Table 5. Class 1 “My best friend’s routine speaking rubric

Purpose: Students be able to talk about their best friend using the third person of the singular in the simple present tense.

Student’s name: _____

Total points: _____

A1	Grammar	Vocabulary	Pronunciation	Fluency
	Control, Extent, Cohesion	Range	Individual sounds, prosody	Promptness
5	Uses simple structures correctly but makes some mistakes, although the meaning is generally clear.	Uses the vocabulary to deal with the task.	Is mostly intelligible.	Almost always speaks promptly, although there may be hesitation and some pausing mid-utterance.
	Can express ideas using the present simple in the third person of the singular.	Uses a variety of routines' vocabulary.	Has limited control of word stress and intonation.	
4	Performance shares features of bands 3 and 5			
	Produces some simple structures but makes	Uses the vocabulary required to deal with	Is mostly intelligible, although some sounds may be	Often speaks

3	some basic mistakes that may obscure meaning.	most of the task.	unclear.	promptly, although they may be hesitant and pausing mid-utterance.
	Can join ideas using the simple present tense in the third person of the singular. Although, sometimes he/she forgets the endings “s”, “es” “ies”.	Uses common daily routine vocabulary.	Has limited control of word stress and sometimes of intonation	
2	Performance shares features of bands 1 and 3			
1	Attempts a few simple utterances but makes some basic mistakes which may obscure meaning.	Uses the vocabulary required to attempt part of the task.	Sometimes it may be difficult to understand.	There is hesitation and pausing mid-utterance in most of the task.
	Can express ideas using a few times the endings “s”	Uses a simpler daily routine vocabulary.		

	“es” “ies” for the use of the third person in the simple present tense.			
0	Performance does not satisfy the band 1 descriptor.			

Taken and adapted from Starter movers and flyers handbook for teachers, 2018.

The results from the rubric are located on a chart where it can be found in 5 columns. The first one is the student, they are identified with the letter that their name begins if it is repeated with the first two letters, and are placed depending on the order they participated.

The other four columns are the aspects included in the rubric such as grammar, vocabulary, pronunciation, and fluency. In each row, the number of points each learner scored on every criterion will be listed. So, the following chart shows the results:

Table 6. My best friend's routine rubric results.

Student	Grammar (Control, extent, cohesion)	Vocabulary (Range)	Pronunciation (Individual sounds, prosody)	Fluency (Promptness)
A	4	4	2	2
M	4	3	1	1
N	4	3	1	1
U	3	3	1	1
G	3	3	1	1

C	4	3	2	2
Ch	3	3	1	1
Ma	2	2	1	1

Authors elaboration.

According to the rubric, it can be observed that the students had more difficulties in the last two columns corresponding to pronunciation and fluency. This was to be expected since it is the first time they have presented an oral activity. On the other hand, in the grammar and vocabulary parts there were not much of a problem since it was something that was worked on in that class as well as in a previous one where the introduction of the simple present was given to talk about routines.

Explanation

In this sequence, it can be analyzed that what was sought was for the students to link the content of the class with their best friends. So, what the task wanted to achieve was the pupils would relate the speaking activity with positive emotions due to the fact they were talking about someone they appreciate. "Emotions are important in the process of learning. The middle part of the brain is considered the center of emotions. Many language teachers consider emotions a kind of the key to helping language learners learn new languages" (Rukminingsih, 2017).

Within the 2018 curriculum about teaching English it mentions that one of the aspects that the general purpose implies is to "recognize the role of language and culture in the construction of knowledge, the shaping of identity, as well as in the regulation of behavior, experience and values" (SEP, 2018, p. 266).

Relating it to the sequence, it can be said that the oral activity allowed the students to recognize the use of the English language by talking about the experience of others at a certain point and relating it to their lives. Instead of talking about something they are not very related to or that is not related to their life.

Now, talking specifically about the speaking skill according to Ur, (1996) the teacher has to make a careful choice of topic and task to stimulate interest. Personally, I considered that learners talking about their best friends would be a way to stimulate their interest to speak about it. There were times when the same students in the room had best friends so they would hang out together and talk about each other which helped their confidence even though it was the first application.

Therefore, to begin with, what was applied from neurodidactics was that the students used the language to talk about someone they knew, establishing a relationship with the task and causing a positive emotion in them so that there were no difficulties for them to talk.

Confrontation

I previously highlighted how I applied neurodidactics to this activity. It should be noted that to some extent it helped the students since some of them even brought pictures of their best friends to make it more meaningful. What surprised me was that several students, even though it was individual, as several of them have their best friend in the classroom, they decided to go to the front both of them so that they would not feel so exposed. I had not thought about this aspect but they were willing to do it, improving their confidence, so I discovered one of the benefits of including pair-work.

About the presentation of the topic, using the routine chart was very helpful as it gave the students to see what a routine is as we do different actions at certain times. Only that one of the purposes in terms of language is that the students knew how to use the verbs but talking about the third person, which was where it was difficult for them since I wrote the routines in the first person, and when they tried to write it they wrote it incorrectly or they forgot to do it, monitoring them while working was of great help.

Now, considering the observations of the head teacher which were based on the observation format (Appendix F) that with this class I reached my objective, I had the participation of the students, but that was based on my experience and my perspective. Now, according to the teacher, the activities were practical and easy to do, and the students had no difficulty carrying them out.

She also talks about the positive aspects of the students where participation was noted, having expectations of me as a teacher since this class was in the first practice period. On the other hand, some students were very talkative and others were very quiet.

Reconstruction

Analyzing the classes, looking at the results of the students and the teacher's observation, there are aspects that I could have done better in this lesson. First of all, in the presentation part, I could have included more than a list, I could have presented the reading to the students but in the form of a paragraph so that the students could have identified the difference between the verbs in the third person singular and then in the production part they could have elaborated the script in the form of a short paragraph as well.

On the other hand, talking of the same topic of the differences in the verbs of the third person, the head teacher in the observation gave me a comment about how I had to raise my voice more and speak clearly since in this way, I could also help the students to identify the parts of the grammar that I expected during class.

Therefore, about their development of speaking, as a teacher I also have to be a model for them and those aspects such as raising my voice and speaking clearly are something that I need to improve in the course of teaching.

3.5.2 Class number 2 “Our city”

Description

Was carried out on Wednesday, November 23rd, 2022. The lesson’s main objective was that students demonstrated where some places of the city were. The language focus was prepositions of place. In this task, students represented the places of their own city. Differently from the previous class “My best friends’ routine”, this used the methodology of Task-based learning (TBL). The class was divided into four different stages:

- Warm-up: As usual, I greet students at the beginning of the class. For taking attendance the dynamic was different, instead of students saying “present or I’m here” they had to say a city of the place. It is fundamental to take into account that students were introduced to the topic of prepositions of place and places of the city before they created their city. It functioned as feedback and reinforced the topic.
- Pre-task: In this part, students responded with what they remember about the last class where the topic was introduced. To give learners an example of what they had to do for the task, I asked four students to help me to represent a city. With the help of students together, constructed sentences to express where each place of the city was which were the following:

- ❖ I am the supermarket (this was used to each one saying which place of the city was) and I am in front of the hospital.
- ❖ I am the hospital and I am behind the supermarket.
- ❖ I am the library and I am next to the supermarket.
- ❖ I am the cinema and I am next to the supermarket.

Figure 8. *Example of the task with the help of students.*



- Task cycle: This cycle was divided into three:

1.- Task: Instructions were introduced to participants. In teams they had to create their city and then present where their places of their city were, using the prepositions of place and each one representing a place. So, scholars joined two teams of five people. At the beginning it was planned to have three teams of four learners and one of five, but because three scholars did not attend the class I had to adapt the number of teams. Each participant chose a place. They did not have to be repetitive. The way I monitored the students who did not use the same place was with the help of some little cards with the name of some places so every student selected one.

Figure 9. Little cards with the names of places of the city.



2. - Planning: In teams, students planned how they were going to present their city to their classmates, what they had to say, and where they were going to be located. In this case students did not write a script, the way they did it is because they had as an example the sentences presented in the pre-task stage, so each time, planned their sentences orally.

3.- Report: When students were ready they presented in a spoken form of their cities. At the same time, I was taking notes to give learners feedback on their work. The following picture shows scholars presenting their city. It could be seen that each one has her/his little card. It helped them to locate themselves and have a starting point over their other peers.

Figure 10. Students in teams presenting their city



Team 1

Team 2

- Post-task: Finally, the analysis of the task took place. I wrote on the board some mistakes students had while they were speaking and I asked them to identify where the errors were and how they could be modified, and thereby correct the statements.

The statements written on the board were:

1. I am next to from the cinema.
2. I am behind from cinema.
3. I am park.
4. I am the museum next to park.

The sentences would look like this:

1. I am next to the cinema.
2. I am behind the cinema.
3. I am the park.
4. I am the museum and I am next to the park.

As the above written sentences were intended to be corrected with the students, it was done but I had difficulties in doing it and carrying it out with them. The following is an example when correcting the first sentence “I am next to from the cinema”.

T: Okay, you said next to from the cinema. Is this correct? or no?

S: Sí

T: Are you sure?

S: No, está mal.

T: Next to from (making emphasis on from) cinema?

S: Ahhh, va al revés.

Implying that first goes -from- and then -next to-. After that I told them that we had already written -next to- and -from- did not correspond inside the sentence, so I used it as an example to correct the second sentence where the same mistake happened. As I mentioned, I had difficulty getting students to correct mistakes.

The same thing was written by the Head teacher in the observation format in the part of "students- negative factors" (Appendix G) that the scholars were and I quote "hard to remember parts of the sentence"; To reflect and evaluate this class, as in the case of class 1 I used the observation format filled in for the head teacher (Appendix G) and the following speaking rubric adapted to this lesson.

Table 7. Class 2 "Our city" speaking rubric.

Purpose: Students be able to express where some places of a city are using prepositions of place.

Team number: _____

Students' names: _____

Total points: _____

	Grammar	Vocabulary	Pronunciation	Fluency	Interaction
A1	Control, Extent, Cohesion	Range	Individual sounds, prosody	Promptness	Body language/ Co operation

5	Uses some simple structures correctly but makes some mistakes, although the meaning is generally clear.	Uses the vocabulary to deal with the task.	It is mostly intelligible.	Almost always responds promptly, although there may be hesitation and some pausing mid-utterance.	Students indicate with their bodies where they are according to the prepositions of place and work appropriately with their peers.
	Can express clear ideas using the prepositions of place.	Uses a variety of places in the city.	Has limited control of word stress and intonation.		
4	Performance shares features of bands 3 and 5				
3	Produces some simple structures but makes some basic mistakes that may obscure meaning.	Uses the vocabulary required to deal with most of the task.	It is mostly intelligible, although some sounds may be unclear.	Often responds promptly, although they may be hesitant and pause mid-utterance.	Students had little difficulty indicating with their bodies where they were according to the prepositions of place, but the team helps each other.
	Can join ideas using the prepositions of place.	Uses common places of the city.	Has limited control of word stress.		

	Although, sometimes he/she forgets the verb to be.				
2	Performance shares features of bands 1 and 3				
1	Attempts a few simple utterances but makes some basic mistakes which may obscure meaning.	Uses the vocabulary required to attempt part of the task.	Sometimes it may be difficult to understand.	There is hesitation and pausing mid-utterance; responses may be delayed or halting.	Students had a lot of difficulties indicating with their bodies where they are and have little help from their peers.
	Can express simple ideas using prepositions of place.	Uses simpler places of the city vocabulary, as well as prepositions.			
0	Performance does not satisfy the band 1 descriptor				

Taken and adapted from Starter movers and flyers handbook for teachers, 2018.

In this rubric, I included "interaction" as another aspect due to the fact that it included team work where the help of one another was contemplated, and body language to represent their city and to understand where they were located so the results of the rubric were taken as a team. In the following chart, it shows students' results in teams.

Table 8. "Our city" speaking rubric results.

Teams	Grammar (Control, extent, cohesion)	Vocabulary (Range)	Pronunciation (Individual sounds, prosody)	Fluency (Prompt- ness)	Interaction (Body language, cooperation)
1 Students: C, Ch, G, K, U	3	4	3	3	4
2 Students: A, F, J, M, N	2	4	3	2	3

Authors elaboration.

I consider that the interaction was key, the difference between each team was that with group number 1 we could see how they supported each other more as a team, this happened when a teammate struggled to say where they were located, they gave each other ideas unlike team 2. Although, in the part where they were doing the task, the work was seen.

Explanation

This class sought to relate oral activity with teamwork and the use of movements. The fact that the students created their city and that they themselves represented the places in the city with their bodies helped them to relate the language and made the class dynamic and more interactive with each other.

Teamwork is an aspect fundamental for both neurodidactics and the development of speaking skills. "In life we share, learn, and live together with other people" (Eyzaguirre, 2019, p.81). Let students join in pairs is a way for learners to interact and socialize with their classmates. Nevertheless, "the use of group work lowers the pupils' inhibition to speak in front of others"(Ur, 1997, p.122).

On the other hand, the use of movements is a principle for neurodidacticis. Eric Jensen, (2009) who is a former teacher specialist in brain research mentioned that "students who do the talking and doing, do the learning". The use of the body helped this group a lot since they are kinesthetic, so the activities that include interaction are easier for them than those that are more theoretical.

According to the curricula, the development of classroom work requires conceiving the student as a social and active agent in the construction of learning. Therefore, scholars must develop, expand and use the knowledge, strategies, attitudes, behaviors, and values necessary to interact successfully with others (SEP, 2018, p. 272). Thus, working in teams was key for this class since the participants shared ideas among themselves and helped each other when presenting their city orally.

Confrontation

Starting with the pre-task, I consider that the way in which I presented the example to the students was not entirely clear, since I pretended that only if the students could hear me, they could say it, when I knew that due to their level of English it could be also written on the blackboard so that it would be more understandable for them. On the other hand, it helped each team to get an idea of what was going to be done. It was also very helpful to use the students in the presentation of the example they had to do in their task because they had not difficulties in presenting.

Another aspect that I question is whether the students actually spoke in the presentation of the assignment, it may be that they did say where they were located, they used the prepositions of place, but it was only one sentence. One option could be because I did not handle the oral activity in a way that they could use the language more.

On the other hand, in this class, I wanted to include a combination of teamwork, speaking, and the use of the body. Specifically in the last one, the students did use their bodies since they practically formed their own city but they were static, that is to say, through where they were they could tell if one was behind, in front of, between, of the other, sometimes they pointed with their hand as a way to locate themselves, but only up to that point.

Reconstruction

What I would do differently from the class is to plan it differently, being able to include the problem solving, making it a little more realistic to your life, for example, in San Luis there comes a lot of tourists so I could start from there. The fact of describing the places and representing them by saying where each one is, beyond that they only said the name of places such as "Restaurant, Supermarket, and so on".

Also include a name or even use typical and well-known places of San Luis Potosi or let participants to create their own popular places. Therefore, give them more opportunity to decide and put into practice their creativity, make it more realistic, and thus give them more opportunity to use language a freer and being more centered on students.

3.5.3 Class number 3 “creating stories”

Description

This class was carried out on Wednesday, December 7th, 2023. The goal of this sequence was that students in pairs were able to create a story where they expressed different activities and routines. For this task it was considered pupils used the simple present and the present progressive. The methodology used was Presentation, Practice, and Production (PPP). The class was divided into four stages:

- Warm-up: Taking into account that before this lesson students were presented with the use of the simple progressive, for taking attendance, students said an activity using the tense it was planned they said something such as, “I am playing football” “I am dancing”, “I am studying” giving the full sentence. However, they only said the verbs ending with “ing” such as “eating” “playing football” “playing basketball” “studying”.
- Presentation: It was storytelling, I used flashcards and told learners the story. It talked about a girl talking about what she does regularly and what she is doing right now. She also talks about her brother's routines and activities he is or he is not doing.

Figure 11. Storytelling flashcards.



The following picture shows the story where Gaby (the girl's text) talks about how she plays volleyball every weekend and also mentions that at that moment she was watching a football match on TV. Then, she talks about her brother, saying that his routine is to play computer games every weekend but at that moment he was sleeping. It could be noticed the mix between the simple present and the present progressive.

Figure 12. Story script on the back of the flashcards.



During the story students answered questions such as:

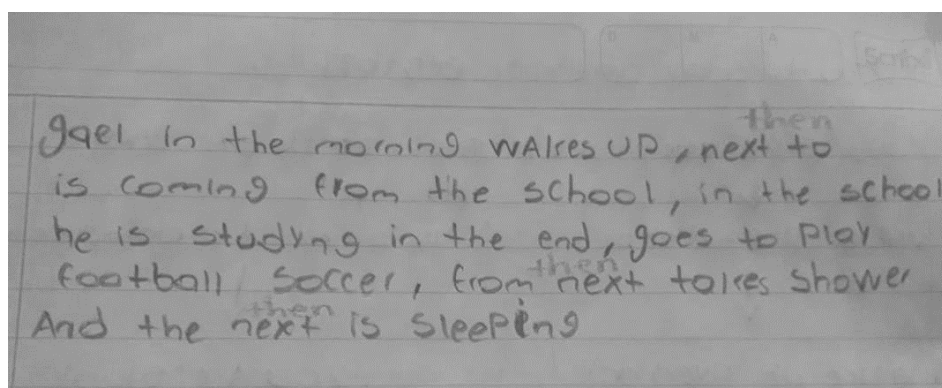
- What does she play every weekend?
- What is he doing right now?

These questions were used to differentiate the simple present and the present progressive in both questions and students' answers because in the first question, it corresponds to the answer in present simple and in the second in present continuous. Firstly, when I asked participants the questions they did not answer them so I had to repeat the story. In the second time, students did not have problems answering the questions but I had to remark with the use of the flashcards.

*Practice: students completed sentences differentiating both kinds of sentences. This part in certain point only had the purpose of putting into practice the difference between the grammar structures with the help of expressions such as every day, every weekend or right now, at the moment.

*Production: scholars in pairs created a story. Students had to combine the present simple vs the present progressive. It is indispensable to highlight that in this activity one student was a storyteller and the other with his/her body was going to represent the story physically. I did this activity in this form because at the beginning to present the story I did it with flashcards so students had a visual support that helped them to understand but in this case students did not have a visual support as a picture so the one they used was the body.

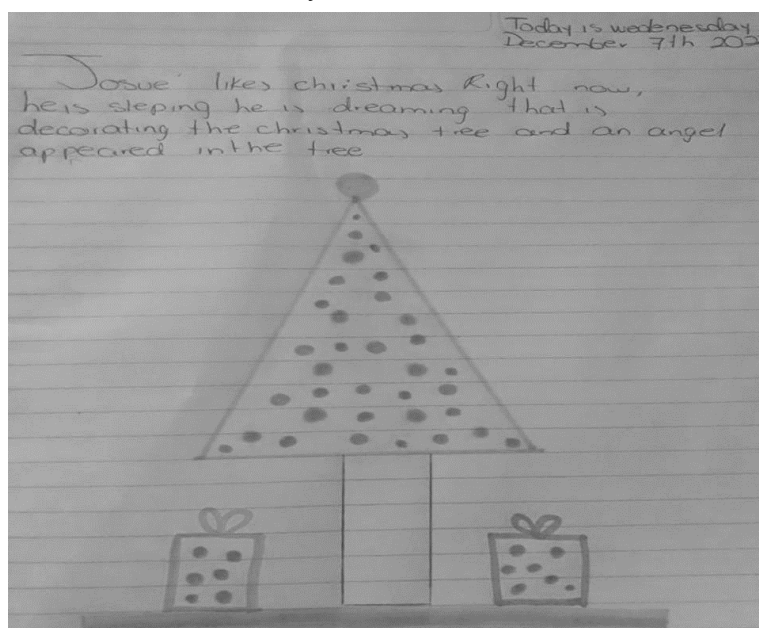
Figure 13. Students C and G story.



It can be observed that the students did use the two sentences and practically mixed them, although they had problems with the expressions to indicate one from the other. One that they used a lot was "next to" trying to indicate "then" saying that one action was after the other. However, talking about their oral presentation, even though I corrected the text, the students did not correct it when they said it.

The student who told the story kept saying "next to". Also, punctuation was missing. I had no trouble with that because I am not working with writing but it is part of their foreign language learning and I also had to correct, aspect I did not do so I have to improve in that.

Figure 14. Students J and P story.



In this case, in contrast to the other pair, these students did include “Right now” as an expression and continued to speak in the present progressive while being consistent. They wanted to talk about something related to the winter season. Although the present simple was not used very much, they only used it in one sentence even so, they established their story.

Apart from students’ evidence to evaluate this class also was used the “conditions for learning” observation format filled in for the head teacher as usual (Appendix H) and the speaking rubric which is below.

Table 9. Class 3 “Creating stories” speaking rubric.

Purpose: Students should be able to tell a story using simple present and present progressive tenses.

Pair number: _____

Student’s name: _____

Total points: _____

A1	Grammar	Vocabulary	Pronunciation	Fluency	Interaction
	Control, Extent, Cohesion	Range	Prosody	Promptness	Body language, Cooperation
5	Uses some simple structures correctly but makes some mistakes, although the meaning is generally clear.	Uses the vocabulary to deal with the task.	It is mostly intelligible.	There is some hesitation and some pausing mid-utterance.	Both students indicate one verbally and the other with the mimic the story in a clear way.
	Can express ideas using the simple present and the present progressive in an accurate way.	Uses a variety of activities.	Has limited control of word stress and intonation.		
4	Performance shares features of bands 3 and 5.				
	Produces some simple structures but makes	Uses the vocabulary to deal with most of the task.	It is mostly intelligible, although some sounds may be unclear.		

3	some basic mistakes that may obscure meaning.			Often she/he may be hesitant and pause mid-utterance.	Both students indicate verbally and with mimic, the story although sometimes there is no agreement on what is said and what is done.
	Can join ideas using the simple present and the present progressive. Although, sometimes he/she confuses both.	Uses common activities vocabulary.	Has limited control of word stress and sometimes of intonation.		
2	Performance shares features of bands 1 and 3.				
1	Attempts a few simple utterances but makes some basic mistakes that may obscure meaning.	Uses the vocabulary required to attempt part of the task.	Sometimes it may be difficult to understand.	There is hesitation and pausing mid-utterance most of the time.	Both students indicate verbally and with mimic the story although the story is not clear.
	Can express simple ideas but only use one of the	Uses the same vocabulary most of the time.			

	tenses.				
0	Performance does not satisfy the band 1 descriptor.				

Taken and adapted from Starter movers and flyers handbook for teachers, 2018

Although, there is no verbal interaction between one student to another, I included it as an aspect because as a non-verbal interaction it was presented. Both were indispensable for representing the story, one as a storyteller and the other representing it with mimic so at a certain point there was interaction with one to another to share the same message, at the same time but in different ways as well.

Table 10. Creating stories speaking rubric results.

Pair	Grammar (Control, extent, cohesion)	Vocabulary (Range)	Pronunciation (Prosody)	Fluency (Promptness)	Interaction (Body language, cooperation)
1 Students: C, G	3	4	2	3	3
2 Students: J, P	4	4	1	2	2
3 Students: A, U	3	3	2	2	2
4 Students: M, N	3	2	2	2	2

Authors elaboration.

Looking at the results of the rubric it can be seen how the pronunciation and fluency parts are the ones with the lowest scores, and according to what they presented in the classroom there were difficulties for the other students to understand the story, they even said comments such as:

- ¿Qué dijeron?
- Maestra, ¿y porqué mejor no cada pareja traduce su historia después?

It is clear that even though they represented it with mime, the students could not understand what their classmates were trying to say, although they did identify the movements they made about playing soccer, going to school, and so on, they could not hear the story clearly, thus greatly influencing the pronunciation, fluency and voice level of the students.

Explanation

For this class, as in the case of lesson number 2, it was taking into account the use of the body because one student represented the story using mimic while the other told it, which also helped the others to understand the story of their classmates. Eyzaguirre, (2019, p.28) established that “the brain needs the body; just as the body needs the brain, both are necessary for learning and the development of cognitive, physical, sensory-perceptual, and emotional skills”.

The difference between one lesson to another was that in this sequence instead of teamwork, it was pairwork. “Touhid, (2018) cited Abdull (2011) found out the strategy was effective in ESL classrooms because it gives the learners to learn the language in a meaningful way” (Govindasamy & Shah, 2020).

For this class, it is important to highlight that according to SEP, (2018, p. 270) “language is defined as a communicative, cognitive and reflective activity through which it is possible, for example, to express, exchange and defend ideas, emotions, desires, interests; to establish and maintain interpersonal relationships, access and interpret the information”.

This class aimed participants to create a story so that through the knowledge they built and the story they created, they could interpret and represent it for their classmates despite the difficulties they had, which have already been mentioned.

Confrontation

As I already mentioned, I did this class in this way to see the difference between the team work which was worked in class 2 named "our city" and the pair work established in this class since both used the body during the speaking activity. In both, I could observe one thing in common, which is that at the moment of speaking, it was not so difficult for them to do it in front of their classmates since they were accompanied by several or one more student.

However, in the case of the pairs, it was difficult for the partner who was representing the story, because at a certain point, he/she was exposed in front of the others so he/she was practically alone representing the story rather in the case of the team work that the cooperation between each other was more presented.

Based on what the head teacher mentioned in the observation, she mentioned that the activities were short and entertaining for students. According to my experience using both methodologies PPP and TBL I can say that PPP makes the class a little bit more entertaining because they are doing some activities in the class and in TBL there is a task for all the lessons.

However, in PPP time management is very essential, in this class was something that play against, the head-teacher wrote that it was not enough practice for students, aspect that I totally agree, because although in the presentation part students answered correctly the questions, and they knew the differences between each other and have practice both as well, when they mixed them still had doubts when I checked their scripts. However, they constructed their stories.

Now, continuing on the basis of the observation, the head teacher mentioned that I also had to improve my tone of voice so that the students could differentiate what I say. This aspect was also something that the students lacked so that the other classmates could understand what they were saying.

So, I conclude that as a teacher it is something that I must improve if I also want my students to improve in it. For this reason, in the speaking activity, the use of body language influenced the students, where through their movements they could at least have an idea of what their classmates' story was about.

Reconstruction

What would make this class different is to strengthen the presentation and practice part. For example, if in the presentation part the questions were going to be helpful for the students to see the difference between present simple and present progressive I would have written them on the blackboard and students answer them in their notebooks instead of just saying them because consequently, they would forget them.

Another, aspect I would change of the presentation stage, is instead of using the flashcards that functioned as a support for learners to comprehend the story, maybe I could also include that at the moment I was telling the story instead of pictures use the body too because at a certain point, the students were going to identify that I do it too and I do not just ask them to do it.

Finally, something fundamental that I need to add in my classes is to communicate to the students and therefore make them aware of what they are going to be graded on the rubric, at that point they will take into account what they have to do better since they know that it will be considered for that specific activity. At that point, they will be more careful about what is being asked.

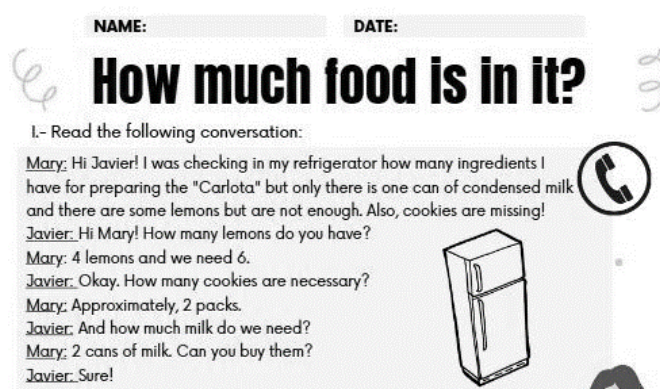
3.5.4 Class number 4 “Ingredients for a recipe”

Description

This class was applied on February 21st, 2023. The intention of this lesson was for learners at the end were able to have a short conversation about asking themselves how many ingredients they had to prepare a specific recipe and how many ingredients they lacked hypothetically. The class contained three stages:

- Pre-task: A conversation was presented to students, this was for them to check and had a model on to base their conversation.

Figure 15. Conversation.



Students C and F decided to read the conversation. In the end, I asked learners the following question:

T- What is the conversation about?

F- Que María quería hacer una carlota y le pide a Javier los ingredientes.

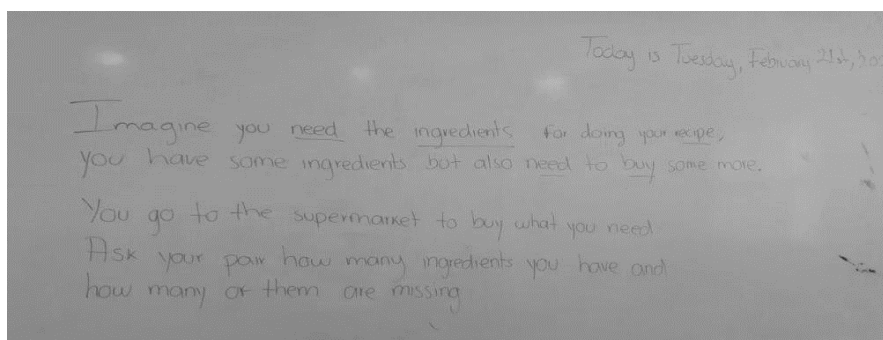
I only asked once and only one student answered. Firstly, it was in Spanish and I made the mistake of not correcting the pupil to say it in English. Secondly, I did not ask any other student to give ideas. Thirdly, it was planned to ask more questions to students about the conversation which were “How many ingredients does Mary have? “How many ingredients are lacking? but at the moment I was performing in the class I did not.

These questions were key to ask students because it is part of what they were asked to do in the following stages, that is to have a conversation about how many ingredients they have for doing their recipe and how many they did not have which were the ones they needed to buy. That is part of the task stage.

- Task cycle: This stage was conformed by a task where I gave instructions.

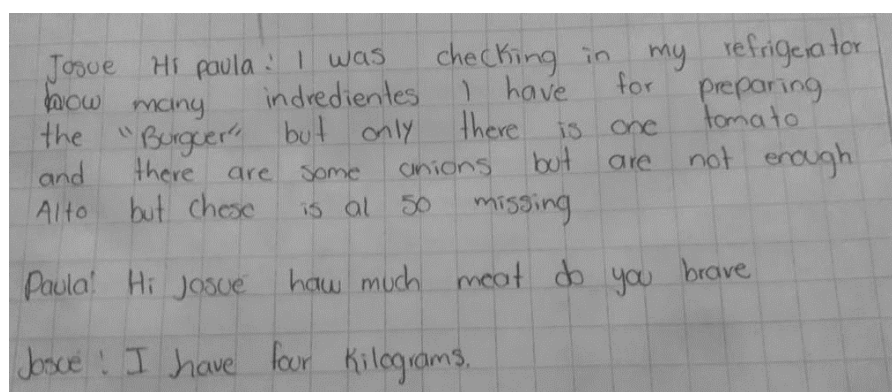
1. - Task: Students joined in pairs and each one decided which classmate worked with. Then they had to choose a recipe or a meal. They first made a list of how many ingredients they needed for doing the recipe. Then a problem was presented to students and quoted "Imagine you need ingredients for doing your recipe, you have some ingredients but also you need to buy some more. You go to the supermarket to buy what you need but you do not remember well. Ask your partner about the food you already had and the ingredients that are necessary to buy".

Figure 16. Problem writing on the board.



Based on the problem already given to students, they had to create a conversation asking each other the ingredients they had and the ones that are missing. To create it they could use the ingredients that wrote in the first part of the task and some of them based the structure of the conversation with the one presented in the pre-task stage. The following is an example of it:

Figure 17. Students J and P conversation script.



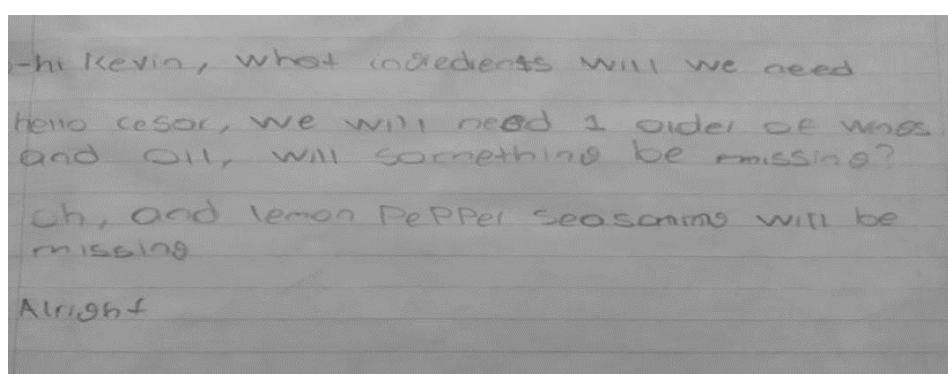
Josue Hi paula: I was checking in my refrigerator
how many indredientes I have for preparing
the "Burger" but only there is one tomato
and there are some onions but are not enough
Alto but chese is al so missing

Paula: Hi Josue how much meat do you have

Josue: I have four Kilograms.

The following is another conversation wrote by students, in this case, it could be seen how they did not guide their conversation presented in the first part, they did not use "how many" and "how much" that was an aspect included into grammar, aspect of the speaking rubric (Table 11). However, the task was for students to develop a conversation and they did it.

Figure 18. Students K and C conversation script.



-hi Kevin, what indredients will we need

hello cesar, we will need 1 order of wings
and oil, will something be missing?

Oh, and lemon PePPER Seasoning will be
missing

Alright

2.- Planning: Pupils planned their speech for presenting their conversation, they practiced until they were ready with their peers because it was not allowed to read it.

3.- Report: Students passed in front of the class to have their conversation. The order depended on them. In order words, they chose which pair was going to have their conversation first, who was going to talk later, and so on.

- Post-task: The last part of the class was the analysis of the performance of each pair. I asked pupils to answer the following questions about their classmates' conversations:

- ★ Students' name
- ★ Pair number
- ★ Which recipe or meal do they plan to do?
- ★ Which recipients did they mention?

It was pretended each student answered the previous questions. They were included with the goal that scholars pay attention to what their classmates said because in the previous classes (class 2 and 3) I faced the problem that students were talkative or doing something else while their classmates were presenting their oral activities. However, they did not, one pair tried to answer the questions, I say "try" because only answered about one pair, and with the rest they did not answer.

To reflect in this lesson I used, as in all the classes, the observation format "conditions for learning (Appendix I). I included a new observation format called "Accuracy and fluency" (Appendix J) both completed for the group's head teacher. I included this new observation format because I was not obtaining a deeper analysis of my classes. The first format was more about generalities, and in the "Accuracy and fluency" format I could go into the activities.

Specifically, if the ones included during the lesson were written and/ or spoken, and if were focused on accuracy or fluency, but more than that, the format includes a series of questions to reflect about the tasks, which ask about if the activities motivated student, if the activities helped students to relate the language with their daily life and if they helped students to interact between each other, aspects that are fundamental when speaking is developed. Finally, also it was taken into account the speaking rubric which is added below.

Table 11. Class 4 “Ingredients for a recipe” speaking rubric

Purpose: Students be able to have a conversation about how many ingredients they have or do not have to do a recipe using countable and uncountable nouns with “how many” and “how much” questions.

Pair number: _____

Total points: _____

Students’ names: _____

A1	Grammar	Vocabulary	Pronunciation	Fluency	Interaction
	Control, Extent, Cohesion	Range	Individual Sounds, prosody	Promptness	Reception/ Responding Support required
5	Uses some simple structures correctly but makes some mistakes, although the meaning is generally clear.	Uses the vocabulary to deal with the task.	It is mostly intelligible.	Almost always responds promptly, although there may be hesitation and some pausing mid-utterance.	Students are able to ask questions and respond to them adequately.
	Can ask questions using how many and how much correctly depending on the countable and uncountable nouns.	Uses a variety of Ingredients.	Has a limited Control of word stress and intonation.		

4	Performance shares features of bands 3 and 5.				
	Produces some simple structures but makes some basic mistakes that may obscure meaning.	Uses the vocabulary required to deal with most of the task.	It is mostly intelligible, although some sounds may be unclear.	Often responds promptly, although they may be hesitant and pause mid-utterance.	Students try to communicate but sometimes they don't ask or respond appropriately or clearly.
3	Can join ideas by asking and answering for the ingredients of a recipe using how many and how much corresponding to the countable and uncountable nouns. Although, sometimes confused about where to use how many and how much.	Uses three to four different ingredients.	Has limited control of word stress.		
2	Performance shares features of bands 1 and 3.				
1	Attempts a few simple	Used the vocabulary			

	utterances but makes some basic mistakes which may obscure meaning.	required to attempt part of the task.	Sometimes it may be difficult to understand.	There is hesitation and pausing mid-utterance; responses may be delayed or halting.	Students had a lot of difficulties communicating themselves and expressing their ideas.
	Can ask and respond to simple questions about the ingredients of a recipe.	Uses less than three different ingredients during the conversation.			
0	Performance does not satisfy the band 1 descriptor.				

Taken and adapted from Starter movers and flyers handbook for teachers, 2018.

The results from the rubric were the following ones:

Table 12. Ingredients for a recipe speaking rubric results.

Pair	Grammar (Control, extent, cohesion)	Vocabulary (Range)	Pronunciation (Prosody)	Fluency (Promptness)	Interaction Reception/ responding Support required
1 Students: F, CH	2	2	1	2	2
2 Students: M, N	4	4	3	2	3

3 Students: J, P	4	3	1	2	2
4 Students: C, K	2	3	2	2	2

Authors elaboration

According to the results only four pairs participated in the activity being only 8 scholars, having the participation of the majority of learners in the group, not all of them presented their conversations due to the fact time was not enough, being time management an area of improvement in my teaching.

Students were not engaged as I expected using problem-solving. It was mentioned by the head teacher in the observation format accuracy and fluency (Appendix J), that pupils were not motivated because they wanted to finish the activity quickly.

Based on the chart previously presented it could be seen how in the part of grammar two of the pairs used the language taught during the classes and the others did not. However, they had their conversation which included the characteristics established by the problem, communication, and the interaction between the pairs were presented.

In fluency, most of them shared the band number two considers band 3 “often responds promptly, although they may be hesitant and pause mid-utterance” and band 1 “there is hesitation and pausing mid-utterance; responses may be delayed or halting” it means that learners need more practice. Talking about pronunciation, also it is needed more practice, specifically in this part according to the head teacher that said learners need more pronunciation practice.

Explanation

In “Aprendizajes Clave, 2018” it is mentioned that one of the actions for the general purpose of secondary English is to “perform with a neutral register in social exchanges within a varied range of situations”. Proposing some situations to the students can be of great help to interact more with the language by attending to the social practices of language, which is what the English curriculum focuses on. “It is required to use the foreign language to organize thought and discourse; to analyze critically and solve problems” (SEP, 2018, p. 266).

This class proposes that through the use of problem-solving students could develop speaking skills in a more communicative way as a reason to talk. Problem-solving is recognized in teaching English as “Problem-based learning (PBL)”. According to Hasnwan, (2019, p.36) PBL “might stimulate the students’ motivation because it gives the opportunities to the learners to develop their critical thinking, creativity, and imagination. It will also give the pupils the opportunities to explore their knowledge”.

Hasnawan, (2019, p. 37) also mentioned that PBL scenarios are characterized by four features, of which I am only going to mention one since it was the one used for this sequence which is “*Questions that belong to the students*” PBL scenarios are designed to give students the opportunity to become self-directed in their search for solutions”.

Confrontation

I included problem-solving during this lesson, I introduced this aspect because I wanted to see its impact and if it influenced students’ speech. I had not done it in the lessons, so it was the first time I worked on it, and I absolutely need to go more into it because I consider I did not introduce students the problem as a way they were engaged in solving it. I only wrote the problem on the board and read it. I noticed that learners were confused and I used the mother tongue as a support.

In a certain point, the conversation was not free a lot because most of the pairs guided their conversations with the reading included in the pre-task stage of this lesson. What they did was changing the words to the meal they chose and with the ingredients they also wrote at the beginning of the task.

One peer only changed the ingredients and did not notice if “how much” and “how many” were used correctly, in difference from the conversation in Figure 17 where students were aware of the use of both. It does not mean is wrong but one question arose to me about how to create an activity where scholars could use the language in a freer way after the conversation, taking into account they already made connections with it.

Reconstruction

As I previously mentioned, in the confrontation of this lesson, I considered it was a semi-controlled activity because some pairs based the conversation in the same structure as the one presented in the pre-task. Students had that basis but then, what does it follow? It made to reflect that it was needed an activity where students could use the language in a freer way.

I tried to do it by giving learners some questions to answer individually about their classmates' conversations but they did not respond them. It could be seen different if I would give participants the questions but they shared their answers with their peers in an oral way, rather than written. Being a possible proposal to include if I would apply to this class again, considering that the message is transmitted and learners were more attentive.

3.5.5 Class number 5 “In a restaurant”

Description

This class was carried out on Wednesday, February 22nd, 2023. The sequence goal was that at the end of the class, students could have a short conversation about making requests in a restaurant, to achieve it, they used “would you like” and “I’d like”. The methodology used in this lesson was Presentation, practice, and production (PPP). The class was divided into four stages:

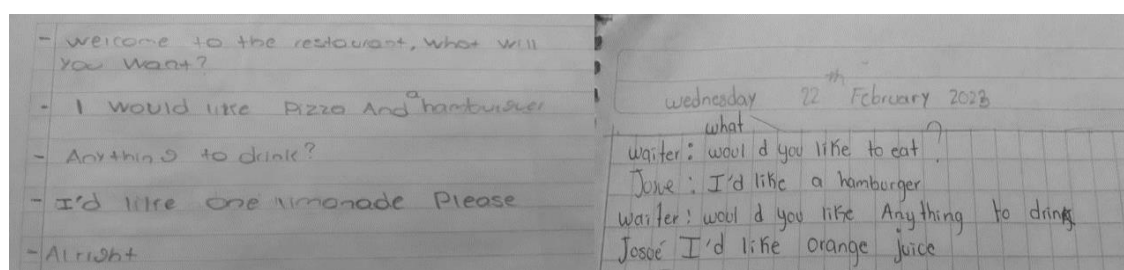
- Lead in: In this part, students saw different food and drinks vocabulary with the use of some flashcards. Hence, students repeated the vocabulary after the teacher.

Figure 19. Food and drinks flashcards.



- **Presentation:** It was presented a listening to introduce students to the topic. It was planned to ask students what they think the audio was about based on the little pictures on the worksheet but I forgot this point. I gave students instructions about what they had to do in the activity. That consisted in filling in the gaps in the conversation with “would you like” or “I’d like” depending on what was said in the audio. Then students and I checked the answers. After it, I explained to the students the use of would you like and I’d like, asking questions such as What would you like? Would you like a cup of coffee?
- **Practice:** Pupils completed some questions using would you like and I’d like as well as, completed a conversation using I’d like or would you like. I asked two learners to have the role of people in the conversation, to read it, and check answers. In general, learners had the opportunity to practice in the two activities described before, the last one included a complete conversation, let them the opportunity to create their own in the following step.
- **Production:** Scholars created a conversation as if they were in a restaurant one was the waiter and the other the client. When they finished they presented their conversation as a role play. At the end of the class, the interactions were between students. The following pictures show two conversations created for the pairs.

Figure 20. Pairs conversation scripts.



Students F and C

Students A and J

The oral activity was a role-play, for that I carried out an apron for the ones that were the waitstaff to make it a little more real. Also, it can be seen in the pictures below, how students also used their notebooks to figure they were writing the food order.

Figure 21. *Students presenting their role-play.*



Students U and G

Students F and C

To reflect on this class it used two observation formats, the first one was conditions for learning (Appendix K) filled by a colleague, and the observation “Accuracy and fluency” was completed by the head teacher (Appendix L). As in the case of the previous classes, a speaking rubric.

Table 13. Class 5 “in a restaurant” speaking rubric.

Purpose: Students be able to have a role play in a restaurant. One of them is the waiter, and the other one is the client, they will make requests using would you like and I’d like correctly.

Pair number: _____

Total points: _____

Students’ names: _____

	Grammar	Vocabulary	Pronunciation	Fluency	Interaction
A1	Control, Extent, Cohesion	Range	Individual sounds, prosody	Promptness	Reception/ responding Support required
	Uses some simple structures correctly but makes some mistakes although the meaning is generally clear.	Uses the vocabulary to deal with the task.	It is mostly intelligible.		
	Can ask questions using would you like and I’d like to make a	Uses a variety of meals and drinks.	Has limited control of word stress and intonation but their pronunciation	Almost always responds and asks promptly, although there may be hesitation and some	Students are able to ask questions and respond to them adequately. The conversation is interactive.

	request and order in a restaurant.		is clear.	pausing mid- utterance.	
4	Performance shares features of bands 3 and 5.				
3	Produces some simple structures but makes some basic mistakes that may obscure meaning.	Uses the vocabulary required to deal with most of the task.	It is mostly intelligible, although some sounds may be clear.	Often asks and responds promptly. Although they may be hesitant and pause mid- utterance.	Students try to communicate but sometimes they do not ask or respond appropriately or clearly.
	Can order food in a restaurant. Although, sometimes they do not use would you like or I'd like.	Uses three or more meals and drinks during the conversation.	Has limited control of word stress and intonation and sometimes is not clear.		
2	Performance shares features of bands 1 and 3.				
1	Attempts a few of simple utterances but makes some basic mistakes that may	Uses the vocabulary required to attempt part of the task.	Sometimes it may be difficult to understand.	There is hesitation and pausing mid- utterance; responses may be delayed or	Students had a lot of difficulties communicating themselves and expressing their ideas during the

	obscure meaning.			halting.	conversation.
		Uses less than three meals and/or drinks during the conversation.			
0	Performance does not satisfy the band 1 descriptor.				

Taken and adapted from Starter movers and flyers handbook for teachers, 2018.

The results from the rubric were the following ones:

Table 14. In a restaurant speaking rubric results.

Pair	Grammar (Control, extent, cohesion)	Vocabulary (Range)	Pronunciation (Prosody)	Fluency (Promptness)	Interaction Responding Support required
1 Students: F, C	3	4	3	2	3
2 Students: U, G	3	3	2	2	2
3 Students: A, J	3	1	2	2	4

Authors elaboration.

According to the results the criterion where students achieved more level apart from grammar and vocabulary, was in interaction, being this aspect indispensable for developing speaking, and students' response to this kind of activities that includes interaction and communication it also benefited in certain point the fluency of the activity, they sound more natural due to the fact they were related to the activity being role play, include realia also influenced learners were participative and engage during presenting the task.

I also included a rubric as a co-evaluation (Appendix M), so students assessed their classmates' participation. I decided to add a way to co-evaluate participants, due to the fact learners did not pay attention when their classmates were presenting their works. I read aloud the aspects this rubric included so students were more aware of the aspects considered in the rubric so it improved a lot their tone of voice and movements they did while presenting their conversation.

Also, some of the learners were more attentive in assessing their classmates. It really helped because also the other students felt involved although they were not presenting. It is important to highlight that in this lesson, only 8 students of 13 attended the class that day. Three pairs participated, only one did not. 6 of the 8 students which were in the class completed the co-evaluation. This also helped me to see the perspective from students and not only mine.

The following pictures are evidence of learners' responses.

Figure 22. Students' co-evaluation.

Name: **Student N** Date: _____

"IN A RESTAURANT CONVERSATION"

Great job!	Pretty good!	Still learning

Pair number: 1

Can you hear louder what they are saying?		Are they using intonation?	
Are they talking clearly that you can understand?		Are they using body gesture while speaking?	

Pair number: 2

Can you hear louder what they are saying?		Are they using intonation?	
Are they talking clearly that you can understand?		Are they using body gesture while speaking?	

Pair number: 3

Can you hear louder what they are saying?		Are they using intonation?	
Are they talking clearly that you can understand?		Are they using body gesture while speaking?	

Name: **Student Ch** Date: 27/01/2021

"IN A RESTAURANT CONVERSATION"

Great job!	Pretty good!	Still learning

Pair number: 1

Can you hear louder what they are saying?		Are they using intonation?	
Are they talking clearly that you can understand?		Are they using body gesture while speaking?	

Pair number: 2

Can you hear louder what they are saying?		Are they using intonation?	
Are they talking clearly that you can understand?		Are they using body gesture while speaking?	

Pair number: 3

Can you hear louder what they are saying?		Are they using intonation?	
Are they talking clearly that you can understand?		Are they using body gesture while speaking?	

Name: **Student C** Date: 07/01/21

"IN A RESTAURANT CONVERSATION"

Great job!	Pretty good!	Still learning

Pair number: 1

Can you hear louder what they are saying?		Are they using intonation?	
Are they talking clearly that you can understand?		Are they using body gesture while speaking?	

Pair number: 2

Can you hear louder what they are saying?		Are they using intonation?	
Are they talking clearly that you can understand?		Are they using body gesture while speaking?	

Pair number: 3

Can you hear louder what they are saying?		Are they using intonation?	
Are they talking clearly that you can understand?		Are they using body gesture while speaking?	

Name: **Student M** Date: _____

"IN A RESTAURANT CONVERSATION"

Great job!	Pretty good!	Still learning

Pair number: 1

Can you hear louder what they are saying?		Are they using intonation?	
Are they talking clearly that you can understand?		Are they using body gesture while speaking?	

Pair number: 2

Can you hear louder what they are saying?		Are they using intonation?	
Are they talking clearly that you can understand?		Are they using body gesture while speaking?	

Pair number: _____

Can you hear louder what they are saying?		Are they using intonation?	
Are they talking clearly that you can understand?		Are they using body gesture while speaking?	

Name: **Student F** Date: 22/01/21

"IN A RESTAURANT CONVERSATION"

Great job!	Pretty good!	Still learning

Pair number: _____

Can you hear louder what they are saying?		Are they using intonation?	
Are they talking clearly that you can understand?		Are they using body gesture while speaking?	

Pair number: _____

Can you hear louder what they are saying?		Are they using intonation?	
Are they talking clearly that you can understand?		Are they using body gesture while speaking?	

Pair number: _____

Can you hear louder what they are saying?		Are they using intonation?	
Are they talking clearly that you can understand?		Are they using body gesture while speaking?	

Name: **Student J** Date: wednesday 22th February 2021

"IN A RESTAURANT CONVERSATION"

Great job!	Pretty good!	Still learning

Pair number: 1

Can you hear louder what they are saying?		Are they using intonation?	
Are they talking clearly that you can understand?		Are they using body gesture while speaking?	

Pair number: 2

Can you hear louder what they are saying?		Are they using intonation?	
Are they talking clearly that you can understand?		Are they using body gesture while speaking?	

Pair number: 3

Can you hear louder what they are saying?		Are they using intonation?	
Are they talking clearly that you can understand?		Are they using body gesture while speaking?	

As it can be seen the previous ones are the co-evaluation rubrics responded by students. In the case of students J, and F only assessed two pairs due to the fact they did not evaluate themselves. For example, in the case of student C, he belonged to the first pair and he evaluated the development of his pair selecting in the four questions “Great Job”.

Now, talking about what learners thought about their classmates’ development. In the case of pair number 1 conformed by students C and F, all the students coincide as they listened louder to what their classmates said, they used intonation and use their body gesture while speaking.

In pair number 2, which students U and G were part of, their classmates in the majority said they did not use intonation. Three students agreed that they did not hear what they said or was difficult for them to identify because they circle the option “still learning”.

Finally, pair number 3, conformed by pupils A and J, for the ones that answer most of them said they listened to their classmates pretty well. They still need improve in the use of body gesture and intonation, as well as, in talking clearly, which is fundamental for the other students to understand what their peers said.

Explanation

This class also required working in pairs so that students could role-play. “Role play is fundamental in teaching speaking because it gives students an opportunity to practice communicating in different social contexts and in different social roles. In addition, it also allows students to be creative and put themselves in another person’s place for a while.

Students are not only passive learners but they become active learners since there are various activities that put them in an active process” (Ahram et al, 2016, p. 239). The previously mentioned it is highly related to the curricula to use English in social practice language through a real-life context as well as with neurodidactics due to the fact that it considers students as active participants of their learning, being very centered on the pupils rather than the teacher-centered classes.

On the other hand, this class was also related to students' real life because most people have been to a restaurant to eat, so in this class we also wanted the students to relate their conversation to a time they have been to a restaurant, to remember what they ordered that time, and so on. “The learning experience is a fundamental factor, due to students identifying how they feel according to the different real-life actions, so, students will remember and acquire more knowledge they relate with positive memories” (Jensen, 2009).

Confrontation

Specifically in this class, the goal was achieved. The use of role- play was an essential tool for students to communicate and interact in an oral way using the foreign language. According to what I observed, the rubric results, and the co- evaluation, learners were participative in the activities. However, now looking at what the head- teacher said in the observation format “Accuracy and fluency” (Appendix L) she considered that learners needed more practice to use the language taught during the lesson. So, more than giving only students the worksheet to work with, the part of the practice has to be more as a drill to keep maintaining students' attention in all the class, leading more into sentences chunk by chunk to help their memories.

Also, considering the same observation format the teacher told me that it is fundamental I also work and ask for participation for the learners that usually do not do it. Although I am working with speaking and focusing more on the production stage, the other phases are essential as well, because students need the input as enough practice so they can do the tasks by themselves. It is part of constructing their learning. But I usually asked pupils to participate depending on who wants to, and mostly of the time that I have been working with this group, are the same ones.

However, in the case of the conversations presented in this lesson, student G, usually did not participate in the speaking activities as in the others included throughout the lesson, but in this class, he participated in his role-play with learner U and was their decision. So, as I mentioned at the beginning of this paragraph, I focus a lot on students' speaking development, which is the main topic of this document but also it is fundamental I focus on the process and provide participation tools for engaging most of the learners and especially, the ones that usually do not participate to influence positively in their learning, which is what neurodidactics is looking for.

Reconstruction

Although the goal of this class was achieved, I was reflecting on what aspects I could include during the speaking activity to do it more meaningful for participants. One was including more realia such as a "menu" for the clients because I only provided an apron for the waiters. Another one could be including a variety of cultures known for their food. So, each pair could represent a country and include in their conversations the typical meals, this can help to share information and that the students know more about other cultures besides ours.

FINAL CLASS

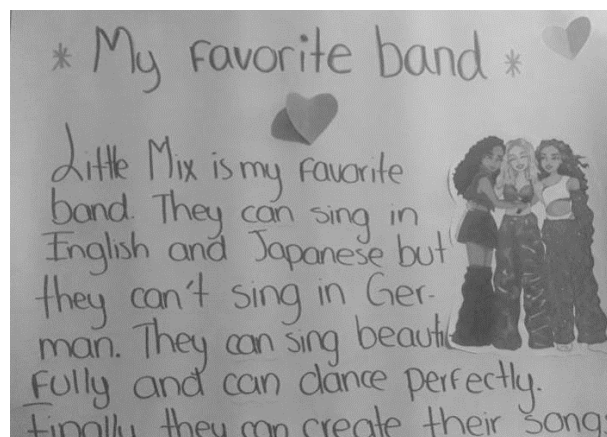
3.5.6 Class number 6 “The person I admire”

Description

This class was carried out on Tuesday, March 21st, 2023. The objective of this lesson was that participants were able to express their favorite person's abilities, he or she could be an artist, an actor, a relative, and so on depending on students' tastes. The modal verb “can” in affirmative and/or negative form were fundamental to complete the task. The methodology used in this class was task-based learning. The sequence was divided into three parts:

- Pre-task: This phase was fundamental to give students an example of what they would do. I gave learners the sample by describing my favorite band's abilities, I created a poster to present it and read aloud to learners making emphasis on “can” and “can’t”. This was with the goal to construct the appropriate environment with pupils so they feel the confidence to talk about someone they admire.

Figure 23. Poster about my favorite band abilities.



After presenting this poster to students, I asked the following questions to help them to identify and reinforce the use of can.

In this part, only three students gave

T: What are the abilities of this group?

S: Hablar Inglés y en Japonés.

T: Okay, in English.

S: Speak in English and in Japanese.

T: And what else? Another ability? ¿Qué otra habilidad recuerdan chicos?

S: La verdad no entendí teacher. ¿Qué es sing?

T: cantar

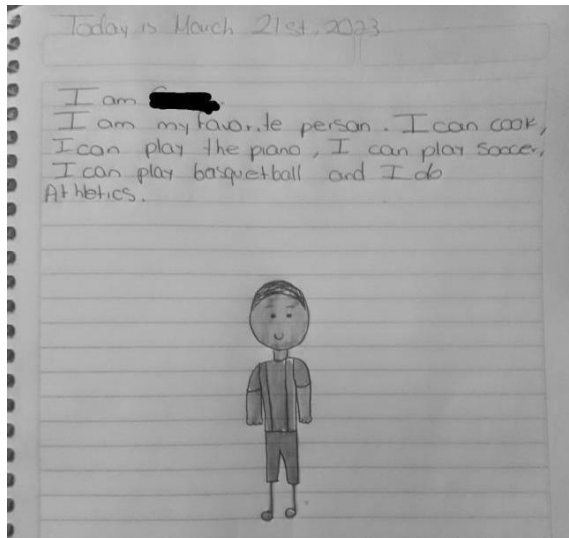
In the case of the last question that one learner told me he did not understand, I did not do something else to help the learner comprehend, or I did not ask him what did not he understand about the text, maybe more students could share the same questions. Reflecting on that, it would be better if I had introduced the vocabulary of the poster to scholars before I presented it to them or also use body language when presenting.

The idea is to help students to understand the language so then they can construct their own learning and produce the language avoiding students getting stressed during the process.

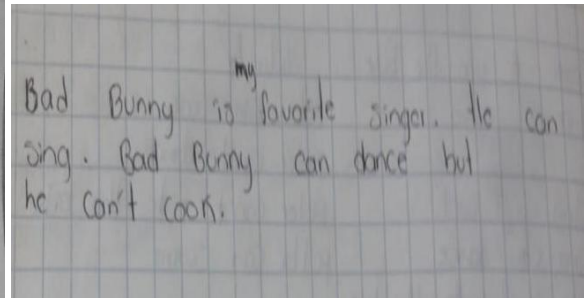
- Task cycle: This stage was separated into three parts:

★ Task: This work was individual. Students chose the person they wanted. It was a free decision of who they preferred to talk about. Some of them choose their favorite soccer players, their favorite YouTubers, singers, and so on. Only one chose to talk about himself. Then students wrote the abilities of that singer, actor, or character, and so forth using can and can't. The following is evidence of learners' scripts:

Figure 24. Students' scripts.



Student C



Student J

★ **Planning:** Pupils prepared and planned their speech for presenting their work, as well as, practicing it to share with their classmates. In this part, I was monitoring students, to check if they had questions.

★ **Report:** Participants passed in front of the class to present the person they admire, describing what that individual can or can not do. They choose the order they would perform it. Only 9 students attended the class and participated 6 of them.

Figure 25. Students presenting their abilities. The first student is talking about his favorite singer and the second is talking about himself.



Student J

Student C

- Post-task: It was planned to write some sentences on the board for students to identify some mistakes they had as reinforcement of the topic, as well as, gave general comments on the participation but time was not enough. After that, I reflected that I could write them on the board as feedback in the next class. However, it was the last class where I commented students that made an effort in the speaking tasks because it was not easier for them but they tried to participate and helped me with the activities.

I said this because I was giving classes to one group of first grade, and one of second grade too, and although I also asked them to do speaking activities, they had less response in comparison to the third- grade. So, these kinds of activities were more suitable according to this group and its way of learning.

Explanation

This is the last class used for this document, after 4 of the 6 classes were in teams and pairs this last one as well as the first one was individual. This session is a form of closure to the oral activities to check the progress of the students and how they respond to speaking alone in front of others. For that reason, this class included relating the activity to aspects of their real life and students' interests.

It is a fundamental aspect in the learning development of students to consider their interests by talking about a person they admire, from actors, singers, soccer players, and characters, and they could even talk about themselves if they choose. It is important to note that this was the students' decision, leaving it up to them. "Making students the protagonists of their own learning can be favored through practice, a practice that has meaning and significance for the student's life, allowing students to explore their own interests" (Eyzaguirre, 2019, p. 82).

- For students to develop skills, knowledge, attitudes, and learning strategies to participate and interact in social language practices, it implies that the role of language and culture in the construction of knowledge, the shaping of identity, as well as in the regulation of behavior, experience, and values are recognized (SEP, 2018, p. 266). This task is related to what has already been mentioned since we all have part of our identity and within it are our tastes.

In the following pages will be presented the rubric used for the evaluation of students and the results obtained according to learners' development.

Table 15. Class 6 “The person I admire” speaking rubric.

Purpose: Students be able to describe the abilities of their favorite person using the modal verb can in affirmative and in negative forms.

Student’s name: _____

Total points: _____

A1	Grammar	Vocabulary	Pronunciation	Fluency
	Control, Extent, Cohesion	Range	Individual sounds, prosody	Promptness
5	Uses some simple structures correctly but makes some mistakes, although the meaning is generally clear.	Uses the vocabulary to deal with the task.	It is mostly intelligible.	Almost always speaks promptly, although they may be hesitation and some pausing mid-utterance.
	Use the modal verb “can” in affirmative and negative to express some abilities of his/her favorite person.	Uses a variety of abilities.	Has limited control of word stress and intonation but what it is said is mostly intelligible.	
4	Performance shares features of bands 3 and 5.			
	Produces some simple structure but makes some	Uses the vocabulary required to deal with most	It is mostly intelligible, although some sounds may be	Often speaks promptly, although they

3	basic mistakes that may obscure meaning.	of the task.	unclear.	may be hesitant and pause mid-utterance.
	Join his/her ideas to talk about his/her favorite person using the modal verb can. Although, no combine can and can't.	Uses three to four different abilities.	Has limited control of word stress and intonation, few times is difficult to understand but not affect at all.	
2	Performance shares features of bands 1 and 3.			
1	Attempts a few simple utterances but makes some basic mistakes which may obscure meaning.	Uses the vocabulary required to attempt part of the task.	Sometimes it may be difficult to understand.	There is hesitation and pausing mid-utterance; that difficult the flow of speech.
	Talk about his/her favorite person but does not use the modal verb "can".	Uses less than three abilities.		
0	Performance does not satisfy the band one descriptor.			

Taken and adapted from Starters movers and flyers handbook for teachers, 2018.

The results from the rubric were the following ones:

Table 16. The person I admire speaking rubric results.

Student	Grammar (Control, extent, cohesion)	Vocabulary (Range)	Pronunciation (Prosody)	Fluency (Promptness)
C	3	4	4	4
F	3	1	2	2
J	3	3	2	2
A	3	4	2	3
N	1	3	1	3
M	2	3	2	2

Authors elaboration.

According to the results student C, used correctly the modal verb can during his speech but he did not combine can and can't aspect was included in the rubric. However, especially this learner improved a lot in his confidence to speak in front of others as well as, with their fluency and pronunciation.

Talking about student F, I could see his improvement during the activities, he usually tried to participate. When was time they presented the tasks orally, he usually went first or second and mainly with activities that included working in pairs. In this task, what he said was very short, so it was not a deeper assessment of their participation.

Student J, mostly in the activities was shy to speak, his voice always was very low, but he increased it during the practice. However, he needs more pronunciation practice and fluency. Pupil A did not usually participate during oral tasks but in this class did it, talking about grammar he included can and can't during their speech, and included a variety of abilities but as well more pronunciation practice is needed because sometimes it obscures comprehension of what he said.

Students N and M, in most of the classes, spoke together except in class 5 and this one, they are an example of the benefit of pair-work in developing speaking because although they need more pronunciation practice, in fluency they improved. The only aspect of this last class is that although they talked about what their favorite people do they did not use the modal verb can, so in that aspect they had lower points.

Finally, what I saw about the results is that students need more pronunciation practice because sometimes what they said was not understandable for me and for their classmates. From what I observed, they had a little increment in fluency.

They gained confidence in speaking in front of their peers in comparison to the first class they produced the language in an oral way. Talking about grammar and vocabulary was something they had not a lot of problems with because it was worked in the lessons and I tried to see a topic in more than one week for being clear for students and helped them to what they learned used during their speeches. It does not mean students did not make mistakes.

Confrontation

Apart from the goal of this class was about students were able to talk about their favorite person, or the person they admire using the modal verb can. It pretended to see based on neurodidactics, how including the tastes of students in the activity help them to develop their speaking skills. If it is true this helps them to be motivated because they are talking about something they like, and I conclude that it depends on how the teacher shows it to learners, in my case, I included an example of my favorite band, maybe they did not know who they are, but they saw I included and I shared with them my tastes too.

When I asked to think of that person, for some pupils it was easier to choose, some others looked confused and only one student talked about him, because he said he admires himself. So, definitely, based on this experience including in the lesson something learners like it is easier for them and more engaging to use the language.

Reconstruction

What I could improve in this class is asking students to create a poster showing what their favorite person does, as the ones I presented, even if they had taken one or two classes more to complete it. So they could support their speaking with a visual aid made from themselves, which also could help others to know people they did not know and understand better what their classmates said. Finally, I would include the question “Why did you choose him/her?”

3.6 FINAL EVALUATION- Diagnostic exam results

The same diagnostic exam (Appendix A) that was applied at the beginning of the document was applied again in the final period of practice. The language proficiency exam was carried out on Tuesday, April 25th, 2023. It was developed that day because I had two hours with the group, so, I could apply for the exam for the four skills and use of language.

In the first two parts, reading with the use of language and listening determines the students' language proficiency according to the Common European Framework (CEFR), it is important to highlight that this exam was taken by Test Your English for young learners exam which can be found in the page of Cambridge. The results were the following:

Table 17. Diagnostic exam second application. Students' results and language proficiency.

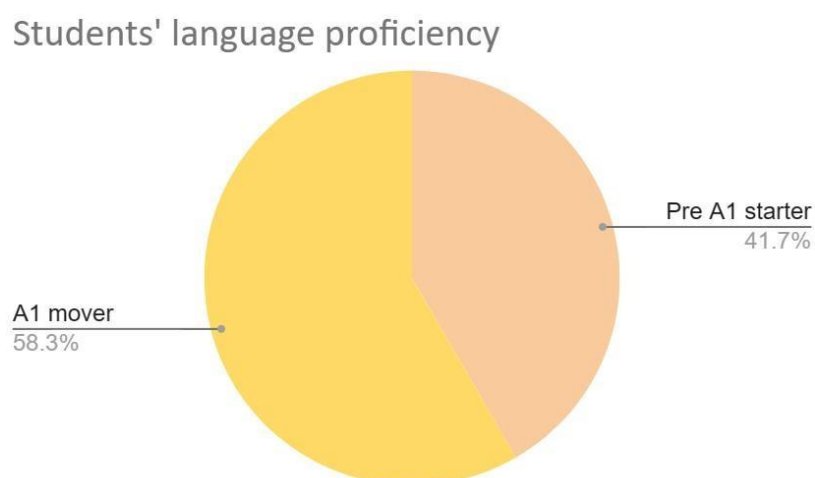
List number	Students	Correct answers/15	CEFR level
1	J	7	A1
2	P	9	A1
3	Ch	5	Pre A1
4	M	7	A1
5	G	(Did not answer	

		the test)	
6	K	5	Pre A1
7	Ma	3	Pre A1
8	J	5	Pre A1
9	F	7	A1
10	C	4	Pre A1
11	A	9	A1
12	N	6	A1
13	Ga	7	A1

Authors elaboration.

According to the chart, 7 students were A1, and 5 pre- A1. The graphic of the results said that students that obtained pre-A1 is the 41.7% percent and 58.3% are A1. Differently for the first time were the exam was applied the 77.8% the students whose answered the exam were pre-A1 and the 22.5% A1. In other words, the first results said learners' language proficiency was pre-A1 and the final results that the English level is A1.

Figure 26. Students' language proficiency according to the second application of the diagnostic exam.



Authors elaboration.

In the writing part there are 6 questions. Students N, Ch, and A did not answered any question. For the rest that responded the questions, students J, U and K did not obtained any question correct. Learner F had one answer correct. Pupil G had two answers correct. Student Ma three correct and finally students P and M had five correct of six questions.

Based on the results and students' responses I identified two problems. The first one is that learners have problems understanding what the questions ask for. The following ones are examples of the questions and learners' responses.

1.- Question number 1: The boy on the bike is wearing grey...

Student answer: running

2.- Question number 2: Where are the flowers?

Student answer: red, green, yellow, orange.

In the example number 2, the question asked for students writing in which place the flowers were, but based on her response, she wrote the flowers' colors, confusing the question as it was asked what color the flowers were.

The second problem was that students have the idea but need more language background. The following ones are also examples of some students' answers.

1.- Question 5: Now write two sentences about the picture.

Student answer. The boys jumpy. (Instead of, the boys are jumping. She has the idea but she did not expressed well, however, is understandable what she was trying to write)

2.- Question 5: Where are the flowers?

Student answer: tree and wall. (Referring to the flowers were between the tree and the wall).

In the two examples below it can be seen how students comprehend what the questions asked for, but at the time they were going to express it they did not write it correctly. However, they had the idea in contrast with the first application where some students wrote the answers in Spanish.

During the lessons, students saw the topics of the prepositions of place (class 2) and the present progressive (class 3), so the questions helped me to notice if learners' still remember how to use it and I came to the conclusion is it necessary and part of the teaching and learning processes reinforce the topics and give feedback.

Finally, it was also applied the speaking part of the exam. This time in difference from the first application in that only I asked two students the questions, I asked the questions to 11 students. I asked 5 questions taken from the diagnostic exam- speaking part (Appendix A).

The first question was "What's your name?". The second question consisted in students putting an item of the scene picture (Appendix A- speaking part) such as put the frog on the chair. Question number three was "What's this" pointing to an item in the picture. The four one was asking about things and/ or people such as what color is the girl's shirt? And the last one, a question about students, for instance, Which sport do you like?, What is your favorite movie?

The following are students' results. It also can be seen in which kind of questions learners had more difficulties in answering. Letter "C" represents correct answers and letter "W" the wrong answers or that learners did not answer.

Table 18. Students' speaking part results. Correct and wrong answers.

Students	Question 1 What 's your name?	Question 2 Putting an item on the picture	Question 3 What 's this?	Question 4 Which color is it?	Question 5 Question about students
U	C	W	W	C	C
P	C	W	C	C	C
Ch	C	C	W	C	W
M	C	W	W	C	W
G	C	W	C	W	W
K	C	C	W	C	W
Ma	C	W	W	C	C
J	C	W	W	C	W
F	C	W	C	C	W
C	C	C	C	C	C
Ga	C	W	C	C	W

Authors elaboration.

As the chart shows, all the students had the first question correct and almost all in number four too. Differently from the other questions. In the case of question number two was the one which had more answers incorrectly due to the fact it was more as a command, so students need to improve their listening activities as well as increase the vocabulary because it was the same that happened with questions number three and six.

Looking at the results and based on what I experienced applying this, was that learners gave short answers, only words rather than give full sentences. Which was different from the last activity applied in this document (class 6) where students talked about the abilities of their favorite person. Both are different of course, because one is an exam and the other was a free oral task where in the last learners looked more comfortable rather than in the test.

Figure 27. Evidence of the speaking part application.



Student P

Student Ch

CHAPTER III. CONCLUSIONS

The general goal established in this document was that students were able to develop their speaking skills with the help of “neurodidactics”. Talking about the development of speaking, it supported students using the language in a productive and communicative approach rather than doing the best speakers due to the fact that learners' English proficiency level obtained for the diagnostic exam was students pre A1. They were at a very basic level.

I usually tried to ask learners about spoken activities they were able to do. Always, giving pupils the basis they needed to produce the language. What I am trying to say with “the basis” is asking students to do the tasks but taking into account the content given, so, they supported the vocabulary and language focus previously seen.

I chose using “neurodidactics” because it is a model based on how the brain learns, and identifies which aspects can affect learners' development. I included principles of neurodidactics during my lessons. In this document I showed six classes but it was held with the group the whole period of practice. The ones used were, use real life and provoke emotions in activities so they are meaningful. Giving students the opportunity to think through problem-solving and being active in their own learning to develop learners' creativity and autonomy. Including in the classroom a place of interaction between students highlighting the use of pairs and teamwork and making the activities dynamic using the body.

It is important to highlight that some of the students did not reach the goal. The objective was all of them to develop their speaking skill. However, these students did not participate, they showed lack of confidence. Their voices were low when they were speaking which made it unable to hear what they were saying.

The specific goals established were to design and apply strategies of neuroscience and analyze how they benefit pupils' speaking skills. As well as, develop activities that develop a classroom environment of trust where students grow in their oral ability. The last specific goal was not totally achieved because I could not approach the students. It is an area I must improve and mainly provide learners with activities that catch their attention because in part of the tasks they were more attentive on what they could do after the class.

The tools for evaluation that I used were the language proficiency diagnostic exam, the learning styles test, the observation formats, and the speaking rubrics. The application of the language proficiency exam was totally helpful because it gave information about students' needs. Based on the results, students were pre A1 so that told me that they were in a very basic knowledge of the language. So, the topics included for the speaking activities I tried were based on learners' level and also with topics such as the modal verbs that help pupils improve their language and that are challenging for them.

The learning styles diagnostic, also was essential because it gave me more information about students. Knowing the predominant way pupils learn was a key to develop the activities. For this group the predominant was kinesthetic. In this case, the speaking activities and especially the ones that included interaction were suitable for them due to the fact they responded better when they were in teams and in pairs.

The observation formats helped me to reflect deeper in the classes and especially in my teaching. Having in mind the observations of the head teacher was a key to have a different perspective from mine. Because when I thought the class went well, the activities were interactive and students were participative, knowing the perspective of the teacher was a way to compare what I thought or felt, with what really happened.

After some classes that the head teacher filled in the formats I considered that I needed a different perspective to broaden my reflection, so I included the points of view of my classmates who practiced in the same school as me. Since, they included different strategies than mine that have worked positively or negatively for them, that at a certain point helped me to think about it and include it in my classes. Sadly, I considered the observation from my peers until the last two lessons. However, it can continue to strengthen my teaching practice.

The use of the rubrics was key to assess the students' speaking skills development because it showed where learners needed more practice. Which were in pronunciation and fluency. I need to give more pronunciation practice to pupils, it is something they were concerned about when speaking. Fluency was improving because of practice, to the extent that there were more speaking tasks when they could talk. The aspect I must improve when using a rubric to assess scholars' work is to make students aware of what is going to be taken into account, because when I did it in class 5, when they presented their task they used more intonation and more movements while speaking.

Talking about the final results. The diagnostic exam was applied twice. The first time was at the beginning of the school year, as I previously mentioned, the results indicate learners were pre A1. Talking about speaking, the two students I asked the questions had one thing in common, it was they did not say full sentences, only isolated words.

The same exam was carried out at the end, where the results said students now are A1 which was an expectation when I started working with the group. It means that there has been progress in students' English level. In the writing part, although they made some mistakes they tried to answer the questions in comparison to the first time most students left it blank and/or wrote it in Spanish.

In speaking, according to the results I asked 11 students the questions, being the majority of them. I could see the same pattern as in the beginning. Learners did not give full sentences. Based on pupils' responses they had trouble understanding the questions. What I did was to use more pauses while asking, use my hands, and guide the questions with the picture used during the speaking test pointing out what I was asking for.

What I could have done differently in the last application specifically in this skill was to ask students to talk about something related with the classes developed in the research such as "talk about the abilities of your best friend", "describe your one-day routine" and so on. In this way, I could have obtained more information about their final progress.

The last application of the diagnostic exam gave me different answers and still needs of my students. In general, students need to develop more comprehension. In this case, making emphasis on the receptive skills. Because in writing, although students had the vocabulary due to the fact they did not understand the questions, some of their answers were not responded coherently. In the case of speaking, the same happened with comprehension.

On the other hand, talking about the last class for this document, it was different from the results of the diagnostic exam in the speaking part. This activity permitted students to express and talk about someone they like or admire in contrast to the examination that only requires answering questions. The perspective from the process of learners' speaking was different.

In this lesson, I concluded that students improved in fluency due to the fact they have been presenting orally either collaboratively or individually in the classes created for this document and also within my practice, I included speaking activities but they were more controlled. However, pupils need to continue developing fluency, pronunciation and interaction of course.

During the process of the development of this research document and in my teaching practice I identified areas of growth. The first one is time management. In some lessons I gave students more time than necessary to realize the activities that led to in most of the classes time was not enough for all the students to talk.

Also, it was not enough to give learners' feedback after their speaking tasks. It is fundamental to make learners aware of their performance, its strengths and its mistakes. Talking about giving feedback is something I need to improve and look more into the different ways I can provide it to students in a way they do not feel stressed or exposed, giving them the opportunity to analyze the aspects of language.

Another area of improvement is classroom management, specifically with maintaining appropriate student behavior. This was a problem because of the disorder in the classroom. Many times the students did not pay attention to the class or when their classmates were presenting their oral work. Something that helped me with this problem was to include the co-evaluation in class 5, since the students had their attention on the rubric.

Making classes more interactive and communicative is another aspect I need to improve. During the lessons, communication is key to students using the language in a real context. They can see the application in their real life and consequently, a meaningful learning will take place, which is what neurodidactics and learning a language seeks, that learners find a purpose in what they are learning.

Finally, I conclude that basing my document in neurodidactics was totally challenging because it implied knowing about a new model in education with which I was not familiar with. Although it is a term that has gained relevance, mixing it with the teaching of English and especially with the development of the speaking skill was with the idea to provide students a suitable learning.

Where I could include aspects of neurodidactics that implies providing learning based on the brain, and how it learns plus aspects that are necessary to develop speaking where a suitable classroom environment, interaction between learners, the practice and include communicative activities are key.

It was not an easy process and I have learned more about it than I expected. During the development of this report and the conclusion, new questions arose around me which were:

- How can I provide meaningful activities to students?
- How can I give constructive feedback to learners?
- Is neurodidactics an adequate model to apply with beginner English learners?

These questions arose a new opportunity where I can grow as a teacher trainee. I will continue trying to answer the questions during my teaching practice, and noticing how they support and improve students' speaking skills and their learning in general.

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V. APPENDICES

Appendix A. Diagnostic test



Escuela Secundaria Técnica 39 Ricardo Macías Salinas

DIAGNOSTIC EXAM



Name: _____

Date: _____

Grade and group: _____

Overall score: _____

Part 1.- Instruction: Look at each picture and choose the best answer.

1. Choose your answer



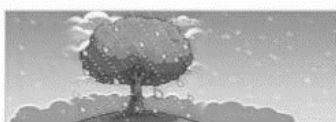
- a) This is blue.
- b) This is yellow.
- c) This is red.

2. Choose your answer



- a) These are bees.
- b) These are bears.
- c) These are birds.

3. Choose your answer



- a) It's a sunny day.
- b) It's a rainy day.
- c) It's a windy day.

Part 2.- Instruction: Read the questions and choose the best answer.

4. Did you enjoy the party, Clare?

- a) Yes, me too.
- b) Yes, you did.
- c) Yes, very much.

5. What's your new teacher like, Carla?

- a) She teaches us English and music.
- b) She likes playing table tennis.
- c) She's very nice and friendly.

6. I love this photo of your family, David!

- a) Yes, please!
- b) If you like!
- c) So do I!

Part 3. - Instruction: Read the text and circle the best word for each gap.



Look up at the sky when it's dark. If there **7 was/ be/ are** no clouds, you will see the moon. There is no sound, air, wind or other kinds **8 of/ for/ from** weather

on the moon. Tourists can't visit the moon yet, but 1 rockets have 9 **took/ take/ taken** astronauts there. The first person 10 **whose/ that/ what** walked on the moon was Neil Armstrong in 1969.

Part 4.- Instruction: choose the correct answer

11. Read the following situation. After that, answer the question.

"Good morning students, this is Katy your English teacher for this school year. I am from Mazatlán and I am thirty years old. What about you?"

Identify the greeting that uses the teacher

- a. Good morning
- b. For this school year
- c. What about you?

12. Read the following conversation and fill in the blanks.

Jacob: Hi, I'm Jacob, _____ is your name?

Karla: Hello, my name is Karla.

Jacob: Nice to meet you Karla, _____ are you from?

Karla: I'm from San Luis Potosi.

Jacob: _____ old are you?

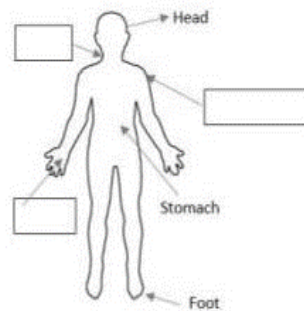
Karla: I am thirteen years old.

Jacob: It's a pleasure.

- a. What - Where - How
- b. Where - How - What
- c. What - How - Where



3. See the human body chart. Identify the missing parts.



- a. neck- shoulders- hand
- b. neck- fingers- knee
- c. hand- shoulders- knee

14. Read the next text and identify hobbies and personal data.

Hello students! Welcome to this new school year. I am happy to have you here. Let me introduce myself.

My name is Jayden I am an English teacher and I am 50 years old. I like playing soccer, cooking with my family but I do not like washing the dishes. I hate it. I usually play the guitar with my kids and occasionally I read them a book before going to bed.

Identify what Jayden hates the most.

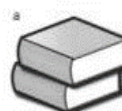
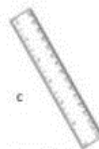
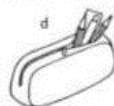
- a. He hates reading books before bed.
- b. He hates washing the dishes
- c. He does not like to play soccer

15. Read the poem. Then, identify the number of the paragraph in which the next objects are mentioned.

The pen is blue
The pencil is red
1 They help me write
My beautiful name

The pencil case is yellow
2 The folder is green
The schoolbag is orange
And the ruler is pink

Two books I have
3 Many pages they have
One notebook in my bag
I am ready to start!



- a. 1a, 2dc, 3b.
- b. 1b, 2dc, 3a
- c. 1ab, 2c, 3d.

16. Read this paragraph, look at the pictures and complete with the correct answers.

Richard, Manuel and Jennifer do these activities every single day in different parts of Queretaro City.

Richard _____ a shower at six o'clock.
Manuel _____ in the park at seven o'clock.
Jennifer _____ eggs and bread at 08:00 a.m.



- a. takes – sleeps -cleans
- b. takes – runs – eats
- c. cleans – takes – runs

17. Compare the maps of Mexico and the United States of America. Select the sentence that expresses true information about their size.

- a. United States of America is shorter than Mexico.
- b. Mexico is bigger than United States of America.
- c. United States of America is bigger than Mexico.



LISTENING

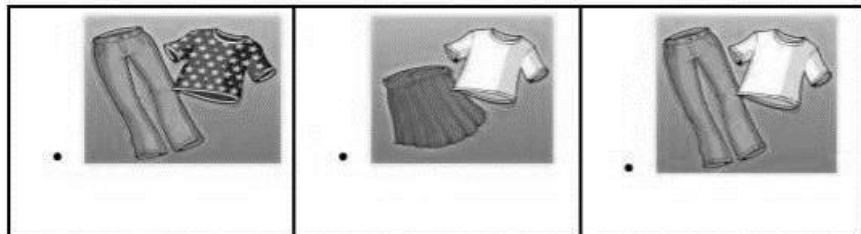
Part 5.- Instruction: Listen and choose the best answer.

You will hear each recording twice.

18. Where's Dad now?



19. What will Natalie wear to the party?



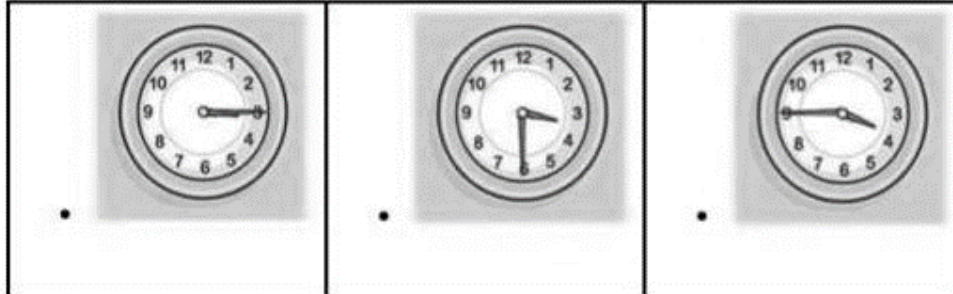
20. What's Ellie doing now?



21. What's the girl's favourite birthday present?



22. What time is the football match?



WRITING

Part 6.- Instruction: Look, read and write.

Examples:

The dog is playing in some water

What's the mother wearing? a purple shirt

6.1 Instruction: Complete the sentences.

1.- The boy on the bike is wearing grey

2.- One dog is brown and one dog is _____

6.2 Instruction: Answer the questions.

3.- What's the girl in the black skirt doing? _____

4.- Where are the flowers? _____

6.3 Instruction: Now write two sentences about the picture.

5.- _____

6.- _____



SPEAKING

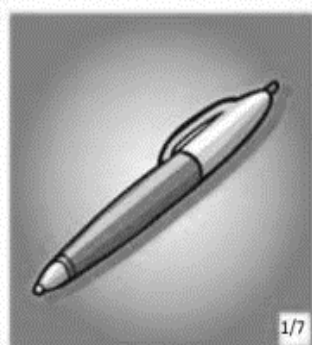
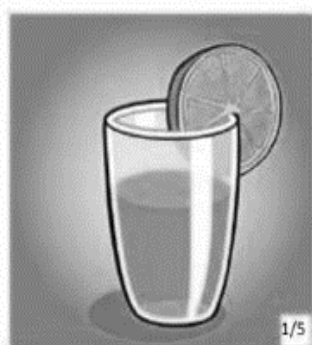
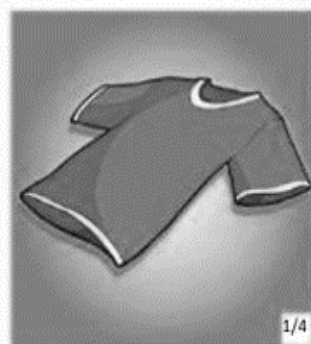
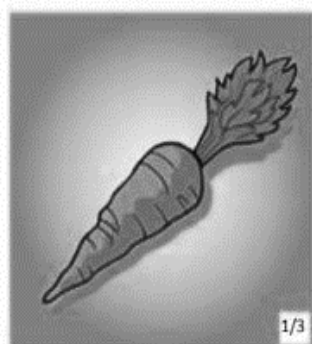
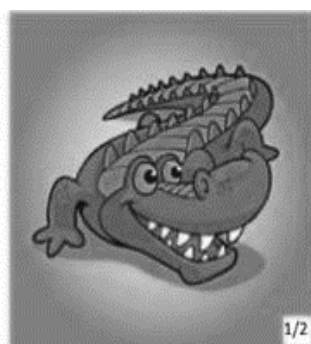
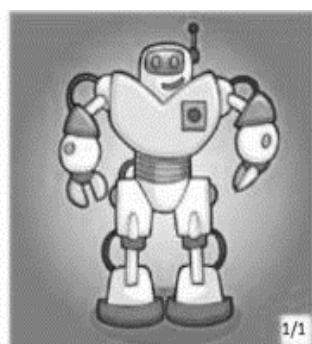
Pre A1 Starters Speaking

Summary of procedures

The usher introduces the child to the examiner.

1. After asking the child 'What's your name?', the examiner familiarises the child with the picture first and then asks the child to point out certain items on the scene picture, e.g. 'Where's the door?' The examiner then asks the child to put two object cards in various locations on the scene picture, e.g. 'Put the robot on the red chair.'
2. The examiner asks questions about two of the people or things in the scene picture, e.g. 'What's this?' (Answer: banana) 'What colour is it?' (Answer: yellow). The examiner also asks the child to describe an object from the scene, e.g. 'Tell me about this box.'
3. The examiner asks questions about four object cards, e.g. 'What's this?' (Answer: (orange) juice) and 'What do you drink for lunch?'
4. The examiner asks questions about the child, e.g. 'Which sport do you like?'





Appendix B. Learning styles test

TEST ESTILO DE APRENDIZAJE

Name: _____
Grade and group: _____

Date: _____
List number: _____

INSTRUCCIONES: Elige una opción con la que más te identifiques de cada una de las preguntas y márcala con una X

1. ¿Cuál de las siguientes actividades disfrutas más?
 - a) Escuchar música
 - b) Ver películas
 - c) Bailar con buena música
2. ¿Qué programa de televisión prefieres?
 - a) Reportajes de descubrimientos y lugares
 - b) Cómic y de entretenimiento
 - c) Noticias del mundo
3. Cuando conversas con otra persona, tú:
 - a) La escuchas atentamente
 - b) La observas
 - c) Tiendes a tocarla
4. Si pudieras adquirir uno de los siguientes artículos, ¿cuál elegirías?
 - a) Un jacuzzi
 - b) Un estéreo
 - c) Un televisor
5. ¿Qué prefieres hacer un sábado por la tarde?
 - a) Quedarte en casa
 - b) Ir a un concierto
 - c) Ir al cine
6. ¿Qué tipo de exámenes se te facilitan más?
 - a) Examen oral
 - b) Examen escrito
 - c) Examen de opción múltiple
7. ¿Cómo te orientas más fácilmente?
 - a) Mediante el uso de un mapa
 - b) Pidiendo indicaciones
 - c) A través de la intuición
8. ¿En qué prefieres ocupar tu tiempo en un lugar de descanso?
 - a) Pensar
 - b) Caminar por los alrededores
 - c) Descansar
9. ¿Qué te halaga más?
 - a) Que te digan que tienes buen aspecto
 - b) Que te digan que tienes un trato muy agradable
 - c) Que te digan que tienes una conversación interesante
10. ¿Cuál de estos ambientes te atrae más?
 - a) Uno en el que se sienta un clima agradable
 - b) Uno en el que se escuchan las olas del mar
 - c) Uno con una hermosa vista al océano
11. ¿De qué manera se te facilita aprender algo?
 - a) Repitiendo en voz alta
 - b) Escribiéndolo varias veces
 - c) Relacionándolo con algo divertido
12. ¿A qué evento preferirías asistir?
 - a) A una reunión social
 - b) A una exposición de arte
 - c) A una conferencia
13. ¿De qué manera te formas una opinión de otras personas?
 - a) Por la sinceridad en su voz
 - b) Por la forma de estrecharte la mano
 - c) Por su aspecto
14. ¿Cómo te consideras?
 - a) Atlético
 - b) Intelectual
 - c) Sociable
15. ¿Qué tipo de películas te gustan más?
 - a) Clásicas
 - b) De acción
 - c) De amor
16. ¿Cómo prefieres mantenerte en contacto con otra persona?
 - a) por correo electrónico
 - b) Tomando un café juntos
 - c) Por teléfono
17. ¿Cuál de las siguientes frases se identifican más contigo?
 - a) Me gusta que mi coche se sienta bien al conducirlo
 - b) Percibo hasta el más ligero ruido que hace mi coche
 - c) Es importante que mi coche esté limpio por fuera y por dentro
18. ¿Cómo prefieres pasar el tiempo con tu novia o novio?
 - a) Conversando
 - b) Mirándose
 - c) Mirando algo juntos
19. Si no encuentras las llaves en una bolsa
 - a) La buscas mirando
 - b) Sacudes la bolsa para oír el ruido
 - c) Buscas al tacto
20. Cuando tratas de recordar algo, ¿cómo lo haces?
 - a) A través de imágenes
 - b) A través de emociones
 - c) A través de sonido

21. Si tuvieras dinero, ¿qué harías?
- Comprar una casa
 - Viajar y conocer el mundo
 - Adquirir un estudio de grabación
22. ¿Con qué frase te identificas más?
- Reconozco a las personas por su voz
 - No recuerdo el aspecto de la gente
 - Recuerdo el aspecto de alguien, pero no su nombre
23. Si tuvieras que quedarte en una isla desierta, ¿qué preferirías llevar contigo?
- Algunos buenos libros
 - Un radio portátil de alta frecuencia
 - Golosinas y comida enlatada
24. ¿Cuál de los siguientes entretenimientos prefieres?
- Tocar un instrumento musical
 - Sacar fotografías
 - Actividades manuales
25. ¿Cómo es tu forma de vestir?
- Impecable
 - Informal
 - Muy informal
26. ¿Qué es lo que más te gusta de una fogata nocturna?
- El calor del fuego y los bombones asados
 - El sonido del fuego quemando la leña
 - Mirar el fuego y las estrellas
27. ¿Cómo se te facilita entender algo?
- Cuando te lo explican verbalmente
 - Cuando utilizan medios visuales
 - Cuando se realiza a través de alguna actividad
28. ¿Por qué te distingues?
- Por tener una gran intuición
 - Por ser un buen conversador
 - Por ser un buen observador
29. ¿Qué es lo que más disfrutas de un amanecer?
- La emoción de vivir un nuevo día
 - Las tonalidades del cielo
 - El canto de las aves
30. Si pudieras elegir ¿qué preferirías ser?
- Un gran médico
 - Un gran músico
 - Un gran pintor
31. Cuando eliges tu ropa, ¿qué es lo más importante para ti?
- Que sea adecuada
 - Que luzca bien
 - Que sea cómoda
32. ¿Qué es lo que más disfrutas de una habitación?
- Que sea silenciosa
 - Que sea confortable
 - Que esté limpia y ordenada
33. ¿Qué es más atractivo para ti?
- Una iluminación tenue
 - El perfume
 - Cierto tipo de música
34. ¿A qué tipo de espectáculo preferirías asistir?
- A un concierto de música
 - A un espectáculo de magia
 - A una muestra gastronómica
35. ¿Qué te atrae más de una persona?
- Su trato y forma de ser
 - Su aspecto físico
 - Su conversación
36. Cuando vas de compras, ¿en dónde pasas mucho tiempo?
- En una librería
 - En una perfumería
 - En una tienda de discos
37. ¿Cuáles tu idea de una noche romántica?
- A la luz de las velas
 - Con música romántica
 - Bailando tranquilamente
38. ¿Qué es lo que más disfrutas de viajar?
- Conocer personas y hacer nuevos amigos
 - Conocer lugares nuevos
 - Aprender sobre otras costumbres
39. Cuando estás en la ciudad, ¿qué es lo que más hechas de menos del campo?
- El aire limpio y refrescante
 - Los paisajes
 - La tranquilidad
40. Si te ofrecieran uno de los siguientes empleos, ¿cuál elegirías?
- Director de una estación de radio
 - Director de un club deportivo
 - Director de una revista

Appendix C. Results chart

EVALUACIÓN DE RESULTADOS

Marca la respuesta que elegiste para cada una de las preguntas y al final suma verticalmente la cantidad de marcas por columna.

Nº DE PREGUNTA	VISUAL	AUDITIVO	CINESTÉSICO
1	B	A	C
2	A	C	B
3	B	A	C
4	C	B	A
5	C	B	A
6	B	A	C
7	A	B	C
8	B	A	C
9	A	C	B
10	C	B	A
11	B	A	C
12	B	C	A
13	C	A	B
14	A	B	C
15	B	A	C
16	A	C	B
17	C	B	A
18	C	A	B
19	A	B	C
20	A	C	B
21	B	C	A
22	C	A	B
23	A	B	C
24	B	A	C
25	A	B	C
26	C	B	A
27	B	A	C
28	C	B	A
29	B	C	A
30	C	B	A
31	B	A	C
32	C	A	B
33	A	C	B
34	B	A	C
35	B	C	A
36	A	C	B
37	A	B	C
38	B	C	A
39	B	C	A
40	C	A	B
TOTAL			

El total te permite identificar qué canal perceptual es predominante, según el número de respuestas que elegiste en el cuestionario.

Appendix D. Observation format

Conditions for learning

Task: As you observe this lesson, consider the following questions:

What is there about the classroom, the activities, the teacher and the students that helps create conditions for effective learning? What aspects of the lesson might hinder learning?

There may be questions that you yourself would like to ask the teacher about the various decisions taken before and during the lesson. Make a note of these for post-lesson discussion.

Positive factors	Negative factors
The classroom	The classroom
The activities	The activities
The teacher	The teacher
The students	The students
<p>Note down what you would like to 'steal' from your mentor to incorporate into your own teaching. This could include personal qualities, teaching skills and techniques, activities, the way the teacher creates a good classroom atmosphere, etc.:</p>	

Source: Scrivener, J. 1994. *Learning Teaching*. Heinemann

Appendix E. Observation format- Accuracy and fluency

Practice activities have two objectives: precision at applying the system, and automatisatio~~n~~of the system. These two objectives are called **accuracy** and **fluency**. The two essential criteria for choosing, designing and evaluating practice activities are the *quantity* and the *quality* factors. Simply put, this means the more practice the better, but with attention to form, in the interest of accuracy.

Task: *Decide whether the activities in this lesson are oriented towards fluency or accuracy and whether attention has been paid to both quality and quantity.*

	Fluency-oriented		Accuracy- oriented		Comments and questions on quality and quantity
	spoken	written	spoken	written	
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

10.					
-----	--	--	--	--	--

Please continue overleaf ⇨

OBSERVATION TASK Focus: The Material

Do you think the balance of activities was right or would you like to change it?

Did the accuracy practice activities motivate the learners to want to be accurate?

Did the fluency activities attempt to simulate real-life language use and did the learners pay attention to meaning?

What insights into the lesson did this activity

Class 1. "My best friend's routine"

Appendix F. Observation format

OBSERVATION TASK

Focus: The Teacher

Conditions for learning

Task: As you observe this lesson, consider the following questions:

What is there about the classroom, the activities, the teacher and the students that helps create conditions for effective learning? What aspects of the lesson might hinder learning?

There may be questions that you yourself would like to ask the teacher about the various decisions taken before and during the lesson. Make a note of these for post-lesson discussion.

Positive factors	Negative factors
<p>The classroom</p> <ul style="list-style-type: none"> • Big space • Good light 	<p>The classroom</p> <ul style="list-style-type: none"> • Doesn't have TIC's.
<p>The activities</p> <ul style="list-style-type: none"> • Very practical • Easy to do • Handouts, very helpful 	<p>The activities</p> <ul style="list-style-type: none"> • (Just smd)
<p>The teacher</p> <ul style="list-style-type: none"> • Very interactive • Easy going • Comfortable to work with. 	<p>The teacher</p> <ul style="list-style-type: none"> • Loud up your voice. • Speak clearly.
<p>The students</p> <ul style="list-style-type: none"> • They want to learn • Expectation of the new teacher and the classes. 	<p>The students</p> <ul style="list-style-type: none"> • Very talkative. • Very playful • Some of them very quiet.

Note down what you would like to 'steal' from your mentor to incorporate into your own teaching. This could include personal qualities, teaching skills and techniques, activities, the way the teacher creates a good classroom atmosphere, etc.:

Source: Scrivener, J. 1994. *Learning Teaching*. Heinemann

Class 2.- "Our city"

Appendix G. Observation format

Conditions for learning

Task: As you observe this lesson, consider the following questions:
What is there about the classroom, the activities, the teacher and the students that helps create conditions for effective learning? What aspects of the lesson might hinder learning? There may be questions that you yourself would like to ask the teacher about the various decisions taken before and during the lesson. Make a note of these for post-lesson discussion.

Positive factors	Negative factors
The classroom Good life, good space.	The classroom No tech to use.
The activities - Simple - Easy to get - Easy to comprehend	The activities I like them all.
The teacher - Patient - Clear	The teacher Good performance Nice and good to explain. ☺
The students - Active - Like to learn - Very competitive	The students Don't memorize vocabulary - Hard to remember parts of sentence

Note down what you would like to 'steal' from your mentor to incorporate into your own teaching. This could include personal qualities, teaching skills and techniques, activities, the way the teacher creates a good classroom atmosphere, etc.:

Source: Scrivener, J. 1994. *Learning Teaching*. Heinemann

Class 3.- "Creating stories"

Appendix H. Observation format

Conditions for learning

*Task: As you observe this lesson, consider the following questions:
What is there about the classroom, the activities, the teacher and the students that helps create conditions for effective learning? What aspects of the lesson might hinder learning? There may be questions that you yourself would like to ask the teacher about the various decisions taken before and during the lesson. Make a note of these for post-lesson discussion.*

Positive factors	Negative factors
The classroom - Big space - Good light	The classroom Boards aren't in good shape - No tech.
The activities - Short and entertained. - Well instructed.	The activities - Not enough to practice
The teacher - Patient - Positive - Enthusiastic	The teacher - Increase your tone during explanation.
The students - Eager to learn. - Participative in their own way.	The students - Sometimes apatic. - A little disorganized. - Problems to follow instructions

Note down what you would like to 'steal' from your mentor to incorporate into your own teaching. This could include personal qualities, teaching skills and techniques, activities, the way the teacher creates a good classroom atmosphere, etc.:

Source: Scrivener, J. 1994. Learning Teaching. Heinemann

Class 4.- "Ingredients for a recipe"

Appendix I. Observation format (Conditions for learning)

Conditions for learning

Task: As you observe this lesson, consider the following questions:
 What is there about the classroom, the activities, the teacher and the students that helps create conditions for effective learning? What aspects of the lesson might hinder learning? There may be questions that you yourself would like to ask the teacher about the various decisions taken before and during the lesson. Make a note of these for post-lesson discussion.

Positive factors	Negative factors
The classroom Enough: space and lighting	The classroom None electrical equipment nor technical.
The activities Simple and easy to comprehend.	The activities Need to be more activities alike. make more short dialogues not just work with one the whole class.
The teacher Very patient and very helpful to the students.	The teacher
The students Eager to learn more, very participative.	The students Need to be more focus on their learning. Personal learning.

Note down what you would like to 'steal' from your mentor to incorporate into your own teaching. This could include personal qualities, teaching skills and techniques, activities, the way the teacher creates a good classroom atmosphere, etc.:

Source: Schvener, J. 1994. *Learning Teaching*. Heinemann

Appendix J. Observation format (accuracy and fluency)

26

OBSERVATION TASK

Focus: The Material

Accuracy and fluency

Practice activities have two objectives: precision at applying the system, and automatization of the system. These two objectives are called **accuracy** and **fluency**. The two essential criteria for choosing, designing and evaluating practice activities are the *quantity* and the *quality* factors. Simply put, this means the more practice the better, but with attention to form, in the interest of accuracy.

Task: Decide whether the activities in this lesson are oriented towards fluency or accuracy and whether attention has been paid to both quality and quantity.

Activity	Fluency-oriented		Accuracy-oriented		Comments and questions on quality and quantity
	spoken	written	spoken	written	
1. Ss. will write a dialogue.		✓		✓	Are they using the correct structure to form sentences?
2. Ss. will say the dialogue out loud.	✓		✓		Are they pronouncing the words correctly and do they remember it?
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Please continue overleaf ⇨

OBSERVATION TASK

Do you think the balance of activities was right or would you like to change it?

Need to add more activities.

Did the accuracy practice activities motivate the learners to want to be accurate?

Not really, they just wanted to finish so they can go out and play.

Did they have enough thinking time available to pay attention to form?

More than enough.

Did the fluency activities attempt to simulate real-life language use and did the learners pay attention to meaning?

Need to have more pronunciation practice, I guess there is more than enough time to do so.

Was there any built-in need to interact?

Yes, need to increase more and more vocabulary so they can work better and easier.

What insights into the lesson did this activity provide?

Work harder and harder, maybe more material, not just one (one) dialogue to work with.

Discuss these points with your mentor.

Class 5.- “In a restaurant”

Appendix K. Observation format (conditions for learning)

Conditions for learning

Task: As you observe this lesson, consider the following questions:

What is there about the classroom, the activities, the teacher and the students that helps create conditions for effective learning? What aspects of the lesson might hinder learning?

There may be questions that you yourself would like to ask the teacher about the various decisions taken before and during the lesson. Make a note of these for post-lesson discussion.

Positive factors	Negative factors
The classroom could be use for changing the traditional classroom management	The classroom is big and students are far from the teacher.
The activities are adequate for students proficiency level	The activities
The teacher tries to help students to express their ideas in a foreign language	The teacher translate some instructions in the activities for students
The students find interesting the theme of the class and pay attention in the explanation.	The students sometimes uses a lot of Spanish expression for working in the activity
<p>Note down what you would like to 'steal' from your mentor to incorporate into your own teaching. This could include personal qualities, teaching skills and techniques, activities, the way the teacher creates a good classroom atmosphere, etc.:</p> <ul style="list-style-type: none"> - You need to speak more English to the students (try to use short, clear concrete and simple instructions) to help them to avoid using their mother tongue. - Use visual aids for explaining bands or musicgenre to help students to visualize and know if they know it. 	

Source: Scrivener, J. 1994. *Learning Teaching*. Heinemann

Appendix L. Observation format (accuracy and fluency)

26

OBSERVATION TASK Focus: The Material

Accuracy and fluency

Practice activities have two objectives: precision at applying the system, and automatization of the system. These two objectives are called **accuracy** and **fluency**. The two essential criteria for choosing, designing and evaluating practice activities are the *quantity* and the *quality* factors. Simply put, this means the more practice the better, but with attention to form, in the interest of accuracy.

Task. Decide whether the activities in this lesson are oriented towards fluency or accuracy and whether attention has been paid to both quality and quantity.

Activity	Fluency-oriented		Accuracy-oriented		Comments and questions on quality and quantity
	spoken	written	spoken	written	
1. Diabzoon a restaurant.	✓				✓ well done with the exercises;
2.					sometimes repetition makes it better.
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

[Signature]

Do you think the balance of activities was right or would you like to change it?

Need to increase the pace with the spoken activities, in order to keep the SS interested building their own vocabulary.

Did the accuracy practice activities motivate the learners to want to be accurate?

Yes, indeed.

Did they have enough thinking time available to pay attention to form?

They need more leading into the sentences. (Working chunk by chunk).

Did the fluency activities attempt to simulate real-life language use and did the learners pay attention to meaning?

Need to keep practicing during the class as much as you can.

Was there any built-in need to interact?

What insights into the lesson did this activity provide?

Try to work with the rest of the classmates, participation is with the regular ones.




Discuss these points with your mentor

Appendix M. Co-evaluation













Name: _____

Date: _____













"IN A RESTAURANT CONVERSATION"

Great job!	Pretty good!	Still learning
		













Pair number : _____

Can you hear louder what they are saying?	  	Are they using intonation?	  
Are they talking clearly that you can understand?	  	Are they using body gesture while speaking?	  













Pair number : _____

Can you hear louder what they are saying?	  	Are they using intonation?	  
Are they talking clearly that you can understand?	  	Are they using body gesture while speaking?	  

Pair number : _____

Can you hear louder what they are saying?	  	Are they using intonation?	  
Are they talking clearly that you can understand?	  	Are they using body gesture while speaking?	  

Pair number : _____

Can you hear louder what they are saying?	  	Are they using intonation?	  
Are they talking clearly that you can understand?	  	Are they using body gesture while speaking?	  

Taken and adapted from

<https://www.teacherspayteachers.com/Product/Presentation-Peer-Speaking-Rubric-2394763>

Class 6.- The person I admire

Appendix N. Observation format (conditions for learning)

Conditions for learning

Task. As you observe this lesson, consider the following questions:
What is there about the classroom, the activities, the teacher and the students that helps create conditions for effective learning? What aspects of the lesson might hinder learning? There may be questions that you yourself would like to ask the teacher about the various decisions taken before and during the lesson. Make a note of these for post-lesson discussion.

Positive factors	Negative factors
The classroom The classroom was kept in order when the teacher explained the topic	The classroom In the development of activities a lot noise was generated
The activities Clear explanations for students' understanding	The activities
The teacher Attention to students for their questions or problems.	The teacher
The students Positive attitude to participate in class	The students Everyone spoke at the same time and the participation could not be understood

Note down what you would like to 'steal' from your mentor to incorporate into your own teaching. This could include personal qualities, teaching skills and techniques, activities, the way the teacher creates a good classroom atmosphere, etc.:

Source: Scrivener, J. 1994 *Learning Teaching* Heinemann

Appendix O. Observation format (accuracy and fluency)

Accuracy and fluency

Practice activities have two objectives: precision at applying the system, and automatization of the system. These two objectives are called **accuracy** and **fluency**. The two essential criteria for choosing, designing and evaluating practice activities are the *quantity* and the *quality* factors. Simply put, this means the more practice the better, but with attention to form, in the interest of accuracy.

Task: Decide whether the activities in this lesson are oriented towards fluency or accuracy and whether attention has been paid to both quality and quantity.

Activity	Fluency-oriented		Accuracy-oriented		Comments and questions on quality and quantity
	spoken	written	spoken	written	
1. I do work and I can study	✓				Students pronunciation
2. Who "else" ?			✓		Teachers question to students
3. Leonel Messi can run	✓		✓		Good students fluency and written expressions
4. I can sing and cook	✓				Students pronunciation
5.					
6.					
7.					
8.					
9.					
10.					

Please continue overleaf ⇨

Do you think the balance of activities was right or would you like to change it?

Yes, because the teacher trainee involves accuracy and fluency in the whole class.

Did the accuracy practice activities motivate the learners to want to be accurate?

Partially, because they need more practice in the context that they are using can

Discuss these points with your mentor

Did the fluency activities attempt to simulate real-life language use and did the learners pay attention to meaning?

Yes, because when the teacher trainee correct the pronunciation mistake students correct it.

Was there any built-in need to interact?

Partially, because the trainee teacher could use another classroom management.

What insights into the lesson did this activity provide?

Another ways to practice pronunciation in the students

