



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

TITULO: The use of input to improve speaking skills in students of a third group "A"
in secondary school

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**“THE USE OF INPUT TO IMPROVE SPEAKING SKILLS IN STUDENTS OF A
THIRD GROUP "A" IN SECONDARY SCHOOL”**

TESIS

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I. INTRODUCTION

This document was written to analyze students' attitudes, results, and challenges during the implementation of reading and listening activities aimed at developing speaking skills. It also serves as a tool to reflect on my work as a teacher. The present work intends to consolidate students' learning based on the activities carried out during the practicum, the problems encountered, and successful outcomes that helped them develop their ability to communicate in English as a foreign language.

It is essential to highlight the students' support in the implementation of this project, as their attitudes were positive and respectful toward the classes and the headteacher. The main evidence of students' strong commitment to the sessions and their polite attitude was the percentage of assignments they submitted on time and with excellent presentation, as well as their oral participation in each class. This level of engagement provided a strong foundation for implementing more complex tasks and encouraged active participation throughout the practicum.

All the activities planned and implemented in class were intended to address questions regarding the teaching process and its results, as well as to understand why students did not feel interested in the second language as a tool for communication. This also involved reflecting on previous teaching experiences during the first weeks of observation. These reflections informed the selection of strategies that would promote meaningful learning while fostering students' confidence and motivation.

The topic of this essay is: "The use of input to improve speaking skills in students of a 3rd grade group "A" in secondary school." This topic was chosen because I observed students' need to communicate orally in class and how difficult it was for them to express their ideas. I focused on reading and listening as the main sources of input to enhance speaking skills in the classroom. Although students did not demonstrate fully developed speaking and reading skills, they showed great interest and curiosity in expressing their opinions about what they read and listened to during the lessons. By addressing these needs, the study seeks to explore how targeted input can facilitate oral communication in a foreign language context.

According to observations in this group, students had limited instruction in developing language skills, particularly in reading, listening, and speaking. For this reason, I addressed this issue by implementing reading strategies that could help students acquire vocabulary and structures to express themselves more effectively. The reading input was carefully selected to provide models of the type of language learners were expected to produce orally. The main reading approach used was intensive reading, which included techniques such as skimming and scanning. Integrating such strategies not only supported comprehension but also exposed students to meaningful language patterns that could be later used in speaking tasks.

In the case of listening, the same readings were used as scripts, allowing students to engage with both skills simultaneously. These were integrated through the use of skimming and scanning techniques to identify specific information. Additionally, key concepts such as reading, listening, and speaking were reviewed, as well as the ways in which these skills can

be assessed and corrected in the classroom to promote learners' self-confidence and active participation. In this study, reading and listening are considered input skills, while speaking is viewed as an output skill. This framework guided the design of activities to ensure that students could connect comprehension and expression effectively.

Different activities and techniques were selected and adapted to promote students' development in speaking. Although the group was not expected to present disciplinary issues, careful planning was required to ensure the effectiveness of each session. As a result, certain tasks were modified in response to unexpected situations that arose during the school context. This flexibility in planning demonstrates the importance of reflective teaching in responding to students' immediate needs.

At the beginning of the practice period, an initial assessment was carried out based on the prior knowledge and expected competencies established in the *Planes y Programas de Educación 2006*, which served as the curricular framework implemented in the school during the teaching practicum. The selection of tasks was guided by these results, as well as by the objectives set for the intervention. Activities were designed to be both challenging and engaging, incorporating individual and pair work. Due to time limitations, a formal diagnostic test was not administered; instead, students' initial speaking abilities were identified through classroom observation and their performance during the first activities. These initial observations provided a practical understanding of learners' needs and guided the organization of subsequent lessons.

The 3rd grade "A" group consisted of students at an early stage of English language learning. Their prior exposure to the language was limited, which required careful planning to select appropriate activities that could support the development of multiple skills. The group was of moderate size, which allowed for effective classroom management, and the diversity of learners' backgrounds made it important to implement inclusive strategies. Considering these factors, the planning of tasks aimed to provide meaningful and engaging learning experiences throughout the practice period. Acknowledging these contextual elements ensured that the planned activities were relevant, accessible, and capable of fostering language development for all students.

Students' perspectives on English were also considered through a survey, in which they shared their thoughts on the subject and its potential impact on their lives. This feedback provided additional insight into learners' interests and needs, complementing the general understanding of the group and helping to inform the overall planning of activities. Incorporating students' voices contributed to a learner-centered approach, emphasizing the importance of considering individual perspectives in educational planning.

Reading as a comprehensive skill had not been fully developed in the class, not only as a tool to understand instructions or comprehend information but also as a means to acquire vocabulary and promote engagement. For this reason, the use of reading activities was considered to support students in their language learning process. Listening was also identified as a skill that received limited attention and required further practice, as it contributes to the development of speaking fluency and the

ability to express opinions. Based on classroom observations, students benefit from increased exposure to input through reading and listening, as these processes facilitate familiarity with vocabulary, language structures, and pronunciation patterns.

Language learning is strongly supported by exposure to input, such as reading and listening, as these processes allow learners to become familiar with new sounds and vocabulary that are not part of their mother tongue. Classroom observations revealed that students often struggle with lack of confidence, reluctance to participate, and difficulties in understanding instructions when English is used instead of Spanish. Although students frequently relied on Spanish to express their ideas, this use of their first language also functioned as a temporary scaffolding strategy that supported comprehension and participation while they gradually developed confidence in English. These factors can limit their ability to communicate effectively.

The development of speaking skills is closely related to the amount and quality of input learners receive. In second language acquisition research, input is considered essential, as it provides opportunities for both incidental and intentional learning (Ellis & Shintani, 2014). Therefore, the implementation of activities focused on reading and listening was considered fundamental to support students' oral production.

The integration of this approach contributed to raising students' awareness of the use of a foreign language as a means of communication and encouraged them to apply strategies to improve their reading and listening skills. These skills not only supported their development in English

but also promoted the use of effective learning strategies that can be transferred to their mother tongue.

In addition, this process contributed to teaching improvement, as it required the design of more structured lesson plans focused on students' needs, strengths, and active participation. By using the aforementioned skills—listening and reading, also referred to as input—students were expected to receive ample information and practice, enabling them to express ideas clearly and participate in classroom discussions. The sessions offered students multiple opportunities to plan and organize their own oral production. It was also necessary to explore the connection between input and output and to apply strategies that would guide students through the steps required to actively participate in each session.

This pedagogical essay consists of two chapters, each presenting information related to the institution where the practicum was conducted, relevant theoretical frameworks, and the application of activities along with their results. The first chapter provides a description of the focus and thematic line of this work. It also includes detailed information about the institution, such as its context, student characteristics, English proficiency background, facilities and services, classroom environment, and socioeconomic context. The inclusion of this information aims to identify potential situations that could arise during the practicum.

Additionally, this chapter presents the section “What is known about the topic,” which outlines initial ideas and previous research to guide the design and implementation of the activities effectively. The chapter

concludes with a set of guiding questions, which serve as a framework for the investigation, as their answers constitute key elements of the study. The second chapter focuses on the development of the topic through the application of designed activities to achieve the objectives posed by the research questions. This section explains the purposes of the activities and presents the set of classes, including theoretical foundations, activities, materials, challenges, solutions, and final outcomes. The chapter concludes with a reflective discussion, and all relevant materials are provided in the appendices.

II. TOPIC OF STUDY

II. CHAPTER ONE. TOPIC OF STUDY

2.1 Nucleus and topic line

The experience of teaching a foreign language has been enriching in many ways, as it has taught me to become a researcher, not only of grammar and content but also in the exploration of materials, techniques, and topics to be used in class. Learning to be a better teacher has been a gradual process, which has positively impacted students' communication skills and overall confidence in using English. When teaching practices improve, students gain more tools to acquire knowledge, expand their vocabulary, and express themselves clearly in different situations.

As Ellis and Shintani (2014, p. 38) state, "If learners do not receive exposure to the target language they cannot acquire it." This highlights the importance of consistent input and meaningful engagement in the language. For instance, designing a variety of activities tailored to students' strengths and weaknesses provides additional support in areas such as vocabulary acquisition, listening, and reading, ultimately leading to improved speaking performance and greater participation in classroom discussions.

The 3rd-grade group "A" was selected as the focus of this study because, despite facing difficulties with basic English grammar, the students consistently demonstrated efforts to articulate sounds, pronounce words correctly, and make inferences about classroom interactions. They actively engaged in activities such as role plays and speaking presentations, showing curiosity and willingness to practice the language. However, one of the main challenges was the limited availability of structured activities that would allow them to read, listen, and follow instructions fully in English. Initially, many students were hesitant to participate, fearing that mistakes in pronunciation or grammar would reveal gaps in their

knowledge, as indicated in a preliminary questionnaire (Appendix A). This observation underscored the need to implement carefully designed activities that gradually increased their exposure to input while fostering confidence in their speaking abilities.

The topic line developed in this pedagogical essay, *“Teaching Experiences Analysis,”* focuses on the observation and study of the teaching process and the use of English in the classroom, with particular emphasis on improving speaking through listening and reading input. This essay aligns with this topic line because its purpose is to analyze classroom activities, evaluate students’ performances, and implement techniques designed to achieve those objectives. Additionally, it aims to enhance teaching practices and design suitable activities that encourage students to overcome their fear of communicating in the second language, thereby promoting greater confidence and active participation.

Promoting a skill that students seldom practice in class can present challenges in second language learning when activities are too complex or fail to engage learners meaningfully. For this reason, listening and reading activities play a crucial role in the planning process, as they provide comprehensible input that supports the development of oral skills. Research on learning motivation highlights the role of interest in sustaining engagement: situational interest, which arises in response to specific conditions or learning tasks, can influence learners’ willingness to participate and persist in challenging activities (Renninger, Hidi, & Krapp, 2014).

Renninger and Krapp (2014) conceptualize interest as a dynamic quality influenced by students' engagement with materials, learning conditions, and personal motivations. This perspective supports observations in classrooms where learners' attitudes toward activities are strengthened when they engage with content that is meaningful and relevant to them. Furthermore, Wood, Bruner, and Ross (1976) argue that learners must first be able to recognize a solution within a particular class of problems before they can independently produce the steps leading to that solution. When students do not perceive pathways to solve problems or complete tasks, their interest and engagement tend to decline.

Furthermore, students are expected to develop strategies that help them acquire information across different subjects, enabling them to comprehend content through reading and listening and to express their ideas effectively. Reading, in particular, is a fundamental skill for second language acquisition, as it not only supports comprehension but also fosters self-awareness of one's own learning processes and strategies.

This work is included in the nucleus: "The didactic competence in teaching the specialty," and its reflection is grounded in the planning, implementation, and observation of activities that use reading and listening as input to promote oral expression and the sharing of information, with an emphasis on fluency and clarity. The evaluation focused on teaching practices, analyzing how the application of diverse strategies and activities contributed to improvements in students' speaking skills, as well as their ability to participate confidently in class discussions.

Reading, listening, and speaking form the foundation of this study, given the limited opportunities learners had to practice these skills. Similarly, monitoring students' progress during guided sessions supports the development of more effective oral communication. The teaching process remains the central factor influencing learning outcomes. As Jacobs (2011) notes, educators can enhance learning by acting as facilitators, guiding learners to become aware of their own strategies and skills, which enables them to perform more competently.

2.2 Description of the case being studied

2.2.1 Purpose of the study

The study was chosen after observing students during the first weeks of practice, from September 26th, 2016 to May 19th, 2017, and identifying their needs in oral communication. The 3° "A" group presented several areas for development, including reading comprehension, listening, and speaking skills. The main objective of this study is to analyze the reading, listening, and speaking activities applied in class and to determine how different strategies can influence students' learning as well as my teaching practice, as reflected in their performance after the sessions.

Specifically, teaching is examined in stages such as presentation and production to evaluate how these phases impact learners' oral output. Within these stages, listening and reading serve as central inputs, providing references that guide learners in participating effectively in class. Additionally, it is expected that students improve their reading and listening comprehension in their own language, recognizing its importance for lifelong learning.

All these goals were intended to be achieved while taking into account students' attitudes and existing skills. Lesson planning was carried out using a variety of reading and listening activities designed to encourage communication in a second language, allowing students to make inferences and construct ideas. Most practice and production stages focused on individual and pair work, as these interaction patterns supported the development of students' communication skills and ensured that every learner had the opportunity to participate actively.

2.3 Context

2.3.1 School's general data

The practicum took place at the Junior High School "Moisés S. Jimenez," a public secondary school located in San Luis Potosí, S.L.P., which operates only during the morning shift. The school's code is 24EES0005U, its scholar zone is 02, and its zip code is 78280. The institution follows the general modality of secondary education, featuring specialized teachers for each subject and offering workshops to students. The school has a total of twelve groups across first, second, and third grades, with 653 students enrolled (see Appendix B).

This secondary school was founded in 1976, and its first principal was Luis Sánchez Gutiérrez, who served until 1994. The school was established to provide local students with high-quality educational services in the surrounding area and city. Although the building has undergone modifications over time, the institution has continuously offered its services in the same location.

The institution has twelve classrooms, a sports area, a library, a patio, a technology classroom with twenty computers, a multipurpose room, and fifteen restrooms, although it does not have a laboratory. The building is fully equipped with electricity and piped water. Regarding equipment and materials, the school provides students and teachers with sufficient furniture to conduct classes in all rooms, including whiteboards, desks, and chairs. Some classrooms also have a computer and projector with an interactive board, but these are not currently functional, and the light switches are restricted for students' use for safety reasons. The school is continuously modifying and improving its spaces to provide better services to students (see Appendix C).

Each classroom is equipped with a ceiling fan; however, there is no air conditioning or heating system. The school also has a stationery shop, where students can purchase materials and make copies, and personnel have access as well. All necessary materials are provided by the institution, which supports students' learning by ensuring they have the resources required to focus on class activities and participate effectively in the learning process.

However, some of these characteristics also negatively influenced students' behavior during class, depending on the time of day. For instance, the first sessions were generally quieter than the last three hours, as students were observed to feel uncomfortable due to the classroom temperature. Although each classroom had a fan, the heat was still a factor that limited students' full concentration and engagement in class activities.

The library is open and accessible to all students and teachers. It houses textbooks, magazines, novels, and reference materials in history and science, all organized by sections to facilitate research. The room contains three tables with chairs, providing a quiet space for students to study or take notes as needed. Occasionally, teachers use the library as a classroom for reading or research activities, as it offers ample space for group sessions.

This space does not have boards, televisions, or screens for watching videos or listening to audiobooks. At the beginning of the academic year, students did not have access to all textbooks, and they were informed that no new books would be provided; therefore, they frequently visited the library to consult the available materials. This situation required careful planning of activities based on the resources students had. The headteacher primarily used notebooks and

worksheets, so I also considered bringing speakers, scripts, and additional worksheets to achieve the planned learning objectives.

The computer lab contains twelve computers for students and teachers, all with internet access; however, the password must be provided by the staff member in charge of the room. Students can choose from various workshops, including electricity, computer science, drawing (arts), serigraphy, welding, and shorthand and typing, each led by a qualified teacher who guides the students throughout the classes.

The school personnel consists of 42 teachers, three secretaries, and three janitors who work throughout the school day. Teachers are assigned to different grades, and most are responsible for more than one subject. Although their subjects may not always directly relate to the activities they implement, such as reading brief stories and identifying main ideas, they frequently incorporate skills like reading comprehension and mathematics into their lessons. These activities are planned with the specific objective of helping students improve their reading abilities and develop into more critical thinkers.

The teachers in this institute demonstrate strong support in fostering students' foundational skills. These issues were discussed during School Council meetings, where teachers identified common challenges such as weak reading comprehension and limited mathematical reasoning. To address these concerns, teachers across all subjects planned activities aimed at enhancing reading skills and developing students' analytical and problem-solving abilities.

Another significant aspect of the school is its organizational structure. According to the vice-principal, the institution has consistently hosted a variety of civic and cultural events. One of these is the weekly flag ceremony, which reinforces values and customs by encouraging students to reflect on and discuss their significance. Additionally, the school promotes students' physical well-being through organized sports events led by the physical education teacher, fostering healthier and more active lifestyles.

Students' parents are regularly invited to attend meetings to stay informed about their children's learning progress and classroom development. Additionally, the parents' association monitors information regarding the school's needs throughout the academic year. These practices reflect the active participation of both parents and school personnel in supporting the educational process.

2.3.2 School's geographical location

The Junior High School “Moisés S. Jiménez” is located at Coronel Romero Street #650, near Himno Nacional Avenue, one of the most important streets in San Luis Potosí, San Luis Potosí, México; its zip code is 78280 (Appendix B). The surrounding area is usually busy with students between 6:30 a.m. and 7:30 a.m., as many begin arriving at the school during this time. Nearby educational institutions include the Elementary School “Profesor Fernando Vázquez” and the High School “Rafael Nieto Campeán”. In addition, the area features the market “San Luis 400”, the offices of SEER, and “El Instituto Potosino del Deporte”

As a consequence of being close to important institutions and other educational centers, the street is often crowded with students from diverse educational levels. This constant presence of learners highlights the school’s central role in the community and the influence of its surrounding environment on students’ daily routines. Being located near other institutions is significant because it allows the school to participate in collaborative programs and initiatives, such as those organized by SEER, fostering interaction among schools and promoting educational and cultural exchanges. Additionally, the proximity to these centers provides opportunities for joint activities, shared resources, and community events that contribute to students’ holistic development and encourage a sense of belonging within the local educational network.

Students have access to various services and stores in the vicinity, such as stationery shops and cafeterias, where they can purchase school materials or food before and after classes. Teachers and students typically begin arriving at the institution around 7 a.m., using buses, cars, or walking; the bus stop is conveniently located in front of the school. Although the school’s central location provides easy access for families with children attending nearby educational

levels, it can also create challenges, as heavy traffic congestion sometimes slows student arrivals. The presence of a market and multiple food stands in the area means that many students and community members regularly buy meals there, which contributes to a lively and active environment around the school. This combination of accessibility, commercial activity, and proximity to other educational centers emphasizes the school's role as a hub within the local community, while also highlighting factors that require careful planning to ensure students' safety and timely attendance.

The school personnel and teachers remain on campus until the end of classes at 1:20 p.m., ensuring that students are safely dismissed and monitored at the school entrance. Their presence throughout the school day allows for supervision of both academic and extracurricular activities, supports classroom management, and provides guidance to students as they leave the institution. This consistent oversight contributes to maintaining a secure and organized environment, reinforcing the school's role in facilitating a structured and effective learning experience.

2.3.3. Historical background

The Junior High School "Moisés S. Jiménez" was founded in 1976 and is located in San Juan de Guadalupe. Its first principals were Professors Luis Gutiérrez Sánchez and Cristina Soria. During the early years of operation, the institution relied on financial support from the parents' association. Parents contributed seventy pesos each, while the teachers' union provided three pesos per hour for each teacher. This cooperative effort was essential for covering the school's various needs at the time, including basic infrastructure, classroom materials, and other operational expenses. The collaboration between parents and

the union reflects the strong involvement of the community in establishing and maintaining the educational services of the school during its formative years.

This secondary school has had several principals throughout the years it has provided its services to the community. Since 1997, some of the teachers who have held this position include Luis Sánchez Gutiérrez, José Luis Barbosa Valero, Genaro Sánchez Tobias, and Mariana Rentería, with Mario Ramos García currently serving as principal. This continuity in leadership reflects the institution's ongoing commitment to maintaining its educational objectives and supporting its development over time.

In 1978, the state government constructed the school, which initially consisted of five classrooms: two assigned to first grade and three to third grade. At the time of its foundation, students did not wear uniforms, and civic ceremonies were held on important dates such as September 15th and November 20th. These traditions reflect the cultural and educational practices that were part of the institution's early development.

2.3.4. Facilities

The secondary school provides students with a variety of services and spaces where they can attend classes and develop skills in different areas. These include workshops such as shorthand and typing, serigraphy, drawing, electricity, and technology, which contribute to a more comprehensive educational experience.

The institution is located in an urban area, surrounded by other educational centers and an important market. This context suggests that students have access to a range of external resources and opportunities that can complement their academic development.

Furthermore, the school is adequately equipped with materials that both teachers and students can use to carry out classroom activities effectively. Overall, these facilities and environmental conditions support a dynamic and resourceful learning environment.

The school has twelve classrooms assigned to twelve groups, as well as a sports area that includes a court and a patio. Additionally, it has a computer-equipped classroom that supports students' technological development.

The institution also provides essential services, including fifteen restrooms for both girls and boys, along with access to electricity and water. Some classrooms are equipped with encyclopedic resources and internet access, which facilitate the teaching and learning process.

Moreover, the library remains open throughout the school day, allowing both students and teachers to access books and other materials whenever needed (Appendix C). Overall, these facilities contribute to a supportive and well-resourced educational environment.

Although internet service is available, access is restricted, as it requires a password and can only be used in the technology classroom during class time. As a result, students have limited opportunities to use digital resources independently, which could otherwise support their learning and research activities.

In addition, encyclopedic resources are currently not in use. Even though the equipment is available, neither teachers nor students make use of it during lessons. This indicates that the existing technological tools are not being effectively integrated into the teaching and learning process. Consequently, this situation may hinder the development of important academic skills related to information access and the use of technology.

2.3.5 Classroom environment

In third-grade group "A," 51 students actively participate in class and show interest in activities that involve pair work or group interaction. During lessons, they frequently express their opinions and ask questions about pronunciation and the meaning of words. They also respond positively to the use of games, music, riddles, and tongue twisters as part of the learning process.

Based on classroom observation during sessions with the main teacher, students were identified as having an approximate A1 level of English. According to the Common European Framework of Reference for Languages (CEFR), learners at this level can understand and use everyday expressions and simple phrases to meet basic needs. This description aligns with the students' observed performance in class (Appendix D).

Learning styles are an important element to consider in order to better understand the group and determine appropriate teaching strategies. For this reason, students answered a set of questions that served as a reference for planning class activities according to their interests and learning needs.

The group consists of 51 students with different learning style preferences: 35% are visual learners, 31% are kinesthetic, and 23% are auditory. Additionally, 5.8% show an auditory-visual preference, while 1.9% are auditory-kinesthetic and another 1.9% are kinesthetic-visual (see Appendix E). These results highlight the diversity within the group and the importance of incorporating varied instructional strategies.

According to the English teacher, this group has always shown a positive disposition to the class, and he has not had discipline issues with any of them. Their reactions depend on the applied activities and difficulty of each task they are elicited to do. Their capability to communicate orally in class is limited due to the lack of practice of this skill, but their curiosity and attitude to the subject have been a good reference to start working on their oral production.

According to Brown (2001), speaking is considered one of the most challenging skills in language learning due to the complexity of oral communication, which requires the integration of pronunciation, vocabulary, grammar, and real-time interaction. In this sense, it was observed that students felt reluctant to use speaking as a means of classroom participation. Some of them reported difficulties in remembering vocabulary, constructing sentences, and pronouncing words correctly, which limited their willingness to communicate orally.

The students' oral production was influenced by their negative perceptions of making mistakes in both structure and pronunciation. Pronunciation, in particular, was identified as the most difficult skill to work on in class. According to Brown and Yule (1983), spoken language production is often viewed as one of the most challenging aspects of language learning because it requires real-time integration of linguistic knowledge and communicative skills.

Reading and listening are essential skills for assessing students' ability to comprehend and interpret texts. Although these skills are crucial for language learning, many students in the group were often reluctant to use English actively during class. As a teaching intern, I implemented activities designed to help the students become more familiar with phonology and vocabulary, aiming to support their understanding of instructions, participation in conversations, and expression of simple opinions. Through these tasks, I hoped the students would work collaboratively, develop basic teamwork skills, and feel more confident practicing the language in the classroom setting.

In terms of rapport, the classroom environment appears to be generally respectful and supportive. Students interact positively with one another, and although occasional disagreements arise during lessons, they usually make efforts to resolve conflicts calmly and without disrupting the class. Observations of the English teacher and guidance from my tutor indicate that students are aware of the importance of maintaining discipline and often negotiate solutions among themselves, demonstrating a developing sense of social responsibility. Overall, these characteristics suggest that the group benefits from a cooperative and harmonious learning environment, which provides a solid foundation for implementing collaborative and communicative activities during English lessons.

2.4 Relevant social characteristics

As an educational institution, the secondary school plays a significant role in students' lives, shaping not only their academic development but also their social interactions and daily experiences. Factors such as behavior, the learning environment, and social characteristics provide valuable insights into learners and how they approach their studies. For this reason, it is equally important to consider students' learning styles (Appendix E) and socioeconomic backgrounds, as these elements influence how they process information, expand their ideas, and engage with their schooling. Understanding these aspects allows educators to better support students' learning processes and to create strategies that respond to their needs within the classroom context.

2.4.1 Social and economic background

Students' social characteristics are among the first patterns to consider when analyzing a group of young learners in a classroom. Describing their relationships, learning processes, and lesson outcomes is essential to determine whether a particular technique or strategy effectively supports the achievement of learning goals. Additionally, other factors, such as socioeconomic background, play an important role in shaping students' engagement and academic development. According to INEGI (2010), approximately 5.3% of the population in the area surrounding the secondary school are young people between 12 and 14 years old (Appendix F) out of a total of 4,902, and 95% of these children attend school (Appendix G). This data suggests that families in the area value education and are committed to supporting their children in acquiring basic education and preparing for the future.

2.4.2 Population's economic background.

Economically active population: This information is useful because it provides insights into the educational and economic background of students' families. Most students at the secondary school live with both parents and have at least one sibling, which suggests that their parents had the opportunity to complete basic education (up to secondary school). The majority of families are composed of a mother, a father, and at least two children. According to INEGI (2010), 54% of the population in the area is economically active (Appendix H). Another relevant factor to consider is the percentage of children aged 12 to 14 who work: 19.7% of 12-year-olds have jobs, while 3.7% do not work.

2.4.3 Medical attention

In this area, most of the population has access to various types of medical services, including IMSS (Instituto Mexicano del Seguro Social), ISSSTE, Seguro Popular, and others. Approximately 70.8% of the population uses IMSS services, 14.4% have ISSSTE coverage, 9.8% are affiliated with Seguro Popular, and 0.15% receive medical attention from Pemex, Sedena, or Semar (Appendix I). This information highlights the general availability of healthcare in the community and provides context for understanding the social and economic conditions of the students' families.

2.4.4 Public services

Public services and household resources, such as electricity, piped water, televisions, refrigerators, and cars, are important indicators because they reflect students' living conditions and can influence their learning process. According to INEGI (2010), 98.1% of the population has access to electricity and piped water, (Appendix J) and 54% of families have a computer at home (Appendix K). These

data provide insight into the material and technological resources available to students, which can affect their engagement and performance in the classroom.

2.5 What is known about the topic

According to the *Planes y Programas de Educación Básica 2006* (Secretaría de Educación Pública [SEP], 2006), third-grade students in secondary school are expected to develop communicative skills that allow them to share information about trips, past experiences, and future plans, as well as make predictions about possible situations. They should also be able to identify the main ideas in texts and express their opinions about the topics presented. These competencies highlight the importance of combining receptive skills, such as reading and listening, with productive skills, such as speaking and writing, to ensure that students can engage meaningfully with the language in various contexts. (Appendix L)

The following information is intended to provide background on the topic: “The use of input to improve speaking skills in students of the third-grade group ‘A’.” Each component related to the topic is explained in this section. The elements included here were investigated through a variety of sources, including books, videos, online blogs, classroom observations, and prior teaching practices at Junior High School “*Moisés S. Jiménez*”.

Language plays a central role in culture because it provides the symbolic systems through which ideas, values, and social realities are expressed. According to Sapir (1921) and Whorf (1956), language is a human system of symbols that not only enables communication but also influences how individuals perceive and interpret the world around them. In this sense, language forms a fundamental part

of cultural expression, and the ability to use it effectively—including in a second language -is crucial for meaningful communication and intercultural understanding.

Building on the understanding that language is a central component of culture and communication (Sapir, 1921; Whorf, 1956), it is important to describe the input used during this practice period with the third-grade group "A." This section presents information in a progression from general to specific, addressing how reading, listening, and speaking skills are interconnected. By analyzing these skills, it is possible to design and implement didactic sequences that support students in developing their communicative competence. Additionally, this section outlines the teaching methodology applied during the study, showing how the selected input facilitated meaningful language use in the classroom.

2.5.1 READING DEVELOPMENT

2.5.1.1 What is reading?

Reading is not simply the act of recognizing words on a page; it is a complex, active process in which readers construct meaning by integrating the text with their prior knowledge, experiences, and ideas. While reading might seem passive or solitary at first glance, it actually involves a dynamic interaction between the text and the reader, allowing multiple perspectives and understandings to emerge. As Grabe and Stoller (2011) explain, reading is a problem-solving activity in which comprehension depends on the interaction of textual information, the reader's cognitive resources, and background knowledge.

Based on the understanding that reading is a fundamental component of language learning and communication (Sapir, 1921; Whorf, 1956), it is clear that reading is more than a single skill. It involves the coordination of multiple activities, strategies, and types of knowledge, all of which interact to allow comprehension.

For adult readers, the complexity of these processes may seem effortless, but for learners, especially young students, the integration of these factors can be challenging. According to Cain (2010), effective reading requires not only decoding words but also understanding context, activating prior knowledge, and applying appropriate strategies to interpret meaning, making reading a multifaceted cognitive skill.

Drawing on the understanding that reading is a complex cognitive skill involving the coordination of multiple strategies and prior knowledge (Cain, 2010; Snow, 2010), classroom activities can be designed to develop this skill effectively. One way to practice reading is through oral and silent reading, which can be further categorized as intensive or extensive (Grabe & Stoller, 2011). In the classroom, both types can be incorporated during presentation and practice stages of a lesson.

Oral reading, in particular, helps students familiarize themselves with vocabulary, pronunciation, and sentence structures, while also allowing them to identify main ideas and understand the overall meaning of a text. As Rasplika and colleagues (2013) point out, oral reading fluency is a critical component of reading comprehension; students who read with appropriate speed, accuracy, and expression are better able to focus on understanding the text rather than decoding individual words.

The application of reading strategies is not limited to learning a foreign language. Students also engage in these types of exercises in subjects such as Spanish, Science, History, and other disciplines, which helps them verbalize ideas and develop comprehension skills across the curriculum.

Moreover, these strategies are frequently used outside the classroom, where students choose books or materials that interest them, fostering independent reading habits. As Duke and Pearson (2002) highlight, reading skills are fundamental for learning in all content areas, supporting students in understanding complex texts, integrating information, and enhancing critical thinking.

In Junior High School, reading is one of the most important skills, as it serves as the foundation for acquiring knowledge across all subjects. Although students were familiar with reading activities in other disciplines, I observed that English presented additional challenges due to their limited vocabulary. To address this, I explored strategies to implement reading exercises that would also increase students' confidence in speaking during class.

Intensive reading was chosen as the most suitable technique, as it allowed me to guide the students closely, provide immediate support, and help them feel more confident while developing comprehension and oral expression. According to Nation (2009), intensive reading is particularly effective in language learning because it enables learners to focus on vocabulary, sentence structures, and meaning with the support of a teacher, facilitating both understanding and communicative competence.

2.5.1.2 Extensive Reading

Extensive Reading in the ESL/EFL context is an approach that promotes reading for pleasure and aims to improve overall language proficiency. According to Richard R. Day and Julian Bamford (2002), it involves learners reading large amounts of easy and accessible material, which helps develop reading fluency, comprehension, and positive attitudes toward reading. Similarly, Rob Waring (2011) highlights its role in increasing reading speed and confidence. However, despite its benefits, this approach was not fully suitable for the context of this study due to students' limited proficiency and lack of established reading habits. Therefore, an intensive reading approach was considered more appropriate.

2.5.1.3 Intensive reading

Intensive reading is a classroom-centered approach that emphasizes detailed analysis of texts. It focuses on grammatical forms, discourse markers, and other surface-level features to support comprehension of meaning and textual relationships (H. Douglas Brown, 1989).

Some common characteristics of intensive reading include:

- Classroom-based activities with teacher guidance.
- Close examination of the text, focusing on surface structure details such as grammar and discourse markers.
- Identification and practice of key vocabulary.
- Use of visual aids, such as drawing or diagrams, to support comprehension and problem-solving.
- Careful and repeated reading of texts to ensure thorough understanding.
- Emphasis on building language knowledge rather than solely practicing reading skills.
- Higher prevalence in classroom settings compared to Extensive Reading.

Intensive reading provides learners with the analytical skills needed to decode complex texts, supporting comprehension, vocabulary acquisition, and the ability to interpret meaning at multiple levels. This approach complements Extensive Reading by focusing on precision and accuracy, whereas Extensive Reading prioritizes fluency, motivation, and autonomous reading practice (Day & Bamford, 2002; Nation, 2009).

2.5.1.4 How reading is used in the classroom?

According to Miller (2012), “Intensive reading as a methodology is a teacher-centered approach, meaning the instructor directs most of what happens in class, including what to read, when to read, and what vocabulary, grammar, text organization or comprehension points are to be discussed” (p. 70). This approach requires students to follow the teacher’s guidance, focus on specific texts, and pay close attention to vocabulary and grammar within the reading material. In the case of 3rd grade “A,” students demonstrated interest in these activities, particularly when the topics and vocabulary were relevant to their experiences.

Through intensive reading, students were expected to develop several key skills. These included rapid reading practice, interpreting texts using word-attack and text-attack strategies, distinguishing main ideas from supporting details, understanding implied versus explicitly stated information, making inferences, recognizing the organization of information and its impact on the message, identifying cohesive devices, and noticing transitions between sections. Intensive reading is particularly useful when the objective is to achieve a comprehensive understanding of a text, develop logical arguments, and enhance analytical reading skills.

2.5.1.5 Steps to achieve a good reading exercise?

Considering the specific characteristics of the 3rd grade “A” group, their prior knowledge, and classroom context, it was necessary to design structured reading activities that would allow students to reach achievable goals in oral communication. Effective reading exercises require careful planning, where texts are selected according to the learners’ proficiency level, key vocabulary and grammatical structures are highlighted, and comprehension tasks guide students to focus on both literal and implied meanings (Anderson, 1999; Ur, 2012).

The steps to implement these activities typically include pre-reading preparation, focused reading for comprehension, guided discussion, and follow-up exercises that reinforce understanding and encourage oral participation. By sequencing activities in this way, learners can gradually build confidence, develop analytical reading skills, and improve their ability to interact with texts in meaningful ways (Grabe & Stoller, 2011). This structured approach ensures that reading exercises are not only a practice of decoding language but also a tool to strengthen communication and critical thinking skills

2.5.1.6 Scanning

Scanning is a rapid reading technique used to locate specific information within a text. It is typically employed when the reader is searching for particular items such as names, dates, symbols, formulas, or key phrases. In this strategy, the reader already has a clear idea of what they are looking for and can recognize the information once encountered. Because the focus is solely on finding the target information, very little of the surrounding content is processed for long-term memory or deep comprehension; the primary objective is efficient identification and retrieval of information (Nuttall, 1996; Grabe & Stoller, 2011).

In practice, this technique was applied by having learners scan short texts and worksheets to locate specific vocabulary words, dates, or key phrases related to lesson topics. Students focused on identifying the target information quickly without reading every word in the passage. This exercise not only strengthened rapid recognition of vocabulary and textual cues but also supported confidence in comprehension tasks and subsequent oral discussion of the information retrieved.

2.5.1.7 Skimming

Skimming is a rapid reading technique used to understand how a text is organized and to identify its general structure and the author's main intention. Unlike scanning, which focuses on locating specific information, skimming requires readers to process and retain key ideas from the text. Therefore, skimming involves a more complex cognitive effort, as readers must identify the sequence and organization of the author's ideas rather than simply searching for predetermined information.

According to Pugh (1978), the assessment of skimming should go beyond answering the initially assigned questions. After students have read the text, teachers may ask additional questions "beyond the scope of the purpose originally set" (p. 70). If students are able to answer these extra questions correctly, it may indicate that they have read the text too carefully rather than skimming it.

2.5.1.8 Assessing reading

The importance of reading skills goes beyond simply translating words from a second language (L2) into the reader's mother tongue. For this reason, assessment techniques are essential to identify effective ways for students to understand, learn, and use new vocabulary while expressing ideas. The following techniques are proposed not only to improve reading skills in the target group but also to help students develop analytical abilities that can be applied in other academic subjects.

According to Lockhart (1999), reading comprehension can be assessed through the following methods:

Observation/Comprehension Questions:

These are the most basic types of questions and are particularly suitable for beginning readers. They focus on the students' ability to understand the content of a passage at a superficial level, mainly testing vocabulary recognition and general comprehension. Common formats include multiple-choice, short-answer, and true/false questions.

2.5.2 Interpretive and Analytical Questions:

Even when students understand the literal meaning of a text and its vocabulary, deeper levels of meaning often remain. The ability to identify these implicit elements is essential for full comprehension. For example, an interpretive question might be: *"Which words best describe the author's view of the country's*

export potential? (a) very optimistic (b) somewhat doubtful (c) completely pessimistic" (Lockhart, 1999, p. 14).

2.5.3 Correcting errors in reading

Different instructional strategies can be used to correct reading errors and improve students' reading accuracy and fluency.

Word Supply:

According to Singh (1990), this strategy consists of providing the correct word immediately after a student makes a reading error (such as substitution, omission, or hesitation). The student is then asked to repeat the word correctly and continue reading. Minor errors—such as omitting articles or suffixes—are usually ignored to avoid interrupting the reading flow. Singh also notes that this technique is simple to apply, making it suitable for tutors or parents; however, it may be less effective than other strategies for developing reading vocabulary.

Sentence Repeat:

Singh (1990) also describes the sentence repeat strategy, in which the teacher corrects the misread word and asks the student not only to repeat it but also to reread the entire sentence where the error occurred. This helps reinforce comprehension and contextual accuracy. If the student repeats the error, the correction process is repeated before continuing.

Word Attack Hierarchy:

In this approach, students are guided to apply a sequence of decoding strategies when they encounter unfamiliar words. According to Haring et al. (1978), the teacher provides prompts in a hierarchical order and stops once the student correctly identifies the word. This structured support allows learners to progressively develop their decoding skills and become more independent readers.

The hierarchy typically includes the following prompts:

1. Encouraging the student to attempt an alternative pronunciation of the word.
2. Asking the student to use the sentence context to infer the meaning or pronunciation.
3. Breaking the word into smaller parts to facilitate decoding.
4. Covering parts of the word to focus attention on specific segments.
5. Using phonics cues to identify individual sounds within the word.
6. Providing the correct pronunciation if the student is unable to decode the word independently.

This strategy promotes the development of phonological awareness and contextual reading skills, which are essential components of reading comprehension (Ehri, 2005).

Error Word Drill:

The Error Word Drill is an effective technique for building reading vocabulary and improving word recognition (Jenkins & Larson, 1979). This procedure involves recording words that students misread during a reading session and reviewing them afterward using flashcards.

During the review, students practice the misread words repeatedly until they can recognize them accurately and fluently. A word is typically considered correct if it is read within a limited time frame, while incorrect responses are immediately corrected and practiced again. This repetitive practice helps reinforce word recognition and supports the development of reading fluency.

Research has shown that repeated exposure to unfamiliar words and immediate corrective feedback significantly improve students' reading performance and vocabulary acquisition (Samuels, 1979).

2.5.4 Authentic and non-authentic reading materials

Authentic texts have been defined as “real-life texts, not written for pedagogic purposes” (Wallace, 1992, p. 145). In other words, these materials are produced for native speakers and originate from real communicative contexts. Examples of authentic materials include newspapers, books, and online content such as blogs or articles. These resources expose learners to natural language use and cultural context, which can enhance their communicative competence (Nunan, 1999).

However, despite their benefits, authentic materials are not always used in the classroom. One of the main reasons is their level of difficulty, as they often contain complex vocabulary and unfamiliar topics that may not be appropriate for all learners, particularly those at lower proficiency levels (Harmer, 2007).

In contrast, non-authentic texts—also referred to as pedagogical or simplified materials—are specifically designed for instructional purposes. According to Berardo (2006), these texts are often characterized by artificial language use and limited variation, as they focus on teaching specific linguistic structures. They may also include what the author calls “false-text indicators,” such as:

- Consistently well-formed sentences
- Questions followed by full, structured answers
- Repetition of grammatical patterns, which may reduce naturalness (p. 61)

For the purposes of this study, non-authentic materials were selected due to the students' level of proficiency. Using authentic materials could have caused confusion because of their linguistic complexity. Therefore, simplified texts were considered more appropriate to support comprehension and facilitate the learning process.

2.6 What is listening?

Listening is a fundamental skill in language learning that involves more than simply hearing sounds. According to Jeremy Harmer (2007), listening requires active attention and the ability to interpret meaning from what is heard. This distinguishes listening from hearing, which refers only to the physiological process of perceiving sounds without necessarily understanding them. Therefore, listening involves both perception and comprehension.

In the context of this study, it was observed that students frequently listened to music in English; however, they often did so without paying attention to the lyrics. This situation reflects the distinction between hearing and listening, as described by Harmer (2007), since students were exposed to the language but were not actively processing its meaning. For this reason, listening activities based on songs were incorporated to encourage students to focus on the content and improve their comprehension in an engaging way.

Furthermore, listening is considered a crucial component in language acquisition. Jack C. Richards (2008) emphasizes that listening plays a central role in language learning, as it provides the primary input that learners need to develop other language skills. This perspective highlights listening as a foundation for communication and comprehension.

Based on this, it was considered essential to implement strategies that integrate listening with reading in order to support students' overall language development. By combining these skills, learners can reinforce their comprehension and make more meaningful progress in acquiring a foreign language.

2.6.1 Listening Strategies

Listening comprehension involves the use of different strategies that help learners process and understand spoken language. According to Michael Buck (2001), listening strategies can be broadly classified into cognitive and metacognitive strategies, both of which play a key role in successful listening comprehension.

2.6.2 Cognitive Strategies:

Cognitive strategies refer to the mental processes directly involved in understanding and storing information. These include activities such as processing linguistic input, identifying key information, and retaining it in working memory or long-term memory for later retrieval (Buck, 2001). These strategies help learners make sense of the spoken message.

2.6.3 Metacognitive Strategies:

Metacognitive strategies involve higher-order thinking processes that allow learners to manage and regulate their own learning. As explained by Jack C. Richards (2008), these strategies help learners plan, monitor, and evaluate their listening performance. Buck (2001) identifies several key metacognitive strategies:

- **Assessing the situation:** Evaluating the context of the listening task, including prior knowledge, available resources, and possible constraints before beginning the activity.

- **Monitoring:** Checking one's understanding and performance during the listening task.
- **Self-evaluating:** Reflecting on performance after completing the activity to determine effectiveness.
- **Self-testing:** Assessing one's own language use and comprehension through practice or review activities.

The use of both cognitive and metacognitive strategies allows learners to become more effective and autonomous listeners, as they not only process information but also regulate their own learning process.

2.6.4. How to assess and choose listening materials?

Assessing listening and selecting appropriate materials are essential components of effective language teaching. According to Michael Buck (2001), listening assessment commonly involves tasks in which learners listen to spoken input and respond to questions designed to measure both literal and inferential comprehension.

In this type of assessment, several key elements must be considered. First, the listening input should be appropriate to the learners' proficiency level and clearly presented. Second, the questions should be carefully designed to evaluate different levels of understanding. Finally, the test environment is also important, as factors such as audio quality and external noise can significantly affect students' performance (Buck, 2001).

In addition to assessment, the selection of listening materials plays a crucial role in language learning. Jack C. Richards (2008) suggests that materials should

reflect authentic language use and expose learners to the types of input they are likely to encounter in real-life communication, such as conversations or media.

Furthermore, listening comprehension is influenced by factors such as motivation and memory. For this reason, materials should be engaging and not excessively long, so that students can maintain attention and process information effectively (Buck, 2001).

Another important consideration is fairness. Materials should be based on topics that are familiar and accessible to all learners, avoiding cultural or contextual bias that could interfere with comprehension. This ensures that assessment focuses on language ability rather than background knowledge (Buck, 2001).

2.7 What is speaking?

Speaking is a complex communicative skill that involves the production of oral language in real time. According to Jack C. Richards (2008), spoken discourse can be either planned, as in a lecture, or unplanned, as in a casual conversation. Spoken language typically employs more vague or generic vocabulary than written language, and it often includes fixed phrases, fillers, and hesitation markers. Additionally, speech contains slips and errors that reflect online processing, exhibits reciprocity through jointly constructed interactions, and shows variation according to context, purpose, and speaker roles.

Developing speaking skills requires attention to multiple sub-skills. Lackman (2010) identifies ten key sub-skills that support effective oral communication:

1. **Fluency:** Learners practice speaking with logical flow without extensive planning or rehearsal. Activities focus on meaning rather than immediate accuracy, with errors corrected afterward.
2. **Accuracy with words and pronunciation:** Learners practice producing vocabulary, grammar, and pronunciation correctly to be understood. Controlled practice activities are commonly used to develop these skills.
3. **Using functions:** Learners use language for specific communicative purposes, such as giving advice or apologizing. Role-plays and simulations help students apply functional language in realistic contexts.
4. **Appropriacy:** Learners develop the ability to adjust language according to social and contextual factors, including formality, grammar choice, vocabulary, intonation, and turn length. For example, informal expressions may be inappropriate in formal settings.
5. **Turn-taking skills:** Learners practice initiating, yielding, and managing conversational turns. This includes listening for gaps, pausing strategically, and using hesitation devices to maintain a turn while planning the next utterance.
6. **Relevant length:** Learners adjust the length of their contributions to match the context. For instance, a one-word response may suffice in a survey but is inadequate in a job interview. Activities can encourage elaboration or conciseness as needed.
7. **Responding and initiating:** Learners manage conversations by replying, requesting a response, or introducing new topics. Gestures and paralinguistic cues support communication management.
8. **Repair and repetition:** Learners practice repeating or rephrasing to clarify meaning when comprehension is uncertain.

9. **Range of words and grammar:** Learners expand their vocabulary and grammatical structures for specific topics or tasks, then apply them appropriately in speaking activities.
10. **Discourse markers:** Learners use words and phrases to organize extended speech (e.g., “firstly,” “on the other hand,” “to summarize”). Instruction often involves explicit teaching of these markers followed by guided practice in real communication.

By integrating these sub-skills, teachers can design activities that foster meaningful, fluent, and accurate spoken communication in learners (Richards, 2008; Lackman, 2010)

2.7.1 How to assess speaking?

Before implementing formal speaking assessments, it is important to use simple and low-stress evaluation tasks to gauge students’ abilities and build confidence. According to Jack C. Richards (2008) and Michael H. Long (2015), initial speaking assessments can include informal tasks such as:

- **Short and informal conversations:** Brief dialogues with the teacher or peers to assess oral interaction and comprehension.
- **Image description tasks:** Students describe pictures or visual stimuli, practicing vocabulary, organization of ideas, and fluency.
- **Topic-based questions:** Learners respond to questions on familiar topics, encouraging spontaneous language use and personal expression.

These types of tasks allow the teacher to evaluate communication skills and fluency without placing excessive emphasis on grammatical accuracy, which can reduce anxiety and encourage students to express their ideas more freely in class. Based on this approach and the students’ prior knowledge, the focus of assessment was placed on the ability to communicate effectively, while grammar

accuracy was considered secondary, allowing learners to participate confidently in spoken activities (Richards, 2008; Long, 2015).

Activities to assess speaking skills

Assessing speaking skills requires a variety of tasks that target different aspects of oral communication. According to Jack C. Richards (2008) and Michael H. Long (2015), speaking assessment activities can be classified into several categories, depending on their focus and complexity:

Intensive Speaking:

These tasks focus on pronunciation, accuracy, and fluency at the sentence or word level. Examples include:

- **Read-aloud tasks:** Students read a text or scripted dialogue aloud, while the teacher evaluates pronunciation, stress, and rhythm.
- **Sentence/dialogue completion tasks:** Students complete a dialogue or sentence after hearing a prompt.
- **Picture-cued tasks:** Students describe images or visual prompts, practicing specific language forms.

Responsive Speaking:

These tasks require learners to respond to stimuli in a controlled way. Examples include:

- **Question-and-answer sessions:** Students respond to questions posed by the teacher or examiner.
- **Giving instructions or directions:** Students orally provide step-by-step instructions.
- **Paraphrasing:** Students restate a message in their own words, demonstrating comprehension and language production skills.

Interactive Speaking:

Interactive tasks simulate natural communication between speakers and allow assessment of conversational management. Examples include:

- **Interviews:** Face-to-face exchanges consisting of warm-up, level check, probe, and wind-down stages.
- **Role plays:** Students act out scenarios relevant to everyday situations or professional contexts.
- **Discussions and conversations:** Tasks that encourage authentic dialogue and spontaneous interaction.

Extensive Speaking:

These tasks evaluate learners' ability to produce longer stretches of speech. Examples include:

- **Oral presentations:** Students are assessed on content, organization, and delivery.
- **Picture-cued storytelling:** Students narrate a story based on a sequence of images.
- **Story retelling or news reporting:** Students recount information they have read or heard.

Imitative Speaking:

Imitative tasks focus on repetition and accurate reproduction of language forms. Examples include:

- Repeating sentences or phrases.
- Reading aloud short passages.
- Completing limited dialogue or picture-cued tasks.

By combining these types of activities, teachers can assess multiple aspects of speaking, from accuracy and fluency to interactional competence and discourse management (Richards, 2008; Long, 2015).

Despite the development of these sub-skills, students may still experience difficulties when performing oral tasks. Factors such as limited vocabulary, lack of confidence, and distraction can negatively affect speaking performance, particularly in EFL contexts (Brown, 2001). In the observed context, one student reported that speaking was the most challenging skill due to distraction and limited vocabulary, while showing greater development in listening and writing skills (Appendix M).

Stephen Krashen's Theory of Second Language Acquisition

Stephen Krashen (1982) proposed a theory of second language acquisition that has had a significant influence on English language teaching. His theory suggests that language acquisition occurs when learners are exposed to comprehensible input, that is, language that is slightly above their current level of competence but still understandable through context, prior knowledge, or teacher support. This principle, known as the Input Hypothesis, emphasizes that learners develop language naturally when they are provided with meaningful opportunities to understand and use the target language in communicative situations.

Another important component of Krashen's theory is the Affective Filter Hypothesis, which states that emotional variables such as anxiety, lack of confidence, low motivation, or fear of making mistakes may prevent learners from processing language input effectively. When the affective filter is low, students are more willing to participate, take risks, and communicate in the target language. Conversely, when learners experience stress or insecurity, language acquisition may be limited despite being exposed to appropriate instructional input (Krashen, 1982).

The principles proposed by Krashen are relevant to this study because classroom activities were designed to provide meaningful communicative input while creating a supportive learning environment that encouraged students to participate in speaking tasks. These concepts also served as a theoretical framework for interpreting students' oral performance throughout the teaching sequences, particularly when analyzing differences in confidence, participation, and communicative development.

Translanguaging and the Strategic Use of L1

Learners' first language (L1) plays an important role in second language learning and should not always be considered a sign of failure or lack of competence. The concept of translanguaging recognizes that bilingual learners naturally use all of their linguistic resources to construct meaning and facilitate communication. From this perspective, the strategic use of Spanish can function as a form of scaffolding that supports comprehension, vocabulary development, and participation in communicative tasks. As learners gain confidence and receive meaningful exposure to English, they gradually increase their use of the target language. Therefore, occasional reliance on L1 should be understood as a temporary learning strategy that supports language development rather than as an obstacle to second language acquisition (García & Wei, 2014).

2.8 Questions this case addressed

The purpose of this study was to examine the application and effectiveness of classroom activities within a third-grade group. The research focused on specific questions that served as a guide for analyzing teaching and learning processes in the classroom. The study aimed to provide insight into how materials were selected, organized, and implemented, as well as the outcomes achieved by both students and the teacher. The following questions guided the investigation:

How were materials selected for their incorporation into the instructional sequences?

How were the materials organized during the instructional practices?

How were texts and audio materials implemented to support the development of students' speaking skills?

What results were achieved by students and the teacher after the implementation of the activities?

2.9 Methodology

The Action Research process was developed through four stages: planning, action, observation, and reflection, following the model proposed by Kemmis and McTaggart (1988). These stages were applied during the teaching practice with the 3rd-grade group "A", where input-based activities were implemented to improve students' speaking skills in English.

Research Design

This study is based on an Action Research design. The main purpose of this design is to improve classroom practice through systematic planning, action, observation, and reflection. It allows the teacher-researcher to analyze real

classroom situations and implement strategies to improve students' learning process, especially in oral communication.

Action Research Cycle

The Action Research process was developed through four stages: planning, action, observation, and reflection. These stages were applied during the teaching practice with the 3rd-grade group "A", where different input-based activities were implemented in order to improve students' speaking skills in English.

Procedure

The study was conducted in a public school with a group of 3rd-grade students "A". The students are at A1 level of English and present different learning styles and levels of participation. The classroom environment and conditions influenced the development of the activities and the implementation of the strategies.

Implementation of Activities

The implementation focused on reading, listening, and speaking activities based on input. Students were exposed to texts and audio materials that helped them build vocabulary and understand language structures. These activities were designed to encourage oral production through guided practice.

Teaching Intervention

The teacher acted as a facilitator during the process, guiding students through each activity, providing support when needed, and encouraging participation. Feedback was given to help students improve their speaking performance and confidence in using English.

Instruments

Data collection was carried out through classroom observation, student participation, worksheets, and speaking activities. These instruments were used to analyze students' progress in oral communication and their response to the implemented strategies.

Reflection

The combination of these procedures and instruments allowed the researcher to evaluate the effectiveness of input-based activities in improving students' speaking skills. The reflection process helped identify improvements in student participation and oral production.

III. CHAPTER 2. DEVELOPMENT OF THE TOPIC

In this chapter, I analyzed the application and effectiveness of the activities implemented with a third-grade group. The study focused on five sequences designed to improve students' speaking skills while also enhancing my teaching practice. This section included detailed descriptions of each sequence,

explanations of the tasks applied, and observations of students' reactions during the activities.

3.1 Sequence one: Where is...?

This instructional sequence followed the Action Research cycle proposed by Kemmis and McTaggart (1988). The lesson was planned according to students' needs (**Plan**), implemented in the classroom (**Act**), students' performance and participation were documented (**Observe**), and the outcomes were analyzed to improve future teaching decisions (**Reflect**).

Aim: This activity was designed to introduce students to vocabulary and expressions related to places to visit in a city. The tasks were aligned with the *Planes y Programas de Educación Básica 2006* (Appendix L), as recommended by the headteacher, due to the students' proficiency level and developmental needs. The content was taken from Unit 4, which focused on using information from texts to talk about personal experiences and to identify main ideas. Although the official curriculum in force at the time was the *Planes y Programas de Educación 2011*, the instructional sequences were designed using the *Planes y Programas de Educación Básica 2006* because this was the curricular framework implemented by the headteacher under the school's instructional conditions, particularly the absence of official textbooks. Maintaining the same curricular framework ensured continuity between the regular classroom instruction and the intervention carried out during the teaching practicum. Furthermore, the communicative contents and learning objectives of the 2006 program matched the students' proficiency level and allowed the reinforcement of essential language skills before introducing more complex content. Therefore, the decision was based not only on the institutional context but also on pedagogical considerations that sought to provide coherent and developmentally appropriate instruction according to the students' learning needs.

3.1.1 How were materials selected for their incorporation into the instructional sequences?

The headteacher and school principal informed me that students had not received textbooks for the school year, and classes were conducted using teacher-designed materials based on the *Planes y Programas de Educación 2006*. I was granted flexibility to plan activities and select materials, with the condition that all tasks addressed the learning goals and the development of specific skills.

My selection process involved three key steps:

1. **Topic identification:** Determining the subject matter to teach during the practice period.
2. **Skill alignment:** Focusing on speaking goals that students needed to achieve.
3. **Observation:** Reviewing students' prior activities during the observation week to assess their capabilities and interests.

The first activity I selected was a worksheet about visiting Mexico City (Appendix N), as students had expressed interest in the topic but lacked confidence discussing cities in their own country. I observed that while students could read and pronounce words individually, they struggled to use the same vocabulary within sentences. To address this, I designed materials that included vocabulary the students were already familiar with (A1–A2 level) alongside some new vocabulary slightly above their current level (approaching B1), providing a balanced challenge that could support both comprehension and language development.

All listening tracks were recorded by myself and classmates, allowing students to experience different speakers while I controlled the speed to match their comprehension level. Overall, students gradually moved from mixing English and Spanish to producing short phrases and connecting words in meaningful ways.

Selecting appropriate materials proved to be one of the most critical aspects of teaching. Incorrect material selection could hinder the objectives of a lesson, cause confusion, and impede learning. Furthermore, activities had to be carefully chosen and sequenced to provide students with a clear structure and an understanding of the process required to achieve learning goals (Brown, 2007; Harmer, 2007).

Classroom Implementation and Observations

On the day of this sequence, students were energetic and still focused on the previous class, which initially prevented me from starting the speaking activities. To capture their attention, I used mimic gestures as a nonverbal cue. Some students began following my actions, and within six minutes, I had successfully engaged the class. Research showed that short warm-up activities at the beginning of a session could enhance motivation and prepare students for the lesson (García & Martín, 2004; Zhang, 2000).

After the warm-up, the session followed the PPP model (Presentation, Practice, Production). Students participated in a coordinated action activity, observing and copying the teacher's movements, which helped them focus and engage in the lesson before moving into the main speaking tasks.

Sequence 1: Visiting Mexico City (Appendix N)

Teacher: *Look at me; please LISTEN and REPEAT what I do.*

Student A: *¿Qué hacemos teacher?*

Teacher: *LISTEN and REPEAT what I do.*

Student B: *Ah, repeat!, repite lo que hace la maestra*

Teacher: *Look at me (stares at the group) boom (clap your hands), snap (teacher snaps) and clap (do high five with a partner)*

Student C: *Teacher! In pairs...*

Teacher: *Listen to me, pay attention, when I say clap do high five with a classmate.*

Student B: *¿Cómo?*

Student C: *Así (he does high five with a classmate)*

Student B: *Ahh, ya.*

In this first sequence, I used a worksheet about visiting Mexico City because, according to the *Planes y Programas de Educación Básica 2006*, students were expected to talk about past experiences and traveling. I intended to make the topic engaging and relevant to their interests. I observed that students liked to travel or at least expressed interest in traveling in the future. Motivation is a critical factor in language learning (Dörnyei, 2001), so I applied reading activities with authentic-like content that connected to situations they could relate to or aspire to in the future.

The text was modified to ensure comprehension, and students frequently asked about words or phrases because they were genuinely interested in tourism in Mexico City. Although some lines were unclear, students made inferences or

requested meanings for unfamiliar vocabulary, demonstrating active engagement and strategies to understand the text.

Some students were distracted, likely because they had just finished a P.E. class, asking about their next activity. Additionally, five students entered the classroom late after using the bathroom. Despite these interruptions, the teacher explained the instructions to the entire group, and two students requested dictionaries to help them identify main ideas and understand the text more accurately.

Presentation Stage (Skimming Activity)

Students performed a skimming activity on the text (Appendix N).

Teacher: *"What city is this?"*

Student A: *"What, teacher?"*

Student B: *"Es México"*

Student C: *"It's México City"*

Student D: *"¿Qué lugar es maestra?"*

Teacher: *"Well, can you (she points out the image) tell me the name of this place?"*

Student E: *"Teacher, no le entiendo muy bien"*

Teacher: *"Okay, I will repeat. What is the NAME of this place?"*

Student D: *"El ángel de la independencia"*

Student E: *"¿Cómo se dice en inglés, teacher?"*

The importance of materials in this activity was evident, as students immediately recognized the topic upon seeing the worksheet, providing them with prior knowledge that facilitated skimming and comprehension. Well-chosen

materials can increase motivation and engagement in language learning (Nseendi, 1984, as cited in Cheung, 2001). This observation supports the idea that using meaningful, relatable content enhances students' willingness to participate and promotes understanding of the lesson objectives.

3.1.2 How were the materials organized during the instructional practices?

Once the materials were selected, they were carefully organized and applied in the classroom according to the stages of the lesson, ensuring a gradual progression from comprehension to production. During this class, I intentionally did not use a large number of materials, as my aim was to demonstrate that simple tasks could effectively support vocabulary learning and comprehension, while also promoting brainstorming and the use of reading strategies such as skimming and scanning (Harmer, 2007).

At the beginning of the lesson, I handed out worksheets and asked preliminary questions to activate students' prior knowledge and encourage them to predict possible vocabulary. Observation was a key tool during all stages, as visual aids and materials proved attractive and engaging for learners.

The use of materials varied across the lesson stages:

- Warm-up: Students did not use any materials. This stage focused on preparing them for the presentation and engaging their attention.
- Presentation: Students received a worksheet (Appendix N), and I asked initial questions to assess their prior knowledge about Mexico City.
- Practice: Students continued using the worksheet, performing skimming activities, and then listening to the audio of the text. Some students found it

challenging because they wanted to understand every word while reading and listening.

- Production: Pupils worked in pairs to mention the places they would like to visit in Mexico City. They were instructed to only name the places without giving details. The questions were in English: *“What places would you like to visit in Mexico City?”* Only eight pairs of students asked and answered this question in English, while the rest read the question in English but responded in Spanish.
- Wrap-up: In this final stage, students shared information with their classmates. The intended objective was to create a chart of the places they wanted to visit, but ultimately, students only answered and shared without taking notes.

Overall, the organization of materials supported a logical progression through lesson stages, helping students focus on comprehension, vocabulary acquisition, and speaking practice while maintaining engagement and motivation. As Harmer (2007) notes, well-structured materials and a clear progression of tasks enhance students' understanding and learning outcomes.

Reading Activity Implementation and Student Interactions

After organizing the materials for this session, the following describes how students interacted with the reading activity and how they applied skimming and scanning techniques. Unlike the previous lesson, where the focus was mainly on introducing the topic and familiarizing students with vocabulary, this session emphasized connecting vocabulary to their own experiences and comprehension through guided observation and questioning.

Students received a text (Appendix N) about Mexico City and were prompted to observe images before reading, which helped them anticipate content and identify key vocabulary. Visual aids were particularly important, as research indicates that pre-reading cues and illustrations enhance comprehension and engagement, especially in second language contexts (Grellet, 1981; Brown, 2007).

Observed Classroom Interaction (Presentation Stage):

Teacher: "What city is this?"

Student A: "What, teacher?"

Student B: "Es México"

Student C: "It's México City"

Student D: "¿Qué lugar es maestra?"

Teacher: "Well, can you (she points out the image) tell me the name of this place?"

Student E: "Teacher, no le entiendo muy bien"

Teacher: "Okay, I will repeat. What is the NAME of this place?"

Student D: "El ángel de la independencia"

Student E: "¿Cómo se dice en inglés, teacher?"

Student C: "¿No sería Angel of Independence?"

Teacher: "Good!"

Student F: "¿Qué vamos a hacer?"

Teacher: "Read the title, what is the title?..."

Student C: "My recent experience in Mexico City (reads it)"

Teacher: "What does it mean?"

Student A: "¿Mi viaje a México?"

Teacher: "Well, it says: My recent experience in México City."

Student C: "¿Es mi reciente experiencia en la ciudad de México?"

Student G: "Teacher no le entiendo a todo el texto..."

Teacher: "Look for keywords, Palabras clave."

Student G: "Okay, teacher, dice, travel."

Teacher: "Good, it is about traveling to Mexico City."

This approach allowed students to activate prior knowledge, focus on relevant vocabulary, and practice comprehension strategies in English. By combining guided questioning with visual support, learners were able to gradually recognize the topic and key ideas, even if they did not understand every word. According to Nunan (2003), such scaffolded activities help bridge the gap between students' current abilities and the target language, fostering motivation and facilitating learning.

3.1.3 How were texts and audio materials implemented to support the development of students' speaking skills?

In this session, I implemented both reading and listening activities to support students' speaking development. First, students engaged in reading the text to identify key vocabulary and understand main ideas using skimming and scanning techniques. Then, they listened to audio recordings of the same text to notice correct pronunciation and intonation patterns. This sequence allowed students to decode information from written form and link it to its spoken form, which is essential for improving oral production (Harmer, 2007; Nation, 2009).

The implementation focused on three key aspects:

1. Identification of key words – Students highlighted vocabulary during reading to aid comprehension.
2. Listening for pronunciation and rhythm – Students paid attention to how words sounded and practiced repeating them.
3. Independent reading and idea formation – After listening, students read the text themselves to consolidate meaning and prepare to express their own ideas in class discussions.

By combining reading and listening in this manner, students were able to bridge comprehension and production. According to Richards and Renandya (2002), integrating receptive skills with speaking practice helps learners internalize vocabulary and develop fluency while reinforcing accuracy. This approach also maintained continuity from the previous session, where reading materials were introduced, by extending students' engagement with the topic through listening before moving to oral expression.

3.1.4 What results were achieved by students and the teacher after the implementation of the activities?

At the end of the class, I observed that some students demonstrated stronger abilities to read and comprehend information than others. These learners were able to answer questions with ease, providing concise and concrete responses, even if they did not actively participate throughout the session. Conversely, I identified five students who struggled with the activity. They frequently relied on translating into Spanish as a strategy to understand new vocabulary before attempting to communicate in English. These learners frequently relied on their dictionaries and requested word meanings during the production stage.

From this observation, I concluded that special attention must be given to individual differences, as students who feel unsure about tasks may lose interest or experience frustration and embarrassment. Maintaining student engagement is therefore crucial for effective learning. Research supports this approach, emphasizing that motivation and interest are key factors in language acquisition, as they foster exploration, sustained attention, and the development of broader linguistic skills (Dörnyei, 2001).

These insights informed my planning for subsequent sessions, prompting me to include scaffolding techniques, such as providing additional support to weaker students while encouraging more independent responses from stronger students. This strategy aimed to balance the needs of diverse learners and promote active participation in classroom activities.

Reflection on Sequence 1

The design and implementation of this sequence were grounded in the intention to provide students with meaningful and contextualized language practice through a familiar and engaging topic. The selection of “Visiting Mexico City” aimed to activate prior knowledge and increase motivation, which proved to be partially effective, as several students demonstrated genuine interest in the topic and actively engaged with the materials. This supports Dörnyei’s (2001) view that motivation plays a central role in language learning, particularly when content is relevant to learners’ experiences and interests.

One of the strengths of this sequence was the use of visual materials and guided questioning, which facilitated comprehension and allowed students to identify key ideas even when they did not understand every word. The integration of reading and listening activities also contributed to reinforcing vocabulary and linking written and spoken forms of the language, as suggested by Harmer (2007) and Nation (2009). These strategies enabled some learners to produce short phrases during the production stage, indicating partial development of speaking skills.

However, not all aspects of the sequence were equally successful. A significant number of students relied heavily on translation and demonstrated difficulty responding in English during speaking activities. Although input was provided through reading and listening, it became evident that it was not sufficiently scaffolded to promote independent oral production. According to Nunan (2003), learners require structured support to bridge the gap between their current level and the target language, and in this case, such scaffolding was limited.

In particular, the transition from comprehension to production lacked intermediate stages that could have supported students more effectively. While students were exposed to vocabulary, they were not provided with explicit modeling or guided speaking practice prior to the production stage. The absence of teacher-led demonstrations and sentence frames may have contributed to students' reliance on Spanish. As Richards and Renandya (2002) suggest, integrating controlled practice before freer production is essential to develop confidence and accuracy in speaking.

Additionally, the speaking task may have been too open-ended for learners at an A1–A2 level. Asking students to produce responses without sufficient linguistic support resulted in limited participation in English, as only a small number of pairs were able to complete the task using the target language. This suggests that tasks should be more carefully graded in terms of difficulty, gradually moving from controlled to freer practice, as recommended by Harmer (2007).

Another aspect that affected the implementation was classroom management. Factors such as late arrivals and students' high energy levels after a previous physical education class disrupted the flow of the lesson and reduced the

time available for meaningful practice. Although a warm-up activity was used to regain attention, a more structured transition and clearer classroom management strategies would have improved student focus and participation.

Furthermore, the wrap-up stage was not fully achieved, as the intended task of creating a chart was not completed. This limited opportunities for consolidation and for gathering clear evidence of learning outcomes. As Brown (2007) emphasizes, well-structured lesson stages, including effective closure, are essential to reinforce learning and provide students with a sense of achievement.

Finally, although differences in students' abilities were identified, the activities were not sufficiently differentiated to address these variations. Some students required more structured support, while others were capable of producing more complex responses. Providing differentiated tasks could have enhanced participation and learning for the entire group.

Based on this experience, I would implement more explicit scaffolding strategies in future lessons, including the use of sentence frames, teacher modeling, and guided speaking activities before moving to freer production. I would also ensure that tasks are more carefully graded according to students' proficiency levels, allowing for a gradual transition from controlled to independent use of language. In addition, I would incorporate clearer classroom management strategies and a more structured wrap-up activity to consolidate learning and provide measurable outcomes. Finally, I would design differentiated tasks to better address individual differences, supporting weaker students while challenging those with higher proficiency.

This experience highlighted the importance of balancing input and output, as well as the need for explicit scaffolding to support speaking development. While motivation and engagement were present, they were not sufficient to ensure language production. This sequence reinforced the idea that effective language teaching requires not only meaningful input but also carefully structured opportunities for guided practice, modeling, and gradual progression toward independent use of the language.

3.2 Sequence 2 - Around the city (Appendix O)

This instructional sequence followed the Action Research cycle proposed by Kemmis and McTaggart (1988). The lesson was planned according to students' needs (**Plan**), implemented in the classroom (**Act**), students' performance and participation were documented (**Observe**), and the outcomes were analyzed to improve future teaching decisions (**Reflect**).

Aim: This activity was designed to give students opportunities to practice asking for travel information in pairs and to develop reading skills by identifying specific information in everyday texts, such as travel brochures and guides. The materials were selected for their authenticity and relevance to students' interests and real-life contexts, fostering meaningful communication and interaction. The activity also aimed to build students' confidence in speaking English, supported by teacher guidance and peer collaboration, while taking into account their proficiency level and challenges from the previous session (Harmer, 2007; Tomlinson, 2011; Richards & Rodgers, 2001).

3.2.1 How were materials selected for their incorporation into the instructional sequences?

The purpose of this activity was to provide students with opportunities to practice asking for travel information in pairs and to develop their reading skills by identifying specific information in everyday texts, such as travel brochures and guides. The selection of these materials was based on their authenticity and relevance, as they expose learners to real-life language use and meaningful contexts, which can increase students' engagement and comprehension (Jeremy Harmer, 2007; Brian Tomlinson, 2011). Additionally, the use of pair work aims to promote interaction and communicative competence, as learners are encouraged to use the language in meaningful exchanges (Jack C. Richards & Theodore S. Rodgers, 2001).

However, during the implementation of the activity, several challenges emerged. In the previous session, students had been asked to choose a place they wanted to visit and gather information about it; nevertheless, only a few students completed the task and shared their information with the group (Appendix O). As a result, most learners did not have the necessary input to work on the planned activity. To address this situation, I reorganized the class into groups and provided each team with a leaflet, including additional examples I had prepared in advance as a backup plan. This decision reflects the importance of teacher flexibility and the ability to adapt instruction according to classroom realities (Donald Schön, 1983).

Students were able to scan the material and identify the required information quickly, which suggests that the material was appropriate for their level. They then began asking each other questions about the places. Despite this, I noticed that my instructions could have been clearer, as some students spoke very quietly,

provided short answers, or resorted to using Spanish. To assess their performance, I used a rubric focused on group and pair work (Appendix P).

3.2.2 How were materials organized during instructional practices?

This activity was organized through pair and small-group work, in which students used leaflets as reading material to exchange information orally. The initial plan required each pair to work with two different leaflets and ask each other about the places they wanted to visit. However, during the lesson, I adapted the procedure by asking students to first work in pairs to formulate questions about one place and then interact with other teams to gather information about additional cities.

This modification aimed to increase student interaction and provide more opportunities for meaningful communication, as learners were required to use the target language to exchange information. According to Jack C. Richards and Theodore S. Rodgers (2001), communicative activities that promote interaction help learners develop their language skills more effectively.

Students' performance was assessed using a rubric (Appendix). During the last ten minutes of the lesson, I observed that some students began to formulate questions without relying on the written material. This suggests that the activity supported their confidence and encouraged spontaneous language production, even when they were not fully accurate in pronunciation.

3.2.3 How were texts and audio materials implemented to support the development of students' speaking skills?

Building on the organization of the activity described in the previous section, this stage focused on how speaking skills were supported through teacher feedback and student interaction. In this session, no audio materials were used during the presentation stage. Instead, I elicited students' participation by asking them to read their questions aloud. When students made mistakes, I provided corrective feedback by repeating the sentence correctly and encouraging them to repeat it. This strategy appeared to be effective because, in the previous class, students had been reluctant to participate; however, with guidance on pronunciation, they made an effort to try and self-correct.

At some point during the session, I observed that some teams helped each other, demonstrating peer-assisted learning. The use of repetition and modeling was effective in improving pronunciation and oral production, as learners were able to notice correct forms and practice them (Jeremy Harmer, 2007).

The following excerpt illustrates this interaction:

Student A: Teacher, how you say “¿A donde quieres ir?”

Teacher: “Where do you want to go?”

Student B: “Where do you want to go?” (He pronounced words as he wrote them)

Student A: No, se dice: “wuer du yu want tu gou”

This example shows how students relied on both teacher support and peer interaction to gradually improve their speaking skills. Overall, these strategies contributed to the development of students' confidence and willingness to

participate in oral activities, highlighting the importance of scaffolding and collaborative learning in fostering active communication.

3.2.4 What results were achieved by students and the teacher after the implementation of the activities?

At the beginning of this sequence, some challenges emerged, as not all students had prepared the leaflets or gathered the necessary information in the previous session. Despite this, I was able to continue with the planned activities, and the outcome was positive. Students appeared interested in asking and answering questions, and when some learners were less active, their peers provided support.

Although students' performance was not perfect in terms of fluency, they demonstrated greater comfort speaking in English. This can be explained by the use of authentic materials, meaningful topics, and collaborative tasks, which allowed learners to engage with content relevant to their interests (Jeremy Harmer, 2007; Jack C. Richards & Theodore S. Rodgers, 2001). Peer support and teacher scaffolding also contributed to students' confidence, reinforcing the importance of interaction and collaborative learning in developing oral skills.

Overall, the activities achieved their objectives by fostering active participation, providing opportunities for meaningful communication, and supporting students' confidence in speaking, even when language accuracy was still developing.

Reflection on Sequence 2

In this sequence, I implemented communicative activities using authentic materials, such as travel leaflets, to provide students with opportunities to practice asking for and exchanging information in pairs and groups. The lesson was designed to increase interaction and promote meaningful communication, building on the limitations identified in Sequence 1. I also incorporated teacher feedback, repetition, and modeling as strategies to support students' speaking development during the activity.

One aspect that worked well was the level of student interaction. Compared to the previous sequence, learners were more actively involved in asking and answering questions, and some students began to produce language more spontaneously. The use of authentic materials contributed to students' engagement and helped them relate the activity to real-life contexts, which is consistent with Harmer (2007) and Tomlinson (2011). Additionally, peer collaboration played an important role, as some students supported each other in forming questions and improving pronunciation, reflecting the benefits of communicative interaction described by Richards and Rodgers (2001).

However, not all aspects of the sequence were fully successful. One of the main difficulties was that not all students completed the preparatory task, which affected the initial plan of the lesson. Although I adapted the activity by reorganizing the groups and providing additional materials, this situation limited the depth of the interaction and required adjustments during the class. This highlights the importance of anticipating possible challenges and preparing alternative strategies, as suggested by Schön (1983).

Another aspect that did not work as expected was the clarity of instructions. Some students appeared confused about what they had to do, spoke very quietly, or provided only short answers. This suggests that my instructions were not sufficiently clear or supported with examples. As Harmer (2007) points out, clear instructions are essential for successful task performance, and in this case, their lack affected students' confidence and participation.

Although I incorporated modeling and repetition, I observed that many students still relied on Spanish or produced limited responses in English. This indicates that the scaffolding provided was still insufficient to fully support independent oral production. While there was an improvement compared to Sequence 1, the transition from guided practice to freer communication remained challenging for learners. More structured support, such as explicit sentence frames or guided question patterns, was needed to help students produce more complete responses, as suggested by Richards and Renandya (2002).

Additionally, the activity did not fully address individual differences among students. While some learners were able to formulate questions independently, others required more support but were given the same task. This lack of differentiation may have limited the participation of lower-level students and reduced the potential for more advanced learners to extend their language use.

Based on this experience, I would make several adjustments in future lessons. First, I would ensure that preparatory tasks are completed by incorporating them into class time or monitoring them more closely. Second, I would provide clearer instructions supported by modeling and examples to ensure that students fully understand the task. Third, I would strengthen scaffolding by

including sentence frames, guided dialogues, and visible language support to reduce reliance on Spanish. Finally, I would design differentiated activities to better address students' varying proficiency levels, providing additional support for weaker learners while offering more challenging tasks for stronger students.

Overall, this sequence showed improvement in terms of student interaction and willingness to participate compared to Sequence 1. However, it also demonstrated that increasing opportunities for communication is not sufficient on its own. Effective speaking development requires clear instructions, structured scaffolding, and careful attention to students' individual needs. This experience reinforced the importance of adapting teaching strategies to support both fluency and accuracy in language learning.

3.3 Sequence three: Planning vacation. Are you going to go? (Appendix Q)

This instructional sequence followed the Action Research cycle proposed by Kemmis and McTaggart (1988). The lesson was planned according to students' needs (**Plan**), implemented in the classroom (**Act**), students' performance and participation were documented (**Observe**), and the outcomes were analyzed to improve future teaching decisions (**Reflect**).

Aim: This activity was designed to give students opportunities to describe vacation destinations, plan trips, and practice oral communication in English. Materials and tasks were chosen based on students' prior knowledge, interests, and proficiency level, using authentic texts and audio to promote meaningful interaction. The activity also aimed to foster confidence in speaking, support peer-assisted learning, and scaffold pronunciation and comprehension skills through teacher guidance and structured practice (Harmer, 2007; Tomlinson, 2011; Richards & Rodgers, 2001).

3.3.1 How were materials selected for their incorporation into the instructional sequences?

I incorporated information about places that students knew, places they could visit, and places that were relevant to their context. The objective of this class was for students to describe destinations and establish a plan for going on vacation. Due to scheduling constraints that week, I had to skip the warm-up activity, as students arrived late from other classes. I started with the presentation stage:

Dialogue excerpt:

Teacher: I will play an audio, okay?

Student A: Of what?

Teacher: About vacation!

Student B: ¿Vamos a leer también?

Teacher: Yes, of course, you will read.

Student B: Okay, teacher, I want to read.

Teacher: You will listen first.

Student C: ¿No le ayudamos a leer?

Teacher: Not yet, just listen.

Student D: ¿Qué vamos a hacer?

Student A: Listen es escuchar, sólo vas a escuchar

Teacher: Yes.

Students were already familiar with the classroom routine, which typically began with an engaging activity, followed by guided questions and reading material. This explains why they asked about reading before listening; they knew the process. The selection of materials was based on students' needs, the vocabulary they required, and the level of difficulty appropriate for their English proficiency. Materials were chosen to slightly challenge students while remaining accessible for practice in class (Tomlinson, 2011)

3.3.2 How were the materials organized during the instructional practice?

The class began with listening to an audio (Appendix Q). Students did not skim or scan the text initially; they listened first and then followed the reading silently. Later, some lines were read aloud by the students. Three of the most advanced learners assisted others in following the reading. While students tried to read along, not all could immediately identify the words they had written or

expected to hear. The teacher replayed the audio and paused to highlight main ideas and clarify vocabulary that had been explained previously.

Dialogue excerpt:

Student 1: Ahhh, I understand poquito.

Student 2: Yo, más pero no a todo.

Student C: How you say “poquito” en inglés, teacher?

Teacher: A little bit.

The production stage was organized in pairs and small groups of three, adjusted due to absences. Students asked each other and the teacher questions about vocabulary and phrases to include in their work. Some learners used dictionaries for support. When finished, students presented their work; although initially uncomfortable, they attempted to speak and share the ideas they had prepared. Rubrics were used to assess performance (Appendix P). Most difficulties during the speaking stage were related to pronunciation rather than vocabulary.

3.3.3 How were texts and audio materials implemented to support the development of students' speaking skills?

Listening to the full audio (Appendix Q) allowed students to understand the content more easily, especially after unknown vocabulary had been explained. Peer-assisted learning was evident, as more advanced students guided their classmates. This approach aligns with the importance of guided practice and repetition to support oral production (Harmer, 2007).

Dialogue excerpt:

Student A: Teacher, how do you say “Laguna” in English?

Teacher: Lagoon

Student A: Lagon? (he pronounced it as he wrote it)

Teacher: You mean “Lagun”? Say: Lagun.

Students: Sounds like “U”?

Teacher: Yes

This interaction illustrates how teacher support and peer collaboration facilitated learners’ confidence and gradual improvement in speaking skills, highlighting the importance of scaffolding in oral skill development.

3.3.4 What results were achieved by students and the teacher after the implementation of the activities?

Despite initial challenges with materials and attendance, students actively participated in the activities. They demonstrated knowledge of relevant vocabulary and were able to form short sentences to answer questions about the text and audio, although pronunciation was not yet perfect. Students were more comfortable speaking about topics that interested them and benefited from peer support and teacher guidance.

The use of authentic materials, structured listening and reading activities, and collaborative work contributed to students’ engagement and confidence (Richards & Rodgers, 2001; Harmer, 2007). Overall, the objectives of the sequence were achieved: students practiced meaningful communication, developed oral skills, and successfully presented their ideas despite language limitations.

Reflection on Sequence 3

In this sequence, I implemented a lesson focused on planning vacations, using listening and reading materials to support students’ oral production. Building on the limitations identified in Sequences 1 and 2, I incorporated more structured

support through teacher modeling, repetition, and peer-assisted learning. The activity was designed to connect with students' prior knowledge and interests by using familiar and relevant destinations, which aimed to increase engagement and facilitate comprehension.

One aspect that worked well was the use of listening as the initial stage of the lesson. Unlike previous sequences, students were first exposed to the audio before reading, which helped them focus on pronunciation and general meaning. This approach allowed learners to connect spoken and written forms more effectively, supporting their comprehension and oral development, as suggested by Harmer (2007). Additionally, peer-assisted learning played a significant role, as more advanced students supported their classmates during reading and speaking activities, promoting collaborative learning as described by Richards and Rodgers (2001).

Another positive outcome was the increase in students' confidence during the production stage. Although they initially felt uncomfortable presenting their ideas, most students attempted to speak and share their work. Compared to previous sequences, learners demonstrated greater willingness to participate and were able to produce short sentences related to vacation planning. This suggests that the inclusion of more guided practice and familiar topics contributed to improving students' confidence and engagement.

However, some challenges remained. Due to time constraints and students arriving late, the warm-up stage was omitted, which affected the initial engagement and transition into the lesson. This highlights the importance of structured lesson

stages, as emphasized by Brown (2007), since warm-up activities help prepare students cognitively and emotionally for learning.

In addition, although listening and repetition supported comprehension, some students still struggled to connect what they heard with the written text. This indicates that further scaffolding was needed, such as pre-teaching key vocabulary or providing clearer listening tasks to guide students' attention. As Nunan (2003) suggests, learners benefit from structured support that helps them process input more effectively.

Another difficulty observed was related to pronunciation. While students were able to understand and use vocabulary, they often pronounced words as they were written. Although modeling and repetition were implemented, additional focused pronunciation practice could have improved accuracy. Furthermore, some students continued to rely on Spanish when asking for help, indicating that more explicit language support was still necessary.

Although improvements were observed compared to previous sequences, differentiation was still limited. While advanced students supported their peers, tasks were not specifically adapted to different proficiency levels. This may have affected the participation of lower-level learners and limited opportunities for more advanced students to extend their language use.

Based on this experience, I would make several adjustments in future lessons. First, I would ensure that all lesson stages are implemented, including a brief warm-up, even under time constraints, to facilitate a smoother transition into the lesson. Second, I would strengthen pre-listening and pre-teaching strategies by

introducing key vocabulary and providing guiding questions before the audio. Third, I would incorporate more focused pronunciation activities, such as choral repetition and phonetic modeling, to address students' difficulties. Additionally, I would provide more explicit language support, including sentence frames and key expressions, to reduce students' reliance on Spanish. Finally, I would design differentiated tasks to better address students' varying proficiency levels and promote more balanced participation.

Overall, this sequence demonstrated progress in students' confidence and participation compared to Sequences 1 and 2. The use of structured listening, relevant topics, and peer collaboration contributed positively to students' speaking development. However, it also reinforced the importance of maintaining all lesson stages, providing clearer scaffolding, and addressing pronunciation more explicitly to support both fluency and accuracy in language learning.

3.4 Sequence four: What to do if your plans fail: unexpected situations during vacation (Appendix R)

This instructional sequence followed the Action Research cycle proposed by Kemmis and McTaggart (1988). The lesson was planned according to students' needs (**Plan**), implemented in the classroom (**Act**), students' performance and participation were documented (**Observe**), and the outcomes were analyzed to improve future teaching decisions (**Reflect**).

Aim: This activity was designed to help students talk about unexpected situations during a trip and express possible solutions using English. The tasks were based on previously used materials to reinforce comprehension while encouraging students to move from understanding a text to producing their own ideas. The activity also aimed to develop reading strategies such as skimming and scanning, and to promote oral interaction through guided practice and problem-solving tasks (Harmer, 2007; Richards & Rodgers, 2001). The type of speaking promoted in this sequence was mainly interactive and communicative, as students were expected to exchange ideas and propose solutions with their classmates. However, due to their level, their production remained limited and somewhat controlled, resembling guided or semi-structured speaking rather than fully spontaneous interaction.

3.4.1 How were materials selected for their incorporation into the instructional sequences ?

Objectives: Students will be able to talk about unexpected situations and express solutions to problems during a trip. Students briefly recalled the situation presented in Appendix Q from the previous sequence in order to activate prior knowledge.

Students were elicited to skim a text (conversation) between two speakers (See materials in appendix R) and say if they knew what it was about. Skimming is a reading strategy that allows learners to quickly identify key topics, main ideas, and the overall structure of a text (Harmer, 2007). They had already practiced this strategy in previous sessions, but it was used again to recall the situation and generate ideas through brainstorming. I decided to use appendix R because students were already familiar with the reading strategy, which helped them focus more on meaning and interpretation rather than decoding new vocabulary (Nation, 2009).

3.4.2 How were the materials organized during the instructional practices?

1. Students identified keywords and unknown phrases in the text.
2. Scanning: Students read the whole text and answered questions such as:
“What is the main problem?”
“Who participates in the conversation?”

The class included a text/script of a conversation about unexpected situations during vacation planning (see materials in appendix R). Learners followed skimming and scanning steps, which are essential strategies for reading comprehension, as they help students locate specific information and understand

the general meaning of a text (Harmer, 2007). After that, they were asked to read aloud with classmates to practice fluency.

I presented unexpected situations during a trip, (See materials in appendix R) and students had to imagine possible solutions. However, when the situations were introduced, some students looked confused and distracted. At this point, students were not fully engaged, possibly because they were unsure about how to respond.

Student A: ¿Qué haremos?

Teacher: Imagine you are in a situation like these. What would you do to solve them?

Student A: Ay teacher, no puedo decirlo todo en inglés.

This reaction suggests that students needed more structured support or clearer models to guide their responses, especially when moving from comprehension to production. (See materials in appendix R).

As a follow-up activity, students worked on a task titled “Planning Vacation,” (See materials in appendix R) where they were asked to imagine a trip, plan activities, and describe their ideas. This activity allowed students to further practice the use of language in a more personalized and meaningful context, reinforcing the topic of travel.

Although this activity was not originally included in the lesson plan, it was incorporated during the implementation stage as a follow-up task. It is important to note that the lesson plan had already been approved prior to the lesson; however, adapting instruction in response to students’ needs is an essential part of effective

teaching practice (Harmer, 2007). During the session, it became evident that students required additional support to move from comprehension to production, so this activity was added to provide further opportunities for meaningful language use.

Through this task, learners were able to personalize the topic and generate their own ideas, which supports the development of speaking skills, as suggested by Harmer (2007). Due to time constraints, no written samples or photographic evidence of this activity were collected; however, students' participation and oral responses were observed during the task, providing qualitative evidence of their engagement and language use. This experience also highlighted the importance of maintaining systematic records of classroom evidence in order to support a more detailed analysis of students' progress.

3.4.3 How were texts and audio materials implemented to support the development of students' speaking skills?

I implemented reading the text and asking students about the possible solutions they had in mind. Throughout the classes, they showed some improvement in their willingness to speak and participate, although their fluency was still developing.

The use of guided questions and repetition supported students in organizing their ideas and attempting to express them orally. According to Harmer (2007), providing models and opportunities for practice helps learners build confidence and gradually improve their speaking skills. However, in this session, it became evident

that students required more scaffolding, such as sentence starters or examples, to feel more confident when producing their own ideas.

3.4.4 What results were achieved by students and the teacher after the implementation of the activities?

I noticed that students felt more motivated when they listened to and read the material more than once. Their reactions also depended on their mood during the class. They were able to answer comprehension questions; however, they struggled to formulate new ideas independently.

This suggests that while students were developing receptive skills, they still needed support to strengthen productive skills. Providing prompts and structured models could help students feel more confident and achieve the objectives of the lesson. According to Richards and Rodgers (2001), scaffolding and guided practice are essential to help learners transition from understanding language to producing it.

I also learned that it is important to be careful when providing examples, as students tend to replicate what the teacher models. If I expected them to use specific phrases or structures, I should have first demonstrated a conversation with a student as a reference. This would have provided clearer guidance and supported students in completing the task more effectively.

Reflection on Sequence 4

In this sequence, I implemented activities aimed at helping students talk about unexpected situations during a trip and propose possible solutions. Building

on the previous sequences, I reused familiar materials and reading strategies, such as skimming and scanning, to allow students to focus more on meaning and idea generation rather than decoding new vocabulary. The intention was to guide learners from comprehension toward more independent oral production through problem-solving tasks.

One aspect that worked well was the use of familiar materials and previously practiced reading strategies. Since students had already been exposed to skimming and scanning, they were able to identify key ideas and understand the general context of the conversation more efficiently. This supports Harmer's (2007) view that repeated exposure to strategies enhances comprehension, and Nation's (2009) emphasis on reducing cognitive load by working with familiar language. As a result, most students were able to answer comprehension questions and identify the main problem in the text.

However, when students were asked to move from comprehension to production, significant difficulties emerged. Although they understood the situations presented, many learners struggled to express possible solutions in English. Some students showed confusion or lack of engagement, which suggests that the transition from understanding to producing language was not sufficiently supported. As Nunan (2003) indicates, learners require structured scaffolding to bridge this gap, and in this case, such support was limited.

In particular, the task required students to generate original ideas, which represented a higher level of cognitive and linguistic demand compared to previous sequences. While guided questions were provided, students were not given enough explicit models or sentence starters to help them formulate their

responses. For example, expressions such as “I would...”, “If this happens, I can...”, or “A possible solution is...” could have supported students in organizing their ideas more effectively. As Richards and Rodgers (2001) suggest, guided practice is essential when learners are expected to produce language independently.

Another aspect that did not work as expected was student engagement during the problem-solving stage. Some learners appeared distracted or unsure about how to respond, which may have been influenced by the level of difficulty of the task and the lack of clear modeling. This highlights the importance of providing concrete examples before asking students to perform more complex speaking tasks, as well as ensuring that instructions are fully understood.

Additionally, although repetition and reading aloud were implemented, pronunciation and fluency difficulties persisted. While students showed willingness to participate, their oral production remained limited, indicating that further practice and more structured speaking support were needed. Differentiation was also limited, as all students were expected to complete the same task despite differences in proficiency levels.

Based on this experience, I would make several improvements in future lessons. First, I would provide explicit modeling of the expected output by demonstrating a short dialogue with a student before the activity. Second, I would include sentence frames and guided expressions to support students in expressing solutions more confidently. Third, I would gradually increase the complexity of the task by starting with more controlled activities before moving to open-ended problem-solving. Additionally, I would ensure clearer instructions and check

students' understanding before beginning the task. Finally, I would incorporate differentiated support to better address students' varying levels of proficiency.

Overall, this sequence demonstrated that students were able to understand and analyze situations using reading strategies; however, they still faced challenges when required to produce original ideas in English. This experience reinforced the importance of scaffolding, modeling, and task sequencing when promoting higher-order thinking and speaking skills. While progress was observed in comprehension, further support is needed to achieve more independent and confident oral production.

Additionally, it is important to acknowledge that an extra follow-up activity was incorporated during the implementation stage, even though it had not been originally included in the lesson plan. While the lesson plan had already been approved, this decision was made in response to students' immediate needs, as it became evident that they required further support to move from comprehension to production.

This adjustment reflects the importance of flexibility in teaching and the ability to adapt instruction based on classroom dynamics (Harmer, 2007). However, this situation also revealed an area for improvement in my planning process, as the activity could have been more effectively integrated from the beginning to ensure better alignment between objectives, materials, and outcomes. In addition, no written samples or photographic evidence of this activity were collected, which limited the documentation of students' performance.

This highlighted the importance of systematically recording classroom evidence to support deeper analysis and reflection. Overall, this experience allowed me to recognize both the strengths and limitations of my teaching practice, reinforcing the need for more detailed planning, clearer alignment of materials, and consistent documentation in future lessons.

Finally, it is important to emphasize that, although students' participation and oral exchanges were observed during the activities, the lack of collected work samples or recorded evidence limited the possibility of providing more concrete and measurable proof of their progress. The evidence gathered in this sequence was mainly qualitative, based on classroom observation and students' attempts to communicate their ideas, which, although valuable, could be complemented with more systematic documentation.

This experience highlighted the importance of incorporating assessment tools such as rubrics, checklists, or sample collections to better support the analysis of students' performance and learning outcomes. Therefore, in future implementations, I would ensure that both qualitative and quantitative evidence are collected in order to strengthen the validity of the results and provide a more comprehensive evaluation of students' development in speaking skills.

3.5 Sequence five: Teaching the future with will through authentic material: the song "It will rain" by Bruno Mars

This instructional sequence followed the Action Research cycle proposed by Kemmis and McTaggart (1988). The lesson was planned according to students' needs (**Plan**), implemented in the classroom (**Act**), students' performance and participation were documented (**Observe**), and the outcomes were analyzed to improve future teaching decisions (**Reflect**).

Aim: This activity was designed to review verb tenses and introduce the future simple through the use of a song, promoting students' listening comprehension and oral production. The use of music aimed to increase motivation, facilitate language acquisition through rhythm and repetition, and provide meaningful context for vocabulary and grammatical structures (Harmer, 2007; Maynard, 2012).

3.5.1 How were materials selected for their incorporation into the instructional sequences?

The class was presented on March 24th, 2017, with the group of 3rd grade "A". The session started at 12 pm, and students had previously attended their P.E. class, which influenced their behavior, as they were distracted and restless; it was difficult to get them to take their seats.

Purpose of the session: Students will review verb tenses and their uses; they will also read and identify verbs in the simple future within a song. Finally, they will order the lyrics and sing along (Appendix Q).

It is important to mention that not all the activities were applied exactly as planned due to time constraints, as students arrived late. However, all stages of the lesson were followed, with time being the main factor that required adjustment.

The warm-up activity was designed to introduce students to the structure and engage them through the use of a song that could be interesting and familiar to them.

During the presentation stage, another modification occurred, as it was unnecessary to explicitly explain grammatical structures on the board. Instead, students observed the song lyrics, inferred meanings, and ordered the lines without relying heavily on vocabulary explanations. This reflects an inductive approach to language learning, where students construct understanding through exposure and interaction with the material (Richards & Rodgers, 2001).

According to Sharon Maynard (2012), the use of songs incorporates rhythm, rhyme, and repetition, which reinforce vocabulary and language structures (p. 58).

Teacher: Do you know what this means? (she points out the phrase: "It will rain")

Student A: Es future, ¿no teacher?

Teacher: Exactly

Student B: ¿Y podemos bailarla?

Teacher: Not yet, tell me, do you know the singer?

Student A: Singer?

Student C: Bruno Mars, teacher?

Teacher: Yes, do you know the song?

Student D: "It will rain" significa lloverá...

3.5.2 How were materials organized during the instructional practices?

In the practice and production stages, students ordered fragments of the song lyrics and then sang while identifying the meaning of each phrase. It was observed that students responded more positively to this activity, as their ideas were more fluid and they appeared more relaxed and engaged.

Listening to and interacting with songs provided students with opportunities to recognize sounds, improve pronunciation, and connect meaning with language use. As Sharon Maynard (2012) suggests, learning songs in another language can offer meaningful learning experiences and opportunities for performance, which increase motivation and participation.

3.5.3 How were texts and audio materials implemented to support the development of students' speaking skills?

I used a song as the main resource because music can support language learning in multiple ways. According to M. Paul Lewis (2019), songs help learners improve pronunciation, acquire vocabulary in context, and benefit from rhythm and repetition.

Listening to songs in the target language provides meaningful context that vocabulary lists cannot offer, as learners are exposed to how language is used in real-life situations. Additionally, learning complete phrases allows students to internalize grammatical structures without focusing exclusively on rules, supporting more natural language use (Harmer, 2007).

Through repetition and guided practice, students were able to follow the lyrics, imitate pronunciation, and gradually build confidence in speaking.

3.5.4 What results were achieved by students and the teacher after the implementation of the activities?

This was the last sequence applied with this group, and a noticeable difference was observed compared to the first sessions. Students were enthusiastic about listening to a song in English, and even before completing the tasks, they showed interest in singing. Learners who did not usually participate were actively involved, singing and smiling during the activity.

This experience demonstrated that listening and reading activities, when combined with engaging materials such as songs, can support the development of speaking fluency. However, the effectiveness of the activity also depends on factors such as students' age, interests, and the type of task.

I considered that the objective of the class was achieved, as students were able to read, sing, and understand the lyrics. They improved their pronunciation while singing and were able to infer the meaning of the song. (See appendix S)

In this part of the document, it is possible to observe the results achieved by both students and the teacher. The findings are supported by students' work, as well as charts, graphics, and questionnaires used to analyze their progress and the challenges they faced during the learning process.

The sequences allowed the identification of students' progress and areas of opportunity. In some cases, learners showed reluctance to participate or relied heavily on their mother tongue when they felt insecure. According to Jack C. Richards and Willy A. Renandya (2008), affective factors such as anxiety, motivation, and self-esteem play a crucial role in second language learning, and speaking in a foreign language can often generate anxiety.

In order to better understand students' performance and the results obtained throughout the implementation of the sequences, including Sequence 5, different assessment tools were used. These instruments allowed the analysis of students' progress, participation, and difficulties during the learning process. The following section presents the main tools applied to gather and interpret this information.

1.- Surveys/ questionnaire

The application of surveys at the beginning of the academic year helped identify students' interests, language levels, and learning styles. The first questionnaire focused on their expectations and initial ideas about the language. Students preferred to answer in Spanish, as they did not feel comfortable expressing themselves in English. The questionnaires were read in class, and students wrote their responses, as the original format in English made independent reading difficult. The questionnaire included five questions related to their progress and speaking performance (Appendices A).

2.- Rubrics

According to Linda Suskie (2009, as cited in Northern Virginia Community College, 2013), rubrics are useful for assessing complex tasks, clarifying expectations, and supporting students' improvement. This tool helped evaluate students' communication skills and monitor their progress during practice and production stages (Appendix S).

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The following questions were asked to students in order to explore their perceptions of their own progress in the English class. A sample of students' responses is presented in Appendix U.

Most students reported improvements in their reading comprehension skills, particularly in their ability to understand written texts. However, they also expressed that vocabulary limitations still affected their full understanding.

3.- Students' performances in class

Although students' performances cannot be directly observed in this document, the materials they produced, such as surveys and written tasks, served as evidence of their participation. These products were assessed using rubrics. The practice stage will be analyzed through the use of tables and charts to better understand students' progress.

Activities in class

The results of classroom activities varied depending on the type of task and expected outcomes. However, there was noticeable progress in students' ability to listen and express opinions. Despite working with unfamiliar texts, students gradually became more confident readers and showed less fear of making mistakes.

Reflection on Sequence 5

In this sequence, I implemented a lesson focused on introducing and reinforcing the future tense through the use of a song. The activity aimed to promote listening comprehension, pronunciation, and oral production while increasing students' motivation through the use of music. Building on the challenges identified in previous sequences, I incorporated more engaging materials and allowed students to interact with the language in a more dynamic and less structured environment.

One aspect that worked particularly well was the level of student engagement. Compared to previous sequences, learners showed a higher degree

of motivation and willingness to participate. The use of a song created a relaxed and enjoyable atmosphere, which encouraged even less confident students to join the activity. This supports Maynard's (2012) view that songs can enhance motivation and provide meaningful learning experiences through rhythm and repetition. Additionally, students were able to recognize and repeat phrases, which contributed to improving their pronunciation and fluency, as suggested by Harmer (2007).

Another positive outcome was the use of an inductive approach during the presentation stage. Instead of explicitly explaining grammatical rules, students were encouraged to infer the meaning of the future tense through the lyrics. This allowed learners to engage more actively with the material and construct their own understanding, which aligns with Richards and Rodgers (2001). As a result, some students were able to identify the use of "will" and connect it to future meaning without direct instruction.

However, not all aspects of the sequence were equally successful. Due to time constraints and students arriving late from their previous class, some activities were shortened or adapted. Although all lesson stages were included, the limited time affected the depth of practice and reduced opportunities for more structured speaking activities. This suggests that time management continues to be an important factor in lesson implementation.

In addition, while students were highly engaged during the song activity, the focus on enjoyment sometimes limited the depth of language production. Although learners were able to repeat and sing the lyrics, opportunities for independent speaking were still limited. This indicates that, while songs are effective for

motivation and pronunciation, they need to be complemented with more structured speaking tasks to ensure meaningful language production.

Another aspect that could be improved is the level of scaffolding provided for speaking activities. Although repetition supported pronunciation, more explicit language support, such as sentence frames or guided speaking tasks, could have helped students transfer what they learned from the song into their own oral production. As Richards and Renandya (2002) highlight, learners require guided practice to move from recognition to independent use of language.

Furthermore, although students demonstrated increased confidence, some still relied on Spanish when expressing ideas beyond the lyrics. This suggests that, despite progress, additional support is still needed to promote consistent use of the target language.

Based on this experience, I would make several adjustments in future lessons. First, I would combine songs with structured speaking activities, such as guided dialogues or sentence completion tasks, to reinforce language production beyond repetition. Second, I would ensure more effective time management to allow sufficient practice during all stages of the lesson. Third, I would provide clearer scaffolding by including key expressions and sentence frames to support students in expressing their own ideas using the target structure. Finally, I would continue using engaging materials such as songs while maintaining a balance between motivation and structured learning.

Overall, this sequence demonstrated significant progress in students' motivation, participation, and confidence compared to earlier sessions. The use of music created a positive learning environment and supported pronunciation and comprehension. However, it also reinforced the importance of integrating engaging materials with structured practice to promote both fluency and accuracy in speaking. This experience highlights the need to balance motivation, scaffolding, and task design to achieve effective language learning outcomes.

IV. CONCLUSION:

The teaching experience developed throughout this study represented a significant opportunity to reflect on both my professional practice and the students' learning process. Working directly with the group allowed me to understand not only their academic needs, but also the affective and contextual factors that influenced their participation and performance. From the initial sessions, it became evident that establishing rapport was essential to create a positive learning environment, as students' confidence, motivation, and willingness to participate were strongly connected to how comfortable they felt in the classroom.

The implementation of the five instructional sequences provided a progressive view of both students' development and my own growth as a teacher. At the beginning, students showed limited participation, frequent reliance on their first language, and insecurity when attempting to speak in English. These initial observations revealed that, although learners had some prior knowledge, they lacked the confidence and structured support necessary to use the language orally. As the sequences advanced, adjustments were made in terms of materials, interaction patterns, and teaching strategies, which gradually contributed to increased participation, engagement, and confidence.

One of the main insights derived from this experience was the importance of carefully guiding the transition from comprehension to production. While students were exposed to meaningful input through reading and listening activities, it became clear that understanding language does not automatically lead to its use. In early sequences, speaking tasks were often too open or insufficiently supported, which resulted in short responses, silence, or the use of Spanish. This highlighted the need for more explicit scaffolding, including modeling, guided practice, and structured language support. As these elements were progressively incorporated, students demonstrated greater willingness to participate and began to produce short but meaningful utterances.

Another relevant aspect was the role of materials in shaping the learning experience. The use of familiar and context-based topics, such as traveling and vacation planning, contributed to students' engagement by connecting classroom activities with their interests. Additionally, incorporating authentic or semi-authentic resources, such as leaflets and songs, provided learners with exposure to real-life language use. However, this experience also showed that the effectiveness of materials depends not only on their relevance, but also on how they are implemented. Engaging resources must be accompanied by structured tasks that guide students toward clear learning outcomes and support their ability to use the language independently.

Students' attitudes toward English evolved noticeably throughout the implementation of the sequences. Initially, some learners perceived the language as difficult or uninteresting, which limited their participation. Over time, and as activities became more interactive and supportive, students showed greater openness to using the language. Even those who were initially reluctant made efforts to participate, indicating that confidence can be developed when learners

are provided with a supportive and low-anxiety environment. This confirms the importance of considering affective factors as a central component in language learning.

The integration of language skills also emerged as a key element in supporting learning. Reading and listening activities proved particularly useful in providing students with the input necessary to understand vocabulary and structures before attempting to use them. In several cases, students performed better when they had access to written texts while listening, as this combination facilitated comprehension and reduced uncertainty. This suggests that the development of speaking skills is closely linked to the strengthening of receptive skills, and that these should be integrated rather than treated in isolation.

The findings of this study are consistent with the theoretical perspectives presented in Chapter 1. Krashen's (1982) Input Hypothesis helps explain how students benefited from continuous exposure to meaningful reading and listening activities before engaging in speaking tasks, while the Affective Filter Hypothesis highlights the importance of creating a supportive classroom environment that encouraged participation and reduced anxiety. Likewise, Harmer (2007) emphasizes that successful speaking instruction requires opportunities for meaningful interaction supported by appropriate scaffolding, and Richards and Renandya (2002) argue that structured guidance facilitates the gradual transition from language comprehension to oral production. The classroom experiences described in this study support these perspectives, as students showed greater confidence and communicative development when input, scaffolding, and interaction were carefully integrated throughout the instructional sequences.

At the same time, the experience revealed areas that require further improvement. Time management was a recurring challenge, as external factors such as schedule changes and students arriving late affected the implementation of planned activities. Additionally, although progress was observed in participation and confidence, students' oral production remained limited in terms of fluency and accuracy. This indicates that more consistent and structured opportunities for speaking practice are needed, as well as more attention to pronunciation and language form.

Another aspect that requires further development is differentiation. Throughout the sequences, it became evident that students had varying levels of proficiency and learning needs; however, activities were not always adapted to address these differences. Providing differentiated support could enhance participation and ensure that all learners are appropriately challenged and supported during the learning process.

From a professional perspective, this experience reinforced the importance of reflection as an integral part of teaching. Not all activities were successful, and not all objectives were fully achieved; however, each sequence provided valuable information about what worked, what did not, and how instruction could be improved. I learned that effective teaching is not defined by perfection, but by the ability to adapt, analyze, and respond to students' needs in a dynamic environment.

Confidence and interaction emerged as central components in students' development. Encouraging learners to participate without excessive correction and promoting peer collaboration contributed to a more supportive classroom

atmosphere. Through these interactions, students were able to learn from each other, notice language use, and gradually improve their performance. This highlights the importance of creating opportunities for meaningful communication rather than focusing exclusively on accuracy.

As a result of this experience, several questions have emerged that may guide future research and professional development:

- How can instructional materials be more effectively designed and implemented to support the development of students' oral communication skills?
- To what extent does the use of the first language (L1) influence students' ability to produce and understand the second language (L2) in classroom contexts?
- How do affective factors, such as students' mood, motivation, and confidence, impact participation and learning outcomes in the language classroom?
- How can scaffolding strategies be more effectively applied to support the transition from comprehension to independent oral production in EFL learners?

These questions reflect the complexity of language learning and highlight the need for continued exploration in order to improve teaching practices and better respond to students' needs.

In conclusion, this experience demonstrated that the development of speaking skills requires a careful balance between meaningful input, structured

support, and opportunities for interaction. While progress was observed in students' confidence and participation, further work is needed to promote more independent and accurate language use. This process has strengthened my commitment to continuous professional growth, as I aim to refine my teaching strategies and support students in using English not only as a school subject, but as a meaningful tool for communication and personal development.

Finally, this experience also allowed me to recognize the importance of being more systematic and intentional in my teaching practice. Beyond selecting appropriate materials and designing activities, I understood the need to carefully align planning, implementation, and assessment, as well as to document students' performance more consistently.

I also became aware that developing speaking skills is a gradual process that requires patience, structured support, and continuous adaptation to students' needs. This experience not only strengthened my understanding of language teaching, but also helped me grow as a reflective practitioner, capable of analyzing my own decisions and improving future instructional practices.

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VI. APPENDICES

Appendix A: Beginning of the school year survey

ENGLISH CLASS SURVEY

Nombre: _____ Grado: _____

Estimado estudiante, (Dear Student)

PROPOSITO

: Identificar las percepciones que tienen los estudiantes con respecto a sus fortalezas y debilidades en el aprendizaje el inglés, al igual que sus intereses y expectativas frente a los cursos de inglés. Marca con una X la respuesta que te satisfaga..

1. ¿Es importante para Ud. ¿El inglés?

SI _____ NO _____ Porqué? _____

2. Aprender el idioma inglés le parece

Aburrido _____ Difícil _____ Fácil _____ Interesante _____

3. Considera que para aprender inglés es Ud.

Muy bueno _____ Bueno _____ Regular _____ Me cuesta trabajo _____

4. En su opinión, ¿Qué es más importante aprender en la clase de inglés? Enumérelas de 1 a 6 siendo 1 la más importante y 6 la menos importante.

Hablar _____ Leer _____ Escribir _____ Escuchar _____ Gramática _____

Vocabulario _____

5. ¿Qué habilidad o componente considera que ha desarrollado más a lo largo de su aprendizaje del inglés?

Escuchar _____ Hablar _____ Leer _____ Escribir _____ Gramática _____ Vocabulario _____

6. En su opinión, ¿En qué habilidad lingüística o componente encuentra Ud. mayor dificultad? Enumérelas de 1 a 6 siendo 1 la más difícil y 6 la menos difícil.

Hablar _____ Leer _____ Escribir _____ Escuchar _____ Gramática _____

Vocabulario _____

7. ¿Qué tipo de materiales espera Ud. sean utilizados para el desarrollo de las clases de inglés?

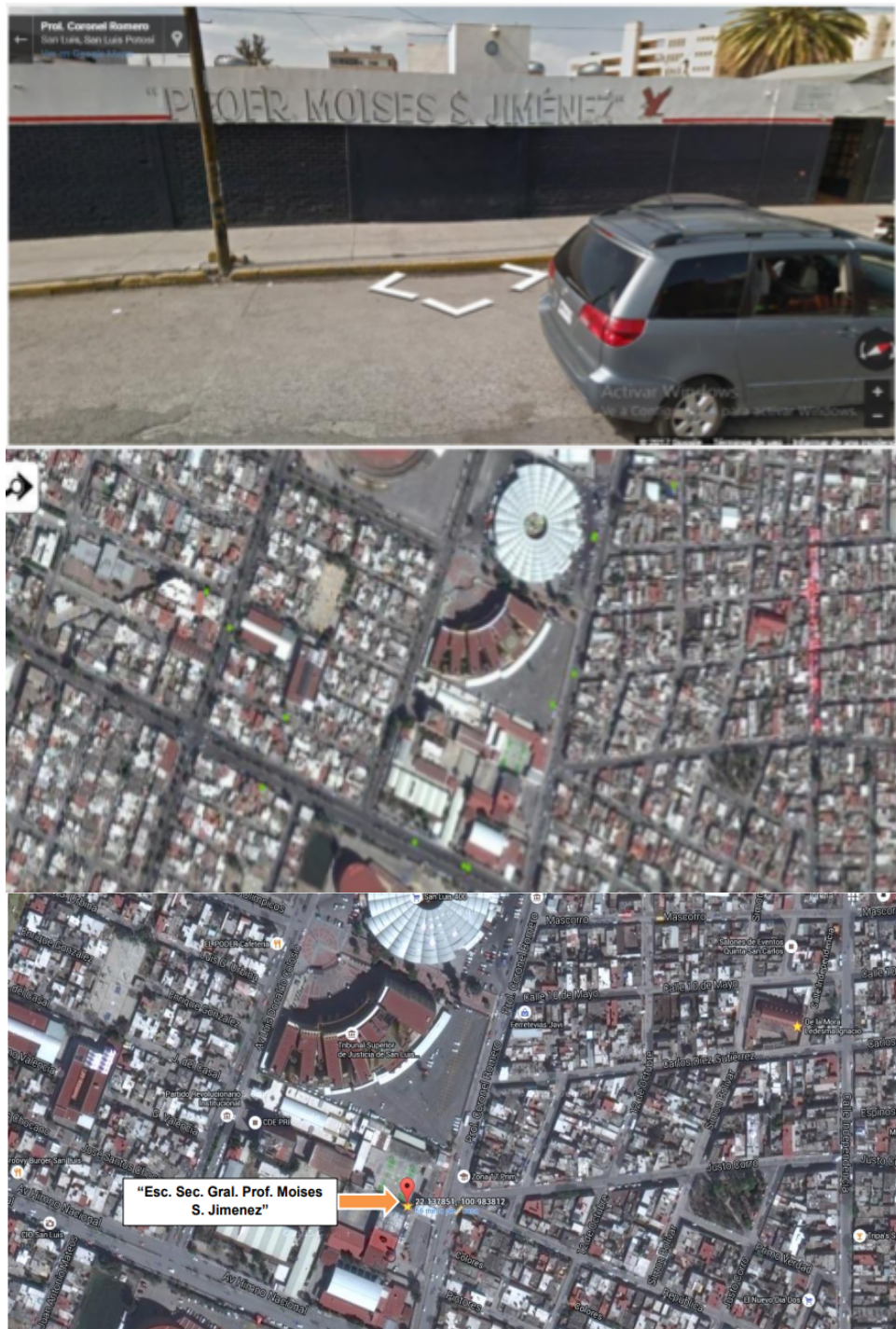
Texto guía _____ Videos _____ Ayudas tecnológicas _____ Historias _____ Artículos _____

Otros (Cuales) _____

¡Muchas gracias por su amable colaboración! ;)

The use of input to improve speaking skills in students of a 3rd-grade group "A" in Secondary School.

Appendix B: Middle school's location



The use of input to improve speaking skills in students of a 3rd-grade group "A" in Secondary School.

Appendix C: School Facilities (Library and Classroom)



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

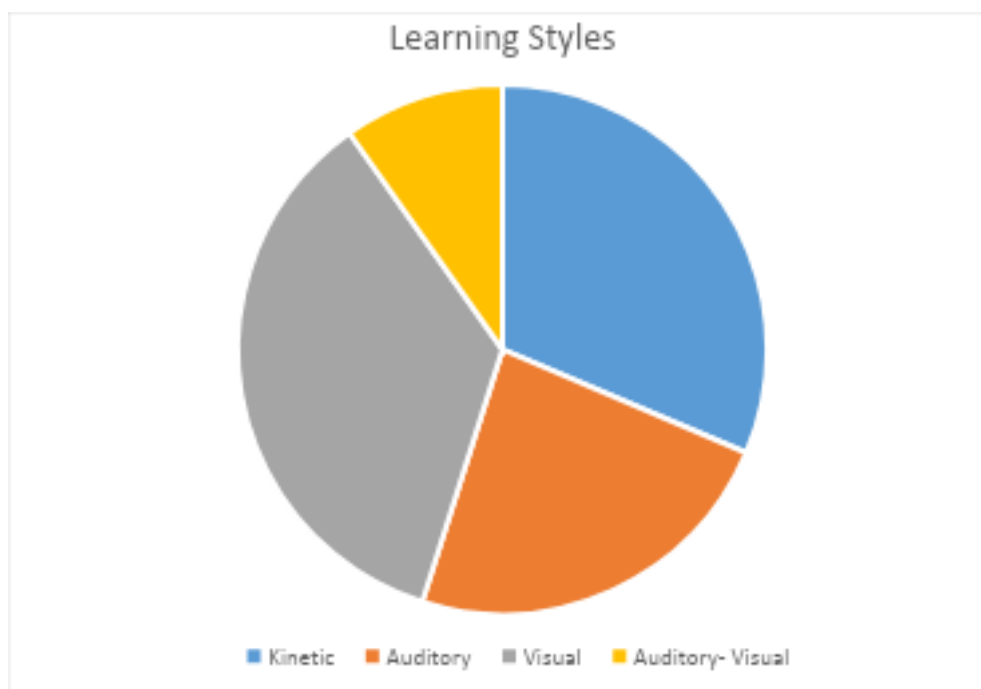
LEVEL	DESCRIPTION
A1	Can understand and use basic expressions and simple phrases for everyday needs
A2	Can communicate in simple and routine tasks requiring a direct exchange of information.
B1	Can deal with most situations while traveling and produce simple connected text.
B2	Can interact with fluency and spontaneity with native speakers.
C1	Can use language effectively for social, academic, and professional purposes.
C2	Can understand with ease virtually everything heard or read.

Source: Council of Europe (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge University Press.

Appendix E: Learning styles

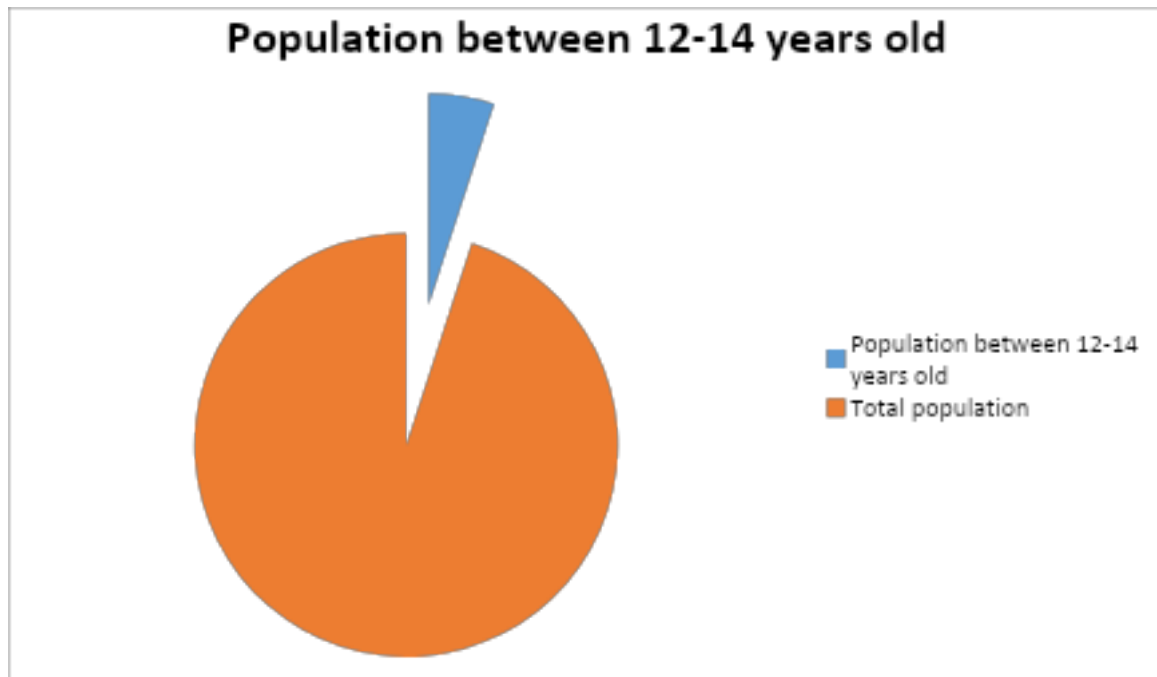
In 3rd grade, Group "A," there were 51 students in total. Of these, 16 students (31.3%) were identified as kinesthetic learners, 12 (23.52%) as auditory learners, and 18 (35.29%) as visual learners. The remaining students were classified as having mixed learning styles (auditory, visual, and kinesthetic).

The surveys used to determine these results were previously administered by the head teacher; however, it was not possible to obtain a copy of the instrument. According to the teacher, the test was divided into several sections, including questions related to reading comprehension and mathematical problem-solving.



Appendix F: Population between 12-14 years old in the area

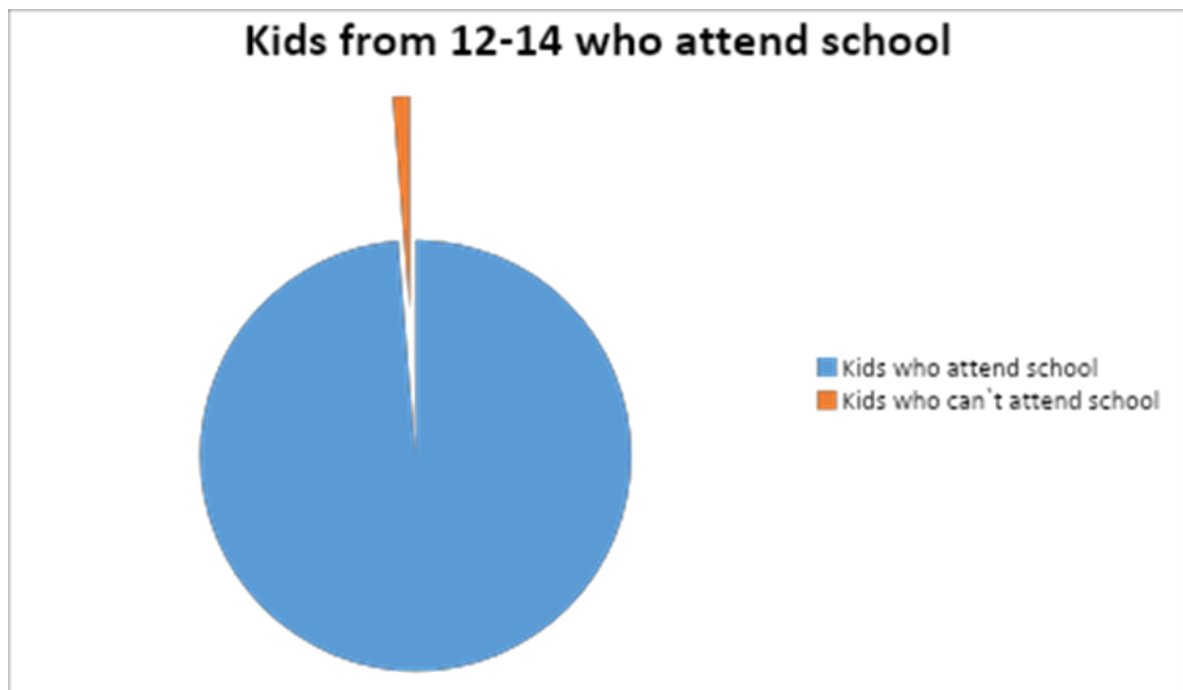
The population around the area is about 4,902 in total, this means only 260 kids are about 12-14 years old, it represents 5.3%.



Source: Taken from the National Institute of Statistics and Geography (INEGI), Population and housing census 2010.

Appendix G: Kids from 12-14 who attend school

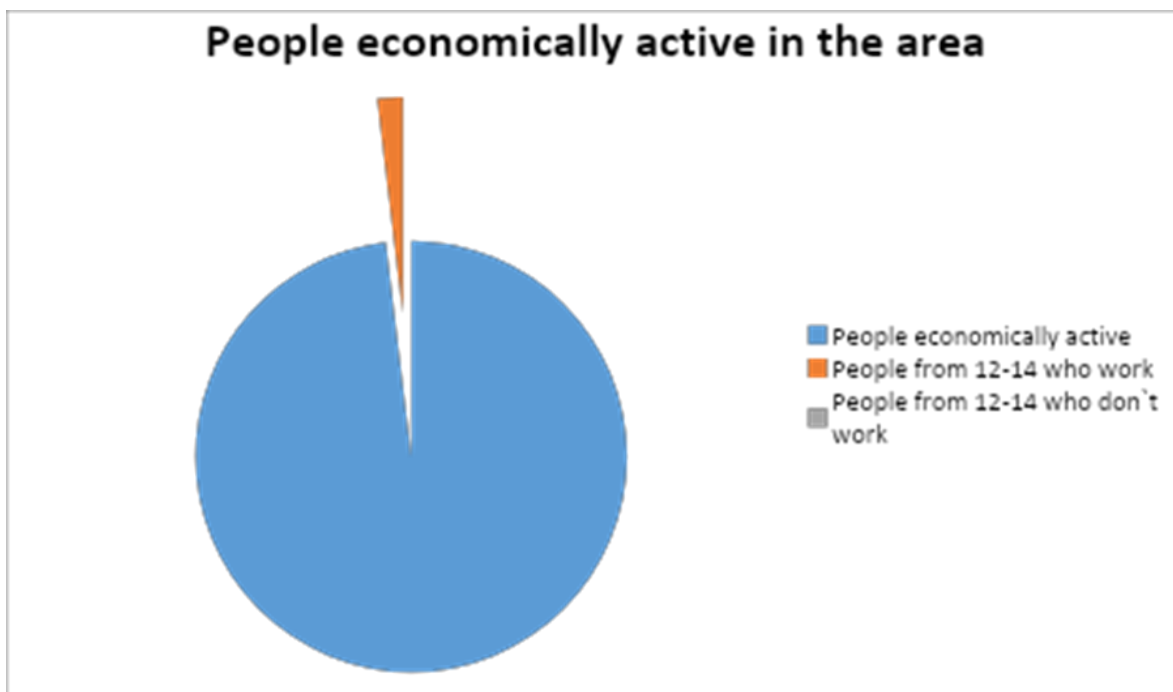
This graphic illustrates the percentage of children who attend school compared to those who do not. In this area, 5.3% of the population consists of children aged 12 to 14, representing a total of 259 individuals. Of these, 246 (95%) have access to education, while 13 (5%) do not.



Source: Taken from the National Institute of Statistics and Geography (INEGI), Population and housing census 2010.

Appendix H: People economically active in the area

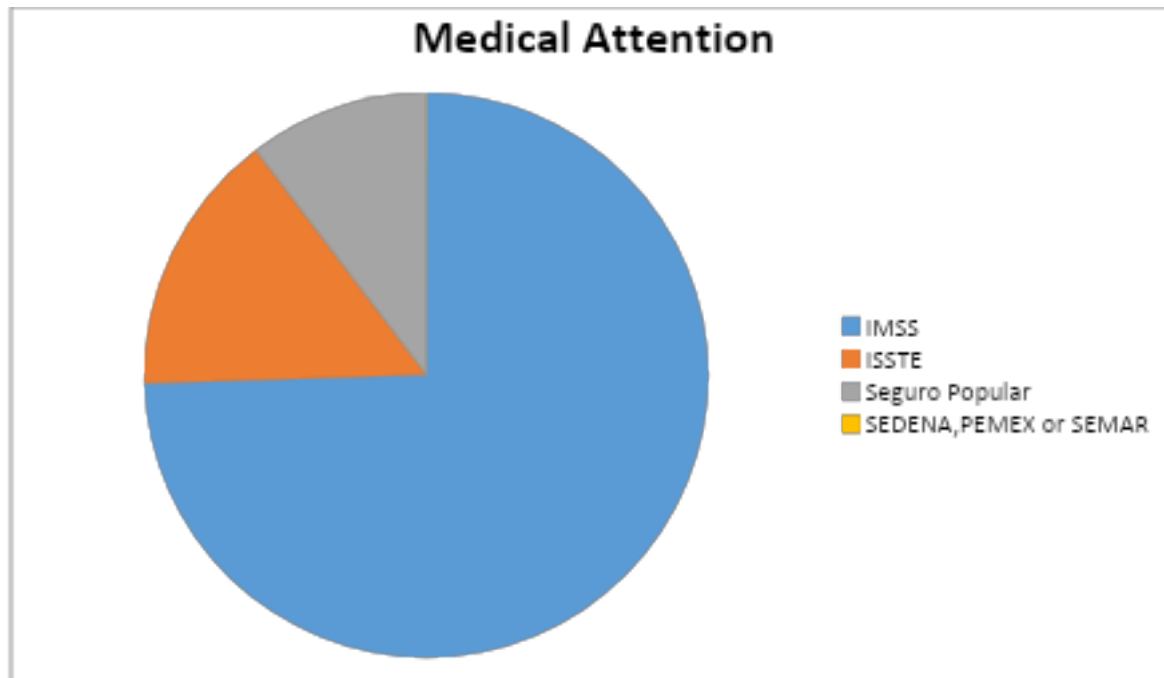
According to the INEGI (2010), the population of this area is approximately 4,902 inhabitants. Of these, 54% (2,647 individuals) are economically active. Furthermore, 19.7% of children aged 12 to 14 participate in the workforce; however, 3.7% of this group are unemployed.



Source: Taken from the National Institute of Statistics and Geography (INEGI), Population and housing census 2010.

Appendix I: Healthcare services accessed by the local population

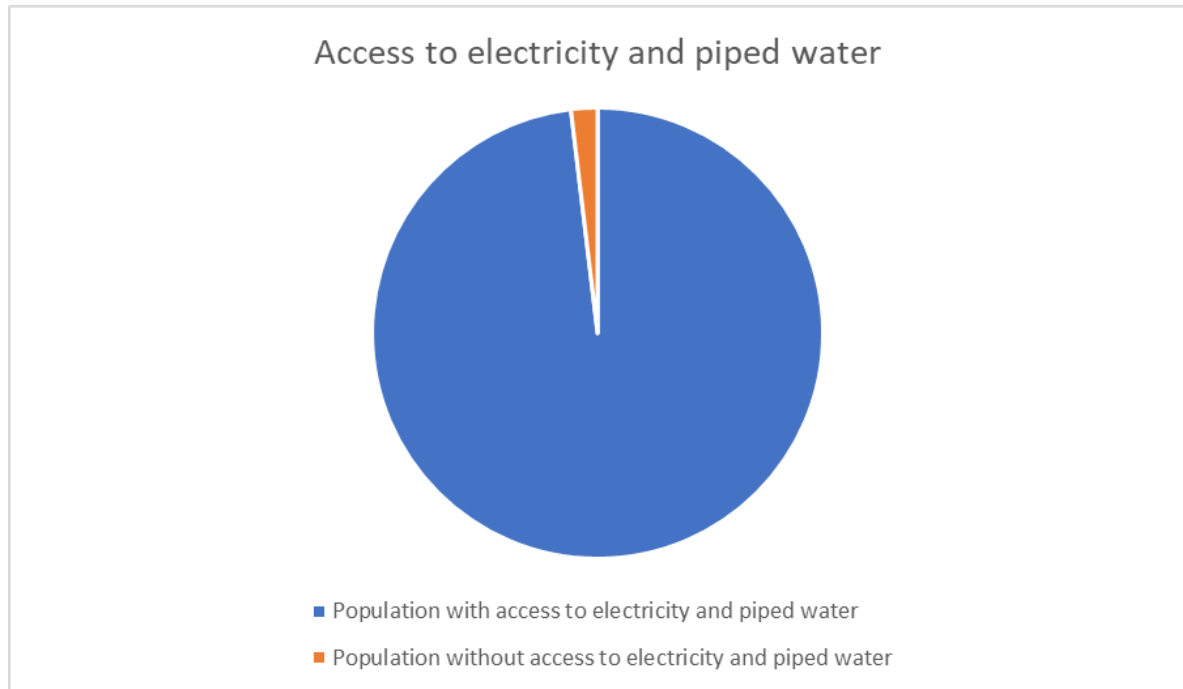
Regarding access to healthcare services, 70.8% of the population is affiliated with IMSS, 14.4% with ISSSTE, and 9.8% with Seguro Popular, while 0.15% receive medical attention through other services.



Source: Taken from the National Institute of Statistics and Geography (INEGI), Population and housing census 2010.

Appendix J: Access to basic services

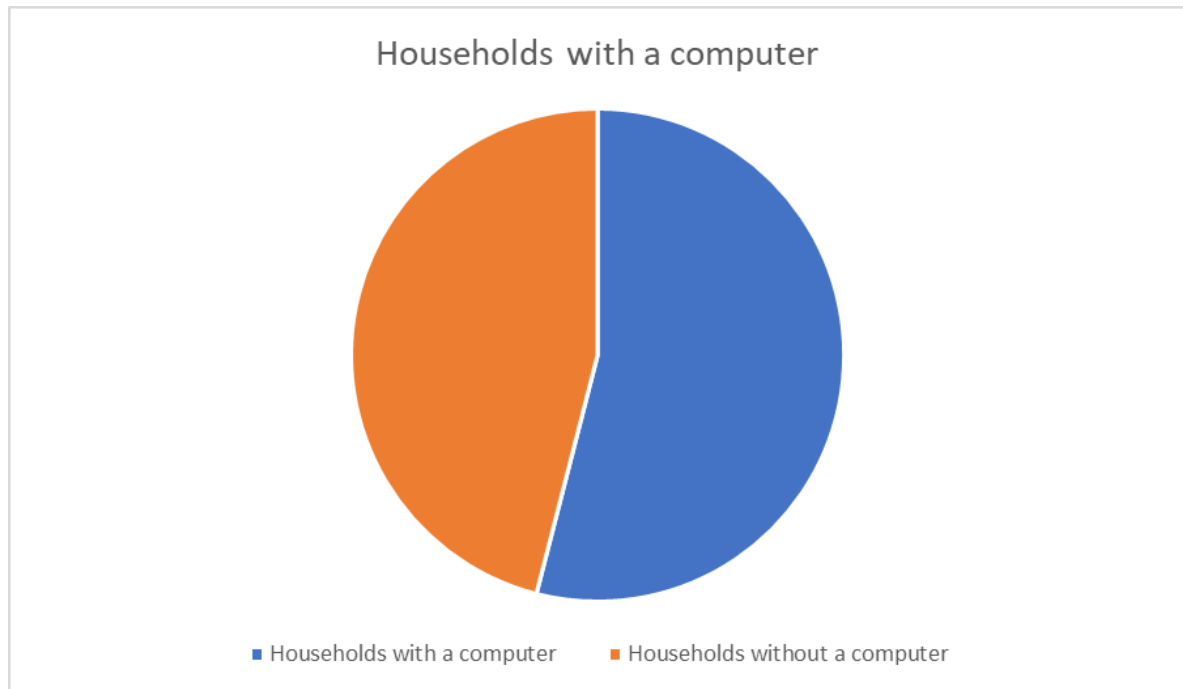
In this area, 98.1% of the population have access to electricity and piped water services.



Source: Taken from the National Institute of Statistics and Geography (INEGI), Population and housing census 2010.

Appendix K: Access to technology in the area

Additionally, 54% of households own a computer.



Source: Taken from the National Institute of Statistics and Geography (INEGI), Population and housing census 2010.

Appendix L: Planes y programas de inglés (2006)

1.2. Bases conceptuales y pedagógicas.

Durante mucho tiempo, el objeto de estudio en las clases de idiomas ha sido la lengua en sí misma. Las descripciones de la lengua provenientes de la lingüística (gramáticas tradicionales y transformacional-generativas, los análisis estructurales, funcionales y discursivos, entre otros), encontraron su traducción pedagógica en la enseñanza de áreas específicas de la lengua (por ejemplo, de los elementos de una oración o el análisis de textos). Estas descripciones, aunadas a la concepción del proceso de aprendizaje (como formación de hábitos, como adquisición de reglas, como procesamiento activo de información, como una experiencia emocional), redundaron en una variedad de métodos y enfoques para la enseñanza de una lengua extranjera. En el caso de la enseñanza del inglés, los principales métodos son:

- **Método audio-lingual (Audiolingual Method).** Parte de la premisa de que el lenguaje se usa en contexto y, por tanto, debe enseñarse también en forma contextualizada (por ejemplo, a través de diálogos grabados). El método audio-lingual sostiene que la lengua materna (L1) y la lengua meta (L2) son sistemas lingüísticos distintos, que deben mantenerse separados durante la enseñanza de la lengua extranjera, para que la lengua materna interfiera lo menos posible en el proceso. Tomando como base las teorías conductistas, este método propone la repetición y la práctica mecánica de estructuras, a fin de automatizarlas: las reglas gramaticales se aprenden de manera intuitiva. Se estima que no se debe emplear la L1 en clase por considerar, entre otras razones, que la contextualización mediante imágenes garantiza la comprensión. El programa de estudio suele organizarse en torno a una serie de situaciones típicas, como ir de vacaciones, en la que se presentan, por ejemplo, los diálogos de unos turistas en el restaurante, en el hotel o en la estación, llevando a cabo funciones lingüísticas como saludar y pedir

información, entre otras. El aprendizaje de la lengua extranjera se inicia con el lenguaje oral, dedicando una atención especial a la pronunciación, incluidos el ritmo y la entonación; en una fase posterior se trabaja el lenguaje escrito.

- **Enfoque comunicativo (Communicative Language Teaching).** Las propuestas de enseñanza del lenguaje basadas en un enfoque comunicativo tienen como objetivo desarrollar la competencia comunicativa, entendida como la capacidad de saber “qué decir, a quién y cómo decirlo de manera apropiada, en cualquier situación dada”. De acuerdo con este enfoque, se desplaza la atención del conocimiento formal de la lengua hacia la participación en situaciones comunicativas, en las que se lee, escribe, habla o escucha para cumplir propósitos específicos con interlocutores concretos; es decir, la comunicación es su propósito primordial. El alumno, por su parte, como ser social e individuo con necesidades, motivaciones, intereses y dificultades particulares es considerado el centro del aprendizaje. Más que en la absoluta corrección gramatical, se insiste en la fluidez en el uso del idioma; es decir, en la posibilidad del hablante de comunicar un mensaje. Por ello, los errores se consideran parte del proceso de aprendizaje y, como tales, son tratados de manera didáctica y como fuente de conocimientos

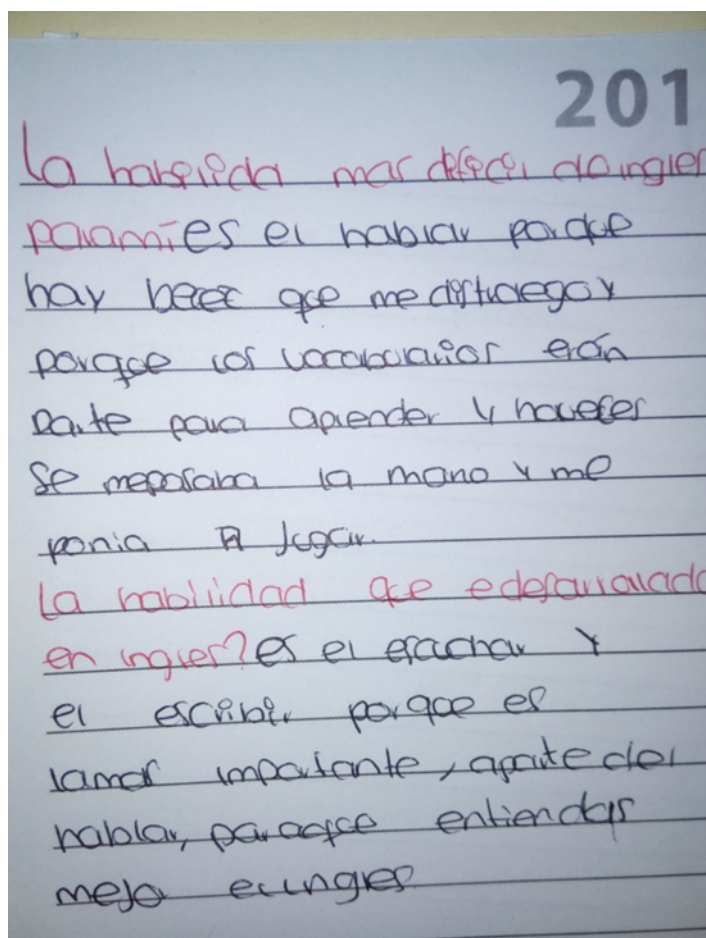
Lo anterior hace necesario depender menos de un texto guía y utilizar más los recursos del medio, tanto del salón de clases como de la escuela y de la comunidad en general. Además de los ya descritos, existen una serie de métodos considerados menores por su uso y difusión, tales como: el Método directo (Direct Method), el Aprendizaje de la lengua en comunidad (Community Language Learning), el Método silencioso (The Silent Way), el Método de sugestopedia (Suggestopedia/ Desuggestopedia) y el de Respuesta física total (Total Physical Response).

Appendix M: Student Survey Response

Survey administered to one student. The response was provided on an additional sheet of paper, in which the student expressed her opinion about the English class.

The most difficult skill for me is speaking because I get distracted, and sometimes I play instead of focusing, so I do not learn the vocabulary.

The skills I have developed are listening and writing.



The use of input to improve speaking skills in students of a 3rd-grade group "A" in Secondary School.

Appendix N: Lesson Plan with Worksheet for Sequence 1: Visiting Mexico City

Lesson Number: Lesson No. 1 (3rd grade) Topic: Where is...?
 Objective/Aim: By the end of the session students will be able to say where places are located (prepositions of place) and give where to go in their city they also will match places with their names.
 Previous topics seen in class:

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns
Warm-Up (5 minutes) minutes	The teacher calls role and begins with warm up: "Look at me" then, carries out a series of coordinated actions and verbally repeats what she's doing: Boom, snap, clap. Now you repeat it.	Listening/ procedural/ speaking	None	Group
Presentation (10 minutes)	Students are elicited to observe an image of a city. Then, the teacher shows important touristic places in the city. T introduces students to the topic by asking if they know the city or have visited before. T says: What city is this? Sts: Mexico city T: Ah- ah (teacher says "yes" in case the answer is correct, because it is not allowed to talk too much) Skimming: After students observed the image, they are elicited to read quickly the text to know the main idea of it. T asks: what is the text about? Is it about moving to another city? Is it about visiting another city?	Reading/ speaking	Appendix 1.1	Group
Practice (15 minutes) minutes	Skimming: T elicits students to look for specific information in the text. T says: Read the whole text and tell: What are the main attractions of the city? T says: Highlight what are those places.	Speaking	Appendix 1.1	Pairs/group

Production (15 minutes) minutes	1. Lesson sequence (set task) students will be elicited to say the names of the places shown in the picture (appendix). T says: Can you tell me how this is called? (the teacher points out a place). T then, sets the situation of the speaking practice. T says: Get in pairs and tell your partner about what places to visit in the city. Write a list of places. 2. The teacher plays the audio (the script is the appendix) and asks students to read silently as they listen.	Writing/ speaking / reading	Appendix 1.1	Individual/ pairs/ group
Wrap-Up (5 minutes) minutes	Students will set ideas of what to prepare for their speaking performance, they will make a chart with information to add to their scripts and interchange it with a partner. Then, teacher will ask them to share ideas and write them on the board.	Writing/ Listening/ Speaking	None	Group

My recent experience in Mexico City

I just thought I'd post my experience visiting Mexico City a couple of weeks ago. This was my second trip, since visiting Mexico City over Christmas in 2005 by myself. I absolutely love Mexico City because it is so rich in history, culture, and wonderful food/people and I was determined to visit again when I got the opportunity. So, I recently went there over July 4th, for 5 days with a friend of mine.

Hotel

We stayed at the Hotel Catedral, where I had stayed at previously. We initially asked for rooms facing the back of the Cathedral, but the noise from a nearby disco, made us move our rooms to the other side of the hotel. The new rooms were much better, although mine faced the street, and there was a fair amount of noise during the day, but I wasn't in the room that much, so it didn't bother me that much.

Transportation

We took an authorized taxi from the group transportation area of the airport when going to our hotel the first day, and it cost about \$13 for the two of us. On our return trip from the hotel, the hotel arranged a taxi for us that cost \$10. On the first morning, we took the Turibus, a double-decker (open deck on top) from just near the hotel, near the Cathedral. This is a 3-hour tour of the city, and they give you self-guided audio to listen to, when you are on the bus. The ticket costs about \$10-12 depending if you take it on a weekday or weekend, and you can get on or off the bus as often as you want for that day.

Things to do/ Shopping

I had visited most of the big attractions the last time I visited Mexico City, so my friend went by himself to most of them. The nice thing about staying in the Zocalo area, is that one can visit the Cathedral, the National Palace, and the Templo Mayor very easily. My friend also went on a tour that he took from the Cathedral Hostel, to the Guadalupe Shrine, the three cultures, and the Pyramids, which cost about \$22.50, not including the entry fee to the pyramids. He thought the pyramids were really great. He also visited the Anthropology Museum, which is world class, and although he didn't get to see the Chapultepec Castle inside, he saw it from the outside, and I'd recommend it. We also visited Plaza Garibaldi in the evening/night by subway, and didn't encounter any problems, although I've been told this is an area that



one has to be very careful. But it's a fascinating place to get a sense of the local Mariachis. We had a drink at one of the Cantinas, which my friend swears made the best margarita & martini he's had. This was the first cantina to the left facing the Plaza.

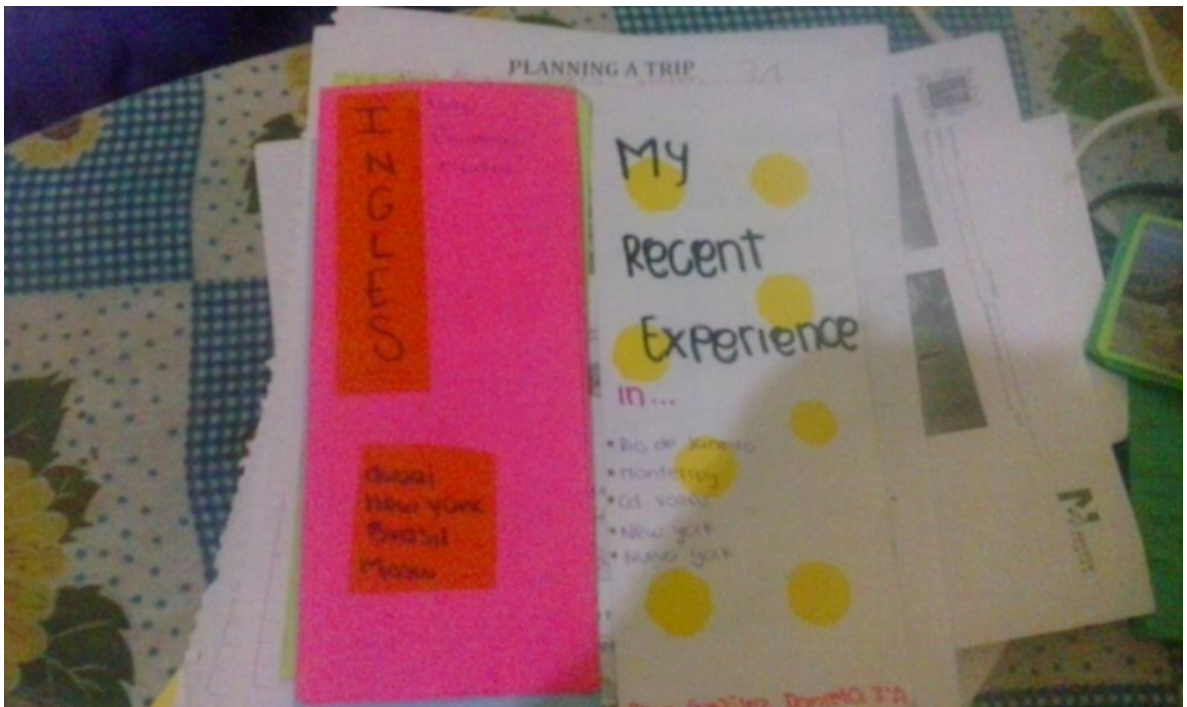
I also visited San Angel, and the local Saturday market there, but was very disappointed by what I saw there. Mostly a lot of artsy-fartsy stuff that maybe I don't have much taste for. I did visit a small museum called Carmen in San Angel, which was an old convent

The use of input to improve speaking skills in students of a 3rd-grade group "A" in Secondary School.

Appendix O: Lesson Plan and Student-Produced Materials (Collages and Brochures) – Sequence 2

Lesson Number: <u>Lesson No.</u> 2 (3 rd grade) Topic: Around the city				
Objective/Aim: By the end of the session, students will be able to talk about cities and their main attractions (role plays)				
Previous topics seen in class:				
Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns
Warm-Up (5 minutes) minutes	1.-T calls role 2.-Pictionary (places of a city). two students will pass in front of the group and draw an image (a place of a city) and his classmates will have to guess which place they intended to show. The next students to pass will be saying and writing the name of the places.	Cognitive/ speaking/ writing	Whiteboard and markers	Pairs
Presentation (10 minutes)	4. Lesson sequence (do the task) students are asked to scan the leaflet and exchange information with a partner (who has information about a different city) they will make questions each other. For example: What's the name of the city you want to visit? T asks students to formulate three questions: Name of the city, attractions, hotels.	Speaking	Appendix 3.1	Group/teams
Practice (15 minutes) minutes	Students will ask each other their questions and answer and listen their performance. Then, they will correct their mistakes by showing their conversation to other pair of students.	Writing/ reading/ speaking	Appendix 3.2	Pairs/groups
Production (15 minutes) minutes	5. Lesson sequence (Do the task) Students perform and ask each other with a different partner about what destination is the best, they will ask questions and record their answers.	Speaking/ listening	Appendix 3.3	Pairs/ individual
Wrap- Up (5 minutes) minutes	Students will play Chinese whisper using a message about information of the different destinations they investigated. T will divide students into three big teams and ask one person of each team to learn the message and repeat it to his/her classmates, the winners will have the chance to organize an activity to close the next session (* the activities will be elicited during this session, so the next students will be ready to be applied)	Cognitive	Students will write sentences.	Teams

The use of input to improve speaking skills in students of a 3rd-grade group "A" in Secondary School.



Appendix P: Speaking Performance Assessment Rubric (Cambridge English A2 Level)

Cambridge English

Assessing Speaking Performance – Level A2

Cambridge English: Key (LEVEL A2) SPEAKING INTERACTIVE COMMUNICATION	
Name of student	
Can the speaker maintain simple exchanges with the interlocutor (Part 1)?	
Good	Not so good
Does the speaker react appropriately to what the interlocutor or other candidate says?	
Good	Not so good
Does the speaker need any prompting or support?	
Good	Not so good
Comments	

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Student A – Interactive Communication Assessment

Criteria	Good	Not so good
Can the speaker maintain simple exchanges with the interlocutor?	✓	
Does the speaker react appropriately to what the interlocutor says?	✓	
Does the speaker need prompting or support?		✓

Comments: Student “A” was able to answer simple questions and participate in short exchanges. Pronunciation difficulties were observed, and occasional support was required during speaking tasks.

Student B – Interactive Communication Assessment

Criteria	Good	Not so good
Can the speaker maintain simple exchanges with the interlocutor?	✓	
Does the speaker react appropriately to what the interlocutor says?	✓	
Does the speaker need prompting or support?	✓	

Comments: Student “B” participated actively during pair work and showed confidence while asking and answering questions. Some pronunciation mistakes were present but communication was generally successful.

Student C – Interactive Communication Assessment

Criteria	Good	Not so good
Can the speaker maintain simple exchanges with the interlocutor?		✓
Does the speaker react appropriately to what the interlocutor says?	✓	
Does the speaker need prompting or support?		✓

Comments: Student “C” showed understanding of the activities but frequently relied on Spanish and needed teacher guidance to complete speaking tasks.

Student D – Interactive Communication Assessment

Criteria	Good	Not so good
Can the speaker maintain simple exchanges with the interlocutor?	✓	
Does the speaker react appropriately to what the interlocutor says?	✓	
Does the speaker need prompting or support?	✓	

Comments: Student “D” demonstrated confidence during oral interaction and was able to communicate ideas clearly with classmates. Participation and pronunciation improved throughout the sequences.

Student E – Interactive Communication Assessment

Criteria	Good	Not so good
Can the speaker maintain simple exchanges with the interlocutor?	✓	
Does the speaker react appropriately to what the interlocutor says?	✓	
Does the speaker need prompting or support?		✓

Comments: Student “E” participated consistently during classroom activities and showed improvement in fluency and comprehension. Some vocabulary support was still necessary during complex tasks.

Across the five students assessed, clear differences in oral performance and interactional ability can be observed. Students A, B, D, and E demonstrated a generally functional level of participation in simple exchanges, with varying degrees of fluency and pronunciation accuracy. In contrast, Student C showed persistent difficulties in maintaining interaction in English and relied frequently on Spanish to complete tasks.

From a comparative perspective, Student B and Student D showed higher levels of communicative confidence, which may be associated with lower anxiety levels and greater willingness to participate in pair and group work. This can be related to the Affective Filter Hypothesis, as these students appeared more relaxed and open to risk-taking in language production.

On the other hand, Student C’s performance suggests a higher affective filter, reflected in hesitation, dependence on L1, and reduced autonomy during

speaking tasks. Despite understanding classroom instructions, linguistic production was limited, which may indicate insufficient vocabulary retrieval or limited exposure to spoken English outside the classroom context.

Students A and E showed intermediate performance, with gradual improvement across sequences. Both required occasional teacher support but demonstrated progress in fluency and comprehension, suggesting that scaffolded interaction contributed positively to their development. Overall, the data indicates that interactive competence is influenced not only by linguistic knowledge but also by affective and contextual factors such as confidence, classroom participation, and exposure to meaningful communication.

The use of input to improve speaking skills in students of a 3rd-grade group "A" in Secondary School.

Appendix Q: Lesson Plan and Reading & Listening Handout – Sequence 3

Lesson Number: Lesson No.

3

(3rd grade)

Topic: Planning vacation

Objective/Aim: Students will be able to describe destinations and establish a plan to go on vacation. They will make their plan information with a partner.

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns
Warm-Up (15 minutes) minutes	T calls role. T asks students to tell names of their favorite cities or countries Then, she says: "Say at least one adjective to describe your city using the first letter of the word" Example: New York is nice	Speaking	None	Group
Presentation (15 minutes) minutes	Students will listen the first exercise, they will read and listen, and only follow the text while they listen. T says: "Now, tell me, what is this text about?" Please, complete the first part of the exercise .What do you plan to do there?	Listening/ Speaking	Appendix 5.1	Group/ individual
Practice (15 minutes)	What activities would you do, underline the ones you like. Tell me, what kind of clothes would you wear there? Is it a cold or warm place?	Listening/ speaking/ writing	Appendix 5.1	Pairs/ group
Production (5 minutes)	Students will tell a partner the places they would like to visit and the plans they have to travel			
Wrap up (5 minutes)	Brainstorm: Tell all the plans you remember T says: Which place does- name of a student- want to visit? What does he plan to do?			

Reading and Listening Handout: Visiting San Luis Potosí (Rioverde)

Visiting San Luis Potosí

Destination: Rioverde



One of the best-known tourist attractions near Rioverde is the Media Luna lagoon. To get there, you have to drive across the city and you may even spend a night or two in a hotel, if you are not planning to do some camping in the State Park surrounding the lagoon.

There are two museums in this city. To learn about the local history and also about the Media Luna lagoon from an archaeological point of view, you should go to the Rioverde Regional Museum, located at 143 Matamoros Street. Almost exactly behind the Regional Museum, you will find the "Colibrí" Museum, which is an interactive museum and great fun for children, with a range of exhibitions with themes from History and Science. And if you want to give your children a start in extreme sports, they can practice climbing, rappelling and abseiling in the gardens of this museum.

Part 2: Get in pairs and choose one destination, describe it as in the example and share it with your partner.

The use of input to improve speaking skills in students of a 3rd-grade group "A" in Secondary School.

Appendix R: Sequence 4: What to Do if Your Plans Fail: Unexpected Situations During Vacation

ESL/EFL Lesson Plan

Lesson Number: Lesson No. 4

Topic: Unexpected situations

Objective/Aim: Students will be able to talk about unexpected situations and express solutions to problems in

Previous topics seen in class:

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose
Warm-Up 5 minutes	Oldest, middle, youngest: Students will line up according to their birthday date and say one tongue twister.	Listening/ speaking	None	Group/ teams	Students will play and repeat a tongue twister to break the ice and get them feel more comfortable with speaking English.
Presentation 10 minutes	Students are elicited to skim a text (conversation) between two speakers and say if they know what it is about. T says: READ and tell me: What is it about?	Listening/ reading/ writing	Appendix 4.1	Group/individual	Students will read the information to know purposes of the text.

Practice 10 minutes	Students will scan the text to find answers to the next questions: "What is the main problem?" "Who participates in the conversation?"	Reading/ writing	Appendix 4.1	Individual	Students will complete comprehension questions.
Production 15 minutes	Students will read out loud, taking turns, they will give solutions to the problem. What should the speakers do? They will come to the front and say/ write a solution on the board They should...	Reading/ writing/ listening	Board	Group	Students will tell solutions to the problem, everyone will participate.
Wrap-Up 5 minutes	Students will say three problems and solutions people might have while traveling.	Speaking	Appendix 4.4	Pairs	Students will use the vocabulary they learned and used in the previous stage.

Reading Text: Conversation Between Two Friends About Travel Problems

Pete: Hey, Markus. I have a question I would like to ask you.

Markus: Hey. Sounds kind of serious.

Markus: Yes. Go ahead.

Pete: It is not, at least I think it is not. Anyway,

Pete: Well, I'm thinking about going to Germany, what should you do when you greet someone this summer [Great!], and I need some advice. For the first time in Germany? You're the best person I know to answer my questions since you're German.

Markus: Thank you. What do you want to know? Girlfriend, Claudia, . . .

Pete: Well, do not laugh, but I met this really nice Pete: Hey, I did not say she was my girlfriend [laughter]. I need some advice. You see, Claudia, . . .

Markus: Okay. So, it is Claudia, oh?

Pete: Yeah, yeah. See, she invited me to spend two weeks in Germany [Hum]. Furthermore, well, I told her I had studied a little bit about the country and language [Hum], and she is kind of expecting that I know more than I really do.

Markus: Hum. You are really in hot water now!

Pete: Yeah. I think so.

Markus: Well, what do you want to know?

Markus: Ah, okay, okay. Now, if you are meeting someone formally for the first time, like Claudia's parents, you should make sure you arrive on time.

Pete: Okay, so arrive on time. Uh, what about common greetings?

Markus: Well, Germans often shake hands, and they use the person's family name unless they are really close friends.

Pete: Okay, what about with Claudia? I am not sure what I should do in her case.

Markus: Ah. You can call her Claudia [okay], shake hands, and why don't you take her some flowers?

Pete: Well, she is planning on...

Pete: Oh, how do you say "Nice to meet you" Markus: Uhhh. Not exactly. "Ich freue mich, Sie anyway? kennenzulernen" [Uhhh].

Markus: Oh, "Ich Freue mich, Sie Markus: Humm. Honestly, I think you need to kennenzulernen." take a crash course in German before you leave.

Claudia might think you are speaking Chinese or

Pete: "Ich free me senselen..." something if you do not.

Who are Markus and Pete? _____

What is the problem? _____

Write your main ideas/ key words:

Follow-up Activity: Planning a Vacation (Writing and Speaking Task)

Planning vacation

Listen and Read: Read along with the audio recording.

Before I go on vacation, I always plan my trip. **For starters**, I usually **take a look** at travel guide books or go online and review possible destinations. Then, I check the costs involved in traveling to that particular place. If I'm going by plane, then I have to **compare** prices on airfare for different airlines. If I'm traveling by train, then I have to look into train passes or tickets. I also need to locate hotel accommodations. Fortunately, I **don't mind** staying at cheap hotels or even a youth hostel. Finally, I try to **budget money** for meals and other sightseeing expenses. If I plan carefully, I usually have a good time.

PLAN THE ACTIVITIES YOU ARE GOING TO DO THERE FOR EVERY DAY

visit museums go sightseeing have a bath hiking
meet a celebrity visit a monument go to a music festival a cruise

MAKE A LIST OF THE THINGS YOU NEED TO PACK IN ADVANCE AND THE TYPE OF CLOTHES.

FINALLY, YOU CAN WRITE A POSTCARD TO YOUR FAMILY / FRIENDS TO TELL THEM ABOUT THE TRIP. YOU CAN WRITE ABOUT THE EXPERIENCE, THE VISITS, THE PEOPLE YOU MEET, THE WEATHER, THE LANDSCAPE, THE ACCOMMODATION... YOU CAN ALSO DRAW A PICTURE OF THE PLACE.

*This is a handmade
postcard from the art
studio of*

POST CARD

Place
Stamp
Here

The use of input to improve speaking skills in students of a 3rd-grade group "A" in Secondary School.

Appendix S: Oral Communication Assessment Rubric

ELD 1 (A1) Speaking Rubric				
	Poor 1 pts	Fair 2 pts	Good 3 pts	Excellent 4 pts
Pronunciation & Clarity 4 pts	Poor Student's pronunciation was incomprehensible.	Fair Student's pronunciation made understanding difficult.	Good Student's pronunciation was understandable with some error.	Excellent Student's pronunciation understandable with errors that did not interfere with comprehension.
Fluency 4 pts	Poor Student was able to ask or respond to questions but with significant hesitation and pauses. Answers were awkward and incomprehensible.	Fair Pausing and hesitations interfered with the audience's understanding of the response. Answers were awkward and incomprehensible to understand at times.	Good Pausing and hesitations did not interfere with the audience's ability to comprehend the speaker's message.	Excellent Students were able to communicate clearly with no difficulty. Answers were clear and comprehensible.
Grammar and Vocabulary 4 pts	Poor Student used a minimal amount (1 or 2 words) of the grammar and vocabulary of the lesson.	Fair Student used a sufficient amount of the grammar and vocabulary of the lesson.	Good Student used some of the grammar and vocabulary of the lesson.	Excellent Student was able to use vocabulary and structure of the lesson. It is clear that the student will use the material outside in real life application.
Comprehension 4 pts	Poor Student answered the question but not related to the question. The answer was very limited to one or two words.	Fair Student showed partial understanding of the question. The answer was quite limited and left the audience with more questions than answers.	Good Student showed a good understanding of the question. The answer was quite limited and left the audience with more questions than answers.	Excellent The student fully understood the question(s) asked and answered completely and with details and enthusiasm.

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Table 1. Students' Speaking Performance During Sequence 1: "Visiting Mexico City"

Student	Pronunciation & Clarity	Fluency	Grammar & Vocabulary	Comprehension	Total
Student A	2	2	2	3	9
Student B	3	2	3	3	11
Student C	2	1	2	2	7
Student D	3	3	3	4	13
Student E	4	3	3	4	14

Interpretation of Sequence 1 Results

The results from Sequence 1 ("Visiting Mexico City") represent the initial baseline of students' speaking performance. At this stage, clear differences among learners are already visible, with Student E and Student D showing higher levels of control in pronunciation, fluency, grammar, and comprehension, while Student C presents the lowest performance.

These initial results suggest that students enter the learning process with different levels of oral competence, which may be influenced by prior exposure to English, confidence, and classroom participation history. At this point, performance reflects general communicative ability before significant instructional impact across sequences.

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From a theoretical perspective, these differences can be initially related to Krashen's Affective Filter Hypothesis, as early participation levels appear linked to confidence and willingness to produce spoken English.

Table 2. Students' Speaking Performance During Sequence 2: "Around the City"

Student	Pronunciation & Clarity	Fluency	Grammar & Vocabulary	Comprehension	Total
Student A	2	2	2	3	9
Student B	3	3	3	3	12
Student C	2	2	2	2	8
Student D	4	3	3	4	14
Student E	3	2	3	3	11

Interpretation of Sequence 2 Results

The results from Sequence 2 ("Around the City") show fluctuations in student performance compared to the initial sequence. While Student D maintains a high level of achievement, other students such as Student E and Student B show slight variations in their scores, and Student C shows only minimal progress.

This pattern suggests that speaking performance is not yet stable and may be influenced by task familiarity and cognitive load. Some students appear to respond better to certain topics than others, which affects their oral production and interaction quality.

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From a theoretical perspective, these fluctuations can still be interpreted through Krashen's Affective Filter Hypothesis, as emotional readiness and task-related anxiety may vary depending on the complexity and familiarity of the communicative situation.

Table 3. Students' Speaking Performance During Sequence 3: "Planning Vacation"

Student	Pronunciation & Clarity	Fluency	Grammar & Vocabulary	Comprehension	Total
Student A	3	2	3	3	11
Student B	3	3	3	4	13
Student C	2	2	2	3	9
Student D	4	4	4	4	16
Student E	3	3	3	3	12

Interpretation of Sequence 3 Results

The results from Sequence 3 ("Planning Vacation") show a clearer pattern of improvement across most students. Student D reaches the highest level of performance, while Students B, E, and A demonstrate noticeable progress in fluency and communicative ability. Even Student C shows slight improvement compared to previous sequences.

This stage reflects the positive impact of repeated exposure to communicative tasks and more familiar vocabulary themes, which appear to

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support students' oral production. Interaction becomes more fluid and less restricted compared to earlier sequences.

From a theoretical perspective, this improvement can be explained through Krashen's Input Hypothesis, as increased exposure to comprehensible input facilitates language acquisition, as well as reduced affective barriers that allow for more spontaneous production.

Table 4. Students' Speaking Performance During Sequence 4: "What to Do if Your Plans Fail: Unexpected Situations During Vacation"

Student	Pronunciation & Clarity	Fluency	Grammar & Vocabulary	Comprehension	Total
Student A	3	2	2	3	10
Student B	3	3	3	3	12
Student C	2	1	2	2	7
Student D	4	3	4	4	15
Student E	3	2	3	3	11

Interpretation of Sequence 4 Results

The results from Sequence 4 ("What to Do if Your Plans Fail") indicate a general stabilization in students' speaking performance. While Student D continues to perform at a high level, most students show relatively stable scores with minor variations compared to previous sequences. Student C remains at the lowest level, with persistent difficulties in fluency and spontaneous production.

At this stage, performance patterns suggest that students are consolidating previously acquired skills, although task complexity may still influence individual outcomes. Some minor declines or plateaus indicate that not all learners progress at the same pace. From a theoretical perspective, these results can still be linked to Krashen's Affective Filter Hypothesis, as increased task complexity may temporarily raise anxiety levels and affect oral performance in some students.

Global Analysis of Students' Speaking Development (Sequences 1–4)

Across the four instructional sequences, students' speaking performance shows a dynamic developmental process characterized by an initial stage of variation, followed by gradual improvement and partial stabilization. Rather than progressing linearly, students demonstrate different trajectories of development depending on individual and contextual factors.

Student D consistently maintains high performance throughout all sequences, indicating strong communicative competence and stability across different task types. Students B and E show moderate development with some fluctuations, suggesting gradual improvement influenced by task familiarity and classroom interaction. Student A demonstrates slow but consistent progress over time, while Student C remains at a lower performance level with limited development in fluency and spontaneous speech.

Overall, the findings suggest that speaking development in this EFL context is influenced by a combination of linguistic exposure, task design, and affective factors. The non-linear nature of progress highlights that learners do not develop uniformly, but rather through individual trajectories shaped by confidence, participation, and interactional opportunities.

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From a theoretical perspective, these patterns can be explained through Krashen's Affective Filter Hypothesis, which accounts for the role of anxiety and confidence in language production, as well as the Input Hypothesis, which emphasizes the importance of comprehensible input over time. Additionally, interaction in the classroom appears to support gradual development of communicative competence.

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Appendix T: Lesson Plan and worksheet based on the song “It will rain” by Bruno Mars

ESL/EFL Lesson Plan

Lesson Number: Lesson No. 5

Topic: “Future with will” (working with a song)

Objective/Aim: By the end of the session, students will be able to read and identify verbs in the future simple in a song, practice fluency and infer the meaning of the song.

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose
Warm-Up 5 minutes	T says: Who is your <u>favorite</u> singer? Do you know Bruno Mars? Tell me the name of one of his songs. Can you tell me a song that has the word: -Beautiful -Rain Nothing (You have to mention one of his songs that contain those words)	speaking	None	Group	Engage students to remember sentences and vocabulary
Presentation 10 minutes	T hands in worksheets and says: “Do you know this song?” “Could you fill in the blanks?” “What is the song about?” T plays the song	Listening/ reading/ writing	Appendix 5.1	Group	Students will organize <u>vocabulary</u> according what they see, read

Practice 10 minutes	T says: Well did you write any word? I will play the song one more time Tell me the missing word You can sing if you want	Reading/ writing	Appendix 5.1	Individual	Students fill in the blanks.
Production 15 minutes	Students will rephrase the song: T says: Is the song about happiness? Is it about love? T asks students to tell the topic of the song and guess what the singer feels.	Reading/ writing/ speaking	Appendix 5.1	Group	Students will write the future plans that famous people had.
Wrap- Up 5 minutes	Students will <u>listen</u> the song for the third time and check answers and sing.	Speaking	Appendix 5.1	Pairs	Students will listen and sing.

The use of input to improve speaking skills in students of a 3rd-grade group "A" in Secondary School.

Song-Based Activity – “It Will Rain” (Listening and Speaking Practice) by Bruno Mars

BRUNO MARS – IT WILL RAIN

If you ever _____ me baby,
Leave some morphine at my _____
'Cause it would _____ a whole lot of medication
To _____ what we used to have,
We don't _____ it anymore.

There's no _____ that could save me
No matter how long my knees are on the _____
So keep in mind all the _____ I'm makin'.
Will keep you by my _____
Will keep you from _____ out the door.

[Chorus]

Cause there'll be no _____
If I _____ you, baby
There'll be no clear _____
If I lose you, baby
Just like the _____
My eyes will do the _____ if you walk away every day it _____ rain, rain, rain...

I'll never be your mother's _____
Your daddy cannot even _____ me in the eye.
Oooh if I was in their _____, I'd be doing the same _____
Sayin there goes my _____ girl
Walkin' with that _____ guy

But they're just _____ of something they can't _____
Oooh well little darlin' watch me _____ their minds
Yeah, for you, I will try. I will try it.

Question time:

- 1.- Did you like the song? _____ Why?
- 2.- Do you know the singer? _____
- 3.- What's the song about? _____



The use of input to improve speaking skills in students of a 3rd-grade group "A" in Secondary School.

Table 5. Assessment of Students' Performance During Sequence 5: "Future with Will" (Appendix T)

Student	Pronunciation	Participation	Identification of Future Forms	Listening Comprehension	Total
Student A	3	3	3	3	12
Student B	4	4	4	4	16
Student C	2	3	2	3	10
Student D	4	4	4	4	16
Student E	3	4	3	4	14

Interpretation of Sequence 5 Results

The results from Sequence 5 ("Future with Will") show the highest level of performance observed throughout the instructional sequences. Students demonstrated greater confidence, participation, and comprehension during the activities, suggesting that repeated exposure to meaningful input and communicative practice positively influenced their speaking development.

Student B and Student D obtained the highest scores (16), demonstrating consistent pronunciation, active participation, accurate identification of the future tense, and strong listening comprehension. Student E also showed satisfactory performance, maintaining active participation and demonstrating improvement compared to previous sequences. Student A reached an intermediate level, showing greater confidence and more consistent oral participation than in earlier lessons. Although Student C continued to obtain the lowest score, this learner demonstrated better participation and listening comprehension than in previous

The use of input to improve speaking skills in students of a 3rd-grade group "A" in Secondary School.

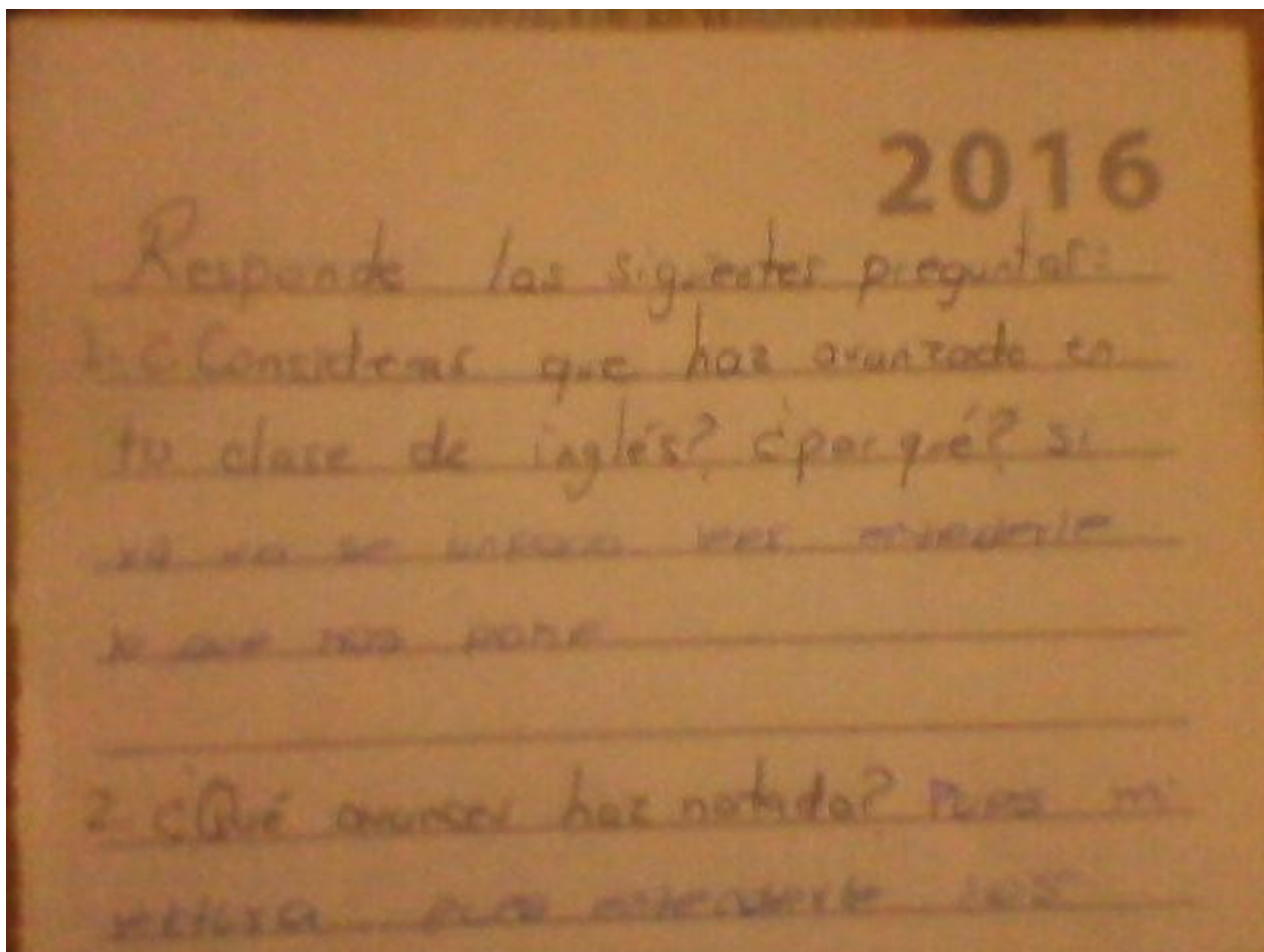
sequences, indicating gradual progress despite continued difficulties with oral production.

The use of an authentic song appeared to increase students' motivation and willingness to participate. The combination of listening, reading, and singing provided meaningful exposure to the target language and reduced anxiety during speaking activities. Students were more willing to repeat expressions, identify grammatical structures, and interact with their classmates than in previous sequences.

From a theoretical perspective, these findings support Krashen's Input Hypothesis, as students benefited from comprehensible and meaningful input presented through authentic material. Likewise, the positive classroom atmosphere created by music may have contributed to lowering students' affective filter, allowing greater participation and confidence during oral activities. Overall, the results suggest that authentic materials such as songs can effectively support speaking development when they are combined with structured classroom interaction and appropriate teacher scaffolding.

The use of input to improve speaking skills in students of a 3rd-grade group "A" in Secondary School.

Appendix U: Students' Feedback on Activities



The following questions were asked to students in order to explore their perceptions of their own progress in the English class:

1. *Do you consider that you have improved in your English class?*
"Yes, because now I can read what the teacher gives us."
2. *What improvements have you noticed?*
"My reading, and understanding what I read."

The use of input to improve speaking skills in students of a 3rd-grade group "A" in Secondary School.

Most students reported improvements in their reading comprehension skills, particularly in their ability to understand written texts. However, they also expressed that they still had difficulties with vocabulary, which sometimes limited their full comprehension.