



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

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middle school group

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MIDDLE SCHOOL GROUP”**

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INTRODUCTION

INTRODUCTION

This pedagogical essay is titled “The Vocabulary and its Effects on the EFL Learning in a 1st grade Middle School Group” and took place in the secondary “Antonio Diaz Soto y Gama” general school number 7. The research work that was carried out in the institution brought situations gaining experiences as a teacher trainee. The investigation that was developed in the secondary school helped me to find an important issue that gave me the opportunity to analyze and find a way to solve it.

According to Henriksen; Huckin and Coady; Luafer & Hulstinjnj; Paribakht & Wesche (cited by You, 2011), vocabulary is one of the important features in estimating a person’s language proficiency. Moreover, vocabulary is often used in the English classes in order to present, practice and produce with the language.

Vocabulary is generally the total number of words that exist in a particular language. Learning a foreign language, especially English as a language of international communication throughout the world, has now become essential to grasp the opportunity to reach information. Vocabulary is the fundamental in learning English. It stands to reason, as stated by (Edward,1997) in his book that vocabulary is one of the important factor in all language teaching and learners must continually be learning words as they learn structures and as they practice sound systems.

Vocabulary can be taught in various ways. Students have a lot of opportunities to explore and grasp new vocabulary during the English lessons by the teacher, texts, course books, or other materials. Vocabulary can also be learned through the communication in the class. It can be from teacher to students or vice versa and students to students, a lot of this vocabulary is automatically absorbed (Harmer 1993: 159).

This topic was selected based on the results of:

- Diagnostic test.
- Student’s survey and class observation.

- Students graduating profile.
- Personal reasons.

The first tool that I used to select the topic was, the diagnostic test that I applied during the observation period. This test helped me know the level that the students had in the language and also to obtain each skill level. Based on the first survey applied to the students, I found out if they had never taken English classes, having a conversation with the head teacher, made us decide if we had to change the test content, and according to the student's results, most of them not had English class at the elementary school or any other place, so we decided to make changes. The result of the students in the diagnostic test came out to be lower than I thought it would be, more in the section of the use of the vocabulary. That led me to consider one of the reasons why the topic was selected.

Once the results of the diagnostic test were obtained, I decided to apply a survey to the group, asking them if they would like to learn vocabulary, I had a positive answer from most of them. Their response led me to ask them for their reasons to learn vocabulary and their answers varied, some students said to understand the activities and others said to be able to communicate in the language. That convince me to consider it as another reason to choose the topic. As the level of the students was detected low, something had to be done so they could increase the domain of the vocabulary, so they could improve their skills and take into account the stipulated graduating profile of secondary schools implemented by SEP.

One of the personal reasons why this topic was chosen, was because when planning classes I like to start with the vocabulary, that is being learned; or use either new or already seen. For students to understand what is going to be seen during the classes and so that the planned activities can be carried out, but most of all for the students to learn new words day after day. This made me to be a teacher who plans their classes with a same presentation to all the others, thanks to the research that was implemented, I was able to improve the way of presenting vocabulary throughout my practices.

The problem identified was the lack of the knowledge of the second language, and my main goal as a teacher was to have students by establishing new vocabulary. The objective of this document was to use strategies to expose students to everyday vocabulary applying activities in order to reach effective communication.

The difficulties that were presented through the application were following the steps that were recommended for the presentation of the vocabulary to the students, because I was not use to doing it; the lack of knowledge of the students and lack of my group control in the elaboration of the final products of each class. That is why my interest arose in being able to improve my teaching skills.

This work helped me to gain experience with students, planning and teaching skills and to notice when a lesson plan was helpful to the learning of the students. As they learned new things I also learned new ways to improve my classes learning from the mistakes that I made.

The classes that were chosen to analyze were involved in the use of the different skills applied to help students produce in the use of vocabulary to have a better communication in the language and the activities were reflected in my practice. The questions formulated were to reflect and analyze from students products, participation and evaluation in order used to guide my reflection on what worked and what did not work.

The use of learning and teaching strategies were also applied during practice. Which help to facilitate the learning of the student, that is, to be representative of teaching moments. The strategies serve the teachers to give information, since all the students do not learn in the same way; that is why different forms are used for a good management of the subject. It is worth mentioning that the use of teaching strategies ended up helping me, not exactly during my practice session, but at the time of writing this document. It was a complex task in which I recognized that you should know when, where and why to use these strategies.

I. TOPIC OF THE STUDY

Chapter I

In order for the reader to understand the following chapter, it will be described as follows. The expectation is to tell the reader how was the development of the study and how it took me to choose the title of this pedagogical essay. First of all the school was described such as physical conditions, school, English academy, number of students in the school and the general characteristic of the group of study. Having described the group of study the description of the case being studied will be presented, continuing with the purpose of the topic. All of those topics took me to start researching for the information about the title, this chapter ends with the questions that will help to know more about the proposed topic and to see if the research was complete.

1.1 Nucleus and Topic Line

The development of this study has the intention to reflect about all the aspects learned in the practices during 7th and 8th semesters as a teacher trainee at Benemérita y Centenaria Escuela Normal del Estado. This pedagogical essay is titled "*The vocabulary and its effects on the EFL learning in a 1st grade Middle School Group*". The selected topic belongs to the nucleus "The didactic competence in teaching the specialty" and the topic line which this essay places reliance on is the "Analysis of the teaching practice". With the purpose of giving students the opportunity to learn with then the use of different material such as worksheets and handouts, readings, flashcards and cardboards, moreover to facilitate the use of different words seen during the different lessons.

1.2 School Context and Geographical Location

The following project takes place in the secondary "Antonio Diaz Soto y Gama" General school number 7. The secondary school is located in Fovisste, San Luis Potosí. It is on Eusebio Kino Street num. 6, with a code number 24DES0072. It is between 400 to 500 meters away from the Elementary School Francisco González Bocanegra. In front of the school there is a store where students have access to

school supplies if needed. There are stores near where students can buy snacks after school and a park where some students wait for their parents.

There are many ways to arrive to the school because it is near Muñoz Avenue, but it is complicated for students and teachers because of the traffic in the morning when they arrive, and in the afternoon when they leave school. (Appendix A) According to my own observation and Instituto Nacional de Estadística y Geografía (INEGI) there are more surrounding buildings and businesses near the school such as:

- A church
- Grocery Shops
- Stationary stores

When we talk about contexts in general, we refer to the different areas where students socialize, live or make experiences.

The context is usually a determining factor that affects the function of schools and some cases the learning of the students. According to what it was observed during my attendance in the secondary school, when the schedule of the school was over some students gathered in the park to play soccer or to just talk. In some occasions students were still late near the school, this implicated that students did not get home to fulfill their tasks. This affects directly their learning performance because what they learn outside it was reflected in school. Those students are the ones who reflect poor achievement in school for not completing duty in charge.

1.2.2 Current Physical Condition of the School (classrooms and facilities)

This is a public school that is incorporated to the “Sistema Educativo Estatal Regular” (SEER) the institution only has the morning shift from 7:30 am to 1:40pm. It is a building that occupies a whole block and is divided in 5 small buildings. The first building is shaped as follows: a social work office, school control office, principal

office, sub principal office, teacher bathrooms, a classroom for first grade group “A” and the library.

The second building has two floors; on the top floor there are 4 classrooms where the second grade groups A, B, C and D work. Where you can also find the prefecture office of that grade. On the ground floor there are 4 classrooms occupied by the first grade students of groups B to E and the prefecture of that grade. The third building also has two floors, on the top floor there are 4 classrooms where students from third grade group A, B, C, D work and the prefecture office of that grade. On the ground floor there is the chemistry laboratory, computer room, teachers’ room and students’ restrooms. Behind the second building there is a classroom where second grade group D has classes. The dining area and the school store where students buy their snacks are located behind the third building mentioned. It also has a court which is divided into two parts, one roofed and the other open air as well as a parking lot for the teacher’s vehicles.

The school has 14 classrooms that provide pedagogical attention to the students of the campus, each classroom holds approximately 35 to 40 students, and they have desks and chairs for each student, tables and chairs for the teachers and special chair for left-handed students. According to what was said by the principal in the school technical council all the classrooms have new white boards. The windows are safe with their respective protector, it is mentioned that windows do not have curtains and students complain about the reflection of the sun in the board, this hinders the development of the activities and at the same time affects student’s view. None of the first grade classrooms have a projector and in some cases it affects since it is of utility for the activities that need to be projected, especially in English classes.

The school library that the institution has is of great support for students because it was where they could do their different tasks and also it provides support to the reading and writing club. The computer room had 20 computers in good condition, from which only 15 had internet access. The chemistry laboratory had the purpose

of developing practices of experiments required in different subjects worked by the students. The material that the school had for that area is not enough and it was not in good condition.

The school store prepare food for students and staff of the institution with accessible costs, providing service in the recess schedule (10:50 am - 11:10 a.m.), in that lapse of time students made use of the dining area to consume their food, after that time it was prohibited for students to use that area, except if their teachers requires it for some activities as long as is under their supervision. The restrooms of the students as mentioned before are divided into boys and girls which were in regular conditions, there being 4 toilets on the girls' side and 4 urinals and 2 toilets on the boy's side. Reason for which there was not enough room for their needs. The field provided support for motor development activities such as in the physical education class, as well as civic ceremonies such as pledge to the flag and the different cultural events that took place during the school year.

The social work office was responsible for providing support and guidance to students who had problems with different situations, for example discipline problems, sickness or students with motor disabilities. School control office, was where the records of the students that made up the school campus are located. The teacher's room allowed meetings to be held among teachers for the exchange of pedagogical strategies which carried out for development students. The parking lot provided security to the vehicles of the staff and it had the amount of 15 spaces.

According to the virtual platform Mejora Tu Escuela (Mejor tu escuela, 2017), the school met safety academic requirements. Mainly had electric energy service, water service, drainage, cistern, telephone and internet service, evacuation routes, emergency exits and security zones.

1.2.3 School Personal

The teaching staff that integrates the institution was a technical principal named after Alfonso Vargas Izaguirre. According to Mejora Tu Escuela web site (Mejor tu escuela, 2017) and to Principal Vargas, the school had 46 personal that were:

- Secretaries
- Assessors
- Administrative staff
- Prefects,
- One or two teachers per subject and 3 English teachers
- Teaching and maintenance staff
- Teachers in charge of tutoring and counseling for each group
- Association of parents.

1.2.4 English Academy

The school had an English academy taught by three teachers Claudia Loredo Castillo, Alexandra Sukei Delgado Aleman and a new teacher who joined in the middle of the school year Karla Lucia Morales Rodriguez. The principal of the academy was teacher Claudia. Teacher Alexandra worked with first grade but only with four groups A, B, D and E the teacher Karla worked with first grade group C and with two group of second grade. Claudia Loredo worked with the rest of the second grade groups and third grades and she was also the teacher in charge of the English club. All teachers were in charge of the activities assigned by the principal, an example could be when they had to organize flag ceremonies and the newspaper board.

According to the interview (Appendix B) with teacher Alexa where she was asked about the main aim of the English program, she responded that it was for students to develop the different skills applied in the classes as they are reading, writing, speaking and listening, so that the students interact and participate in an appropriate way to practice the language. The type of material selected to work with students in the classes were according to their learning style, each group had a different learning style, according to the style that the group had is how the teacher worked and how the material was attached. It was basic material like drawings clippings, songs,

dictionary etc., and other resources available in the school to have English class were in the computer lab or in the science laboratory. The way students were evaluated was with, test, exam, final project and presentation they had in class (oral participation).

According to Aprendizaje Claves, learning had shown that the work of the teacher is essential for students to learn and transcend. The teacher has the task of taking them as far as possible in the domain of the achievements raised in the plans and programs of study. The characteristics of what constitutes a good teacher were reflected in the document published by SEP about the profiles, parameters and indicators for entry into basic education.

This profile consists of five dimensions and each of them were derived from the following parameters:

- Dimension 1: A teacher who knows his students, knows how they learn and what they should learn.
- Dimension 2: A teacher who organizes and evaluates the educational work and performs a relevant didactic intervention.
- Dimension 3: A teacher who recognizes as a professional that continually improves to support students in their learning.
- Dimension 4: A teacher who assumes the legal and ethical responsibilities inherent to the profession for the welfare of the students.
- Dimension 5: A teacher who participates in the effective functioning of the school and fosters its bond with the community to ensure that all students successfully complete their schooling.

Taking this into consideration, teacher Alexa shared some strengths and weaknesses that students had in the class. Strengths: they wanted to learn English and that they were creative with their tasks done. Weaknesses: not knowing basic words and that they were shy when participating.

1.2.5 Number of Students in the School

In the school year (2018 – 2019) the personal worked with 620 students, out of which 7 teachers worked with first grade, 9 in second grade and 6 with third grade. The first grade had 208 students, second grade 245 and third grade 167. In the school year 2017-2018 that culminated there were approximately 10 students who dropped out at, the higher rate in the third grades for institution situation such as failing subject or inappropriate behavior.

1.3 General Characteristics of the Group of Study

Learning is not only the acquisition of a specific content by a student; it is a combination of many factors that contribute to generate a learning environment where students feel a sense of security and comfort to promote their learning. Therefor to facilitate readers the understanding of the different characteristics presented by the selected study group 1E.

The group had a total of 41 students; 19 of the students being girls and 22 being boys. They had an average of 12 – 13 years old and 1 to 2 students were 14 years old. Students were organized by rows, 6 to 7 students in each one and they were seated by the list number, sometimes students were changed to another seat because of their behavior during the class. The established schedule of the English class was as follows: Monday from 12:00 to 12:50 pm Thursday from 7:30 to 8:50 am and Friday from 12:50 to 1:40 pm. (Appendix C)

This schedule affected students learning because of the gap of time that they had from Monday to Thursday and also because they had the classes at the last hours of school and students were thinking about going home. The only class that had no distractors was on Thursday because they were usually calmer and more concentrated during the first classes. Apart from this students showed interest in the subject by carrying out the activities that had been established during the period of practice.

In order to learn more about my group of study, the learning styles survey that is annually applied was consulted and this is what I found; 49% of the students were auditory, 39% visual, 5% kinesthetic and students with two or more styles 7%. (Appendix D)

According to Chislett (2005), most of the people can be placed in one of the 3 styles suggested. It is stated that “people commonly have a main preferred learning style, but this will be part of a blend of all three. Some people have a very strong preference; other people have more even mixture of two or less commonly, three styles” (Chislett, 2005, p.5). All of these serve as relatively stable indicators of how students perceived interactions and responded to their learning environments. Based on the results the classes will be adapted according to the learning style with greater effectiveness in the student.

The diagnostic test was applied during the week of observation, but before handing in the test, students answered a question. Question, have you ever taken a complete English course? and the majority of the students answered that they were just beginning to take English classes, according to the survey applied 63% of the students answered that they had never had English class before and the 37% had taken some English classes before. (Appendix E)

In order to identify the English level of the students. The test was taken from the Cambridge English Qualifications Pre -A1 Starters Sample Papers 2018 by the Cambridge Assessment English (English, Cambridge Assessment, 2018) (Appendix F) During a conversation with the head teacher it was agreed that the test would be modified to a lower level. The test evaluated the four skills (writing, reading, listening, speaking) but in this case only three skill were evaluated (writing, reading, and listening) because of the short time it takes to apply the test.

The exam had a total of 20 questions. 5 question for listening, 15 for reading and writing divided in three parts. The results manifested from students was that a 47% were true beginners (TB) in reading and writing a 46% were “Pre-A1 Starters, formerly known as Cambridge English and 7% A1 Pre-Starters. In the listening skill

there was 32% of students with TB level, 44% A1- and 24% A1. The circle graph of these results can be found in (Appendix G).

1.4 Description of the Case Being Studied

The topic was selected because it is always good to know how to communicate and a better way to go through the new vocabulary that you are acquiring day by day. During the week of observation the diagnostic exam was applied in order to diagnose students language level, the results from this exam determined that students needed to learn more vocabulary in order to have communication and a better learning in the language. By going over the results of the diagnostic exam I dictated that students from the 1st grade group E got a true beginners level in the part of writing (vocabulary). This made me think that students really need to reinforce their vocabulary because the fact of not knowing such a basic vocabulary there were no longer to communicate.

According to Piaget and the cognitive development theory a child at the age of 7 – 10 years is always interested in recognizing and knowing new words, and according to a survey made for students of 11 - 13 years old, they were asked if they have interested in learning new words, the answer was with a 93% of “yes” and also they were asked “why they would like to learn new words?” with answers such as; to know more English, to be able to communicate, to know what they are talking about and also there were answers that said to understand things from the social media.

The acquisition of language, the first words, will be around the first year, but the language will not be formalized until the age of 7 - 10 approximately, with a vocabulary still scarce, which will increase.

1.4.1 Purpose of the Topic of Study

To use strategies to expose students to everyday vocabulary applying reading and listening activities (input skills) in order to have communicative activities within the classroom to have an effectively communication.

1.5 What is Known About the Topic

Teaching vocabulary in EFL classes could be difficult but it is very important. Lewis (1993) mentions that vocabulary should be at the center of language teaching because language consists of grammar lexis not lexicalized grammar. Saying it in other words, studying and learning a grammar of the language is not enough. Students of English as a foreign language can convey a meaning without using correct grammatical sentences. The evidence of learning a language is beyond the knowledge of vocabulary that of grammar.

It is difficult to define vocabulary because it is associated in different ways of use. Hatch and Brown (1995) define “vocabulary” as a set of words for a specific language, or a list of words that a speaker might use. According to Ur (1996) “Vocabulary can be defined, briefly, as the words we teach in the foreign language” (p. 60).

1.5.1 The importance of Vocabulary

EFL learners spend time studying English grammar but students need more because they still cannot speak fluent natural English Language. Grammar is not all to be a good learner of the language, however students need to have vocabulary to speak and write naturally and effectively. That is why learning the language can be impossible without learning vocabulary.

Wilkins (1972) states that “There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say; while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” p97) You can say very little with grammar, but you can say almost anything with words. It is often asserted with some truth that particularly at lower levels, students can communicate more effectively with a knowledge of vocabulary than with a knowledge of grammar. According to an article (Echevarria, 2016), students need to acquire English words to be efficient, importance factor of acquiring vocabulary when learning English. That is why class after class the students will be learning new vocabulary to be able to communicate.

1.5.2 Lexical Chunk

According to British Council a lexical chunk is a group of words that are commonly found together. Lexical chunks include collocations but these usually just involve content words, not grammar. Collocation is also included in the term 'lexical chunk', but we refer to it separately from time to time, so we define it as a pair of lexical content word commonly found together.

According to Jim Scrivener Lexis includes:

- a) Traditional single – word vocabulary items.
- b) Common going together patterns of words (e.g. blonde hair, traffic jam).
- c) Longer combinations of words that are typically used together as if they were a single item. These longer combination are commonly referred to as chunks or sometimes as multiword items.

Teaching "chunks" means expressions or short sentences, instead of individual words. Is that it is much more rewarding for students and the teacher if the child has learned a "chunk" of language, rather than just an individual word. Encouraging the students by telling them that they can now say complete sentences in English, and in that way they feel that they have learned something important, and the teacher sees that they are using real English, they are actually communicating, not just memorizing and looking at a flashcard and saying what they see. This is important because they are competent in their own language and if they can communicate in another language, they feel proud of themselves, and want to learn more. It is much more motivating to learn how to really communicate something in another language, than just to learn individual words.

Getting learners' attention to chunks, helping them use the words they already know more to express a wider range of ideas. This can be just as useful as learning 'new words'. Activities that can be used are exploiting a text for meaning, for example, after learners answer comprehension questions or do a matching exercise based on the text.

1.5.3 Language Skills

“Real success in English teaching and learning is when the learners can actually communicate in English inside and outside the classroom” (Davies & Pearse, 2000:99). This to train the four language skills (listening, speaking, reading and writing) in order to learn a language to have a complete communication. The four language skills are related to each other in two ways:

- The direction of communication (in or out)
- The method of communication (spoken or written)

Input is sometimes called “reception” and output is sometimes called “production”. This essay is going to be focused on using the input skills in order to students learn the new vocabulary presented.

According to British Council, Input refers to the exposure learners have to authentic language in use. This can be from various sources, including the teacher, other learners, and the environment around the learners. Input can be compared to intake, which is input then taken in and internalized by the learner so it can be applied.

The two different input skills that are going to be used are listening and reading. Learners do not need to produce language, they receive and understand it. Listening is a receptive language skill which learners usually find the most difficult. This often is because they feel under unnecessary pressure to understand every word. The listener has to get oriented to the listening portion and be all ears. The listener is also required to be attentive.

Listening is an essential component of language input and information input, playing a vital role of facilitating language understanding and learning.

- Give learners the script with some key collocations blanked out. They will listen again the audio and complete the spaces.

- Listening texts can also be used to provide a model for pronunciation, for example, the stress pattern of chunks. Teacher will ask learners to identify the stress and drill the whole chunk.
- Songs are a useful lexical resource. Before listening, give learners the words of a song with some collocations blanked out.

Point one had been carried out during the practice weeks at the secondary and students responded very good at the activity. First the vocabulary was presented and then went over the meaning the words using it in a sentence after that, students got a script to fill in the blank according to the vocabulary seen. Finally we reviewed the answers to check that they were right.

Point two and three in the following lessons would be applied, so students could identify the stress of each word, in order to have better pronunciation, adding a song to have more participation from students and relate the words with more phrases.

Reading helps you improve all parts of the English language vocabulary, spelling, grammar, and writing. It helps to develop language intuition in the correct form. Then the brain imitates them, producing similar sentences to express the desired meaning.

Reading is the foundation for comprehension. Unfamiliar words become holes in the text, preventing students from completely understanding what he or she has just read. (N.B. These activities could also be used with scripts of course book listening's)

- Short texts can be used to prepare for and practice reading aloud. Pauses normally come at the end of a chunk, while content words are stressed.
- Reading activities can also be used for consciousness-raising. After answering comprehension questions, learners are asked to put the original text away, and are given a new version with some of the key collocations blanked out.

So students could be good readers, they have to understand not only word by word because the meaning comes in groups of words, sometimes called chunks.

And to make sense of what your reading, you need to read to recognize and understand the chunks. To understand the sentence, students have to understand each chunk and how it works together with the others to describe what is done.

Chunks are important components of language as well as an effective way to learn a foreign language. L2 learners should focus attention on the usage and functions of chunks and master chunks by adopting appropriate chunk acquisition strategies. L2 teachers should also emphasize the lexical approach to teach chunks and help L2 learners to enhance their language application abilities.

With these results I was led to know that students not only need to know the definition of the word, if not how and when it is used. Therefore in the following lessons that will be explained in chapter 2, will pretend not only to introduce the vocabulary but its practice as and when it is used and this will be verified with a final project where the students will make use of the words learned during a given period.

1.5.4 Differences Between Content and Function words

According to British Council, content word and a function word have little or no meaning. Nonetheless, as, the fact that a word does not have a readily identifiable meaning, does not mean that it serves no purpose. Function words are also known as structure words, grammatical words, grammatical functions, grammatical morphemes, function morphemes, form words, and empty words. There are words account for less than one-tenth of 1 percent of your vocabulary but make up almost 60 percent of the words you use.

Content = information, meaning

Function = necessary words for grammar

In other words, content words give us the most important information while function words are used to stitch those words together.

During my second practice of first semester, students, as a final product, made a dialogue, which was designed to sell a product. Students were based and supported

by the vocabulary already seen in the classes and with the examples of the dialogues. As a class we went over all the vocabulary seen, it was a practice with flashcards and they knew the vocabulary perfectly well.

The product was not the expected result, since at the time students made their exposition in front of the group, students had memorized what they had to say, so they failed to communicate because they did not have the word chunks. Students started relying strictly on memorizing their dialogues and not communicating. With this, it was found that it is very important not only to focus on isolated vocabulary but in complete phrases or lexical chunks.

My proposal for the following activities is that I am going to be implementing that students have to learn the vocabulary but within the word chunk. Not only teaching vocabulary to students, linked that vocabulary with the functions, word chunks and their functions. So a student can retrieve that memorized information when communication is taking place.

1.5.5 Teaching Vocabulary

Learners should be able to describe an event or emotion, they can be explicit when sharing their ideas and opinions and it helps you understand what other people are saying and what she/he is reading. For students to improve their vocabulary the teacher must teach the vocabulary in the classroom. There are some steps in teaching and developing vocabulary to students:

- Present the word clearly written in a paper (flashcard) or write it on the board.
- Pronounce the word for the child, making sure that the student look at the words as it is pronounced.
- Have the student pronounce the word, making sure that the student looks at the word when it is pronounced.
- Explain the meaning of the word and present the word in written sentence context:

- a) Read the sentences to the students.
- b) Have the students read the sentences aloud
- c) Have the students identify the word, underline the word and give the meaning.
 - Have students make a sentences using the word.
 - Have the students look at the sentence and read it aloud.
 - Present the word in isolation again, let the students pronounce it and give its meaning.

All these points should be applied during the class when presenting the new vocabulary to students. As trainee teacher, I consider it useful to use those steps therefore students have more comprehension about the new word they are learning.

1.5.6 Learning Vocabulary

The process of learning a language has different strategic and linguistic resources that allows the speaker of that language to express in speaking and writing. Within this range of resources, vocabulary plays an especially important role, because the degree of communicative competence depends to a great extent on it.

The first aspect to take into account in learning vocabulary is to determine that it is quantitatively a word, which will imply the number of words that the students will have to know in order to improve their communicative competence. From the perspective of the process of learning a word, students can relate each new word with their mother tongue or with a second language. Nation (1990), explains this fact with the following situation: for an Indonesian, the English word fork can mean a lot of things; garpu (the utensil to eat); Paertigaan (the crossing of roads); cabang (the branch of a tree) however in English the word fork constitutes a single word. Defining the term word through the implicit concept instead of the various applications, simplifies the number of words that students have to learn. This fact shows in a clear way the difference between the learning of the mother tongue and the second

language / foreign language. For a student who is learning English, the word fork is defined by its function: a utensil that helps take food to the mouth, while a native student this same term is defined by the way that the concept of fork carries implicit. Another last didactic advantage of counting in this way the vocabulary is the repetition of a word varying its meaning as a function of the context, which makes possible the student's contact with the word.

Besides highlighting the importance of a word, we must specify what vocabulary students should learn. From a didactic point of view, there are three types of words that are distinguished: high frequency words, low frequency words and specialized vocabulary. Therefore the teacher is the one that decides in what type of vocabulary the students need to learn. The objective that the teacher poses will affect in the selection of vocabulary, as well as the techniques that will be applied to use it.

The vocabulary selected needs to have the perspective of learning the foreign language in a school context, which is that the student should have access to those words or groups of words necessary to increase the use of the oral language, written reading, related to areas of interest specific to their age. Selecting vocabulary is the type of learning that we intend to develop in the students. Receptive (passive) learning implies being able to recognize a word and evoke its meaning when it is located. The productive learning (active), implies what is indicated for the receptive learning and also the ability to pronounce or write it with correction in the moment and precise structure.

1.6 Questions this Case will be attending

1. How was the vocabulary presented to students?
2. How did input skills affect learning vocabulary?
3. How effective were the materials used to learn vocabulary?

CHAPTER II

II. Topic Development

The following chapter has the intention of attending the key questions that govern this study. It will be divided based on three questions. The first question focuses on how vocabulary was presented to students in each class, and the steps I followed in order for students to understand and incorporate the new vocabulary.

The second key question is about the effectiveness of the material in the classes for students to learn the vocabulary. If they were useful for the students and for the teacher. Within these questions the purpose was that students acquire new vocabulary day by day so that they could begin to develop the language. This question was answered by considering samples of students' opinions with a survey that was applied at the end of each class or in their recesses. To know if the material was effective I needed to know how each of the materials that was used in the classes is elaborated, each material used was created based on the purpose of an author, and it will be mentioned at the moment of answering this question.

The third key question is based on how input skills affected learning vocabulary. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing. This question was emphasizes on activities that were implemented during the practice period and how each input skill helped students learn vocabulary. Learners should receive a large quantity of input at the right level for them through listening's and readings. To evaluate each of the skills used in the class, different rubrics were used, one for listening, writing, reading and speaking. The rubrics were taken from different links.

- The rubric for the reading skill is made by shawnah1978 (Appendix H).
- The speaking rubric was built by sansonecraig (Appendix I)
- The writing rubric was taken by sbmccannel (Appendix J)
- Listening rubric was made by Shockingawful (Appendix K)

In order to answer the first key question I consider the steps that are proposed in teaching and developing vocabulary to students, the ones that are mentioned on page 24 of this document. One of the other points that were also used to present vocabulary to students were taken from the book “How to teach vocabulary” by Scott Thornbury.

Thornbury suggests that first of all it has to be decided how many words are going to be presented to students and for this it depended on the following factors:

- The level of the learners (beginners, intermediate, or advanced)
- The learners' likely familiarity with the words (learners may have met the words before even though they are not part of their active vocabulary)
- The difficulty of the items – whether, for example, they express abstract rather than concrete meanings, or whether they are difficult to pronounce.
- Their ability – whether, for example, they can be easily explained or demonstrated.
- Whether items are being learned for production (speaking and writing) or for recognition only (listening and reading). Since more time will be needed for the former, the number of items is likely to be fewer than if the aim is only recognition.

Having decided on the number of items to teach, there was then the choice of sequence of presenting the vocabulary:

- Meaning first, then form or
- Form first, then meaning.

In the first option it is to hold up a picture of the word presented, for example a shirt (the meaning), and then to say “It is a shirt” (the form). In the second option of presenting the ‘form first’ could be by saying the word exposed a number of times, have students repeat it, and only then point to the picture.

The next choices relate to the means of presentation, whether to expose the meaning through:

- Real thing
- Pictures
- Actions/gestures
- Definitions
- Situations
- Spoken form
- Written form

According to Scott Thornbury in order to illustrate the meaning of the vocabulary presented, there are options through several visual aids such as: wall charts, board drawings, and flashcards. Here some examples of how to present new vocabulary with fun activities using flashcards:

- Stick a collection of picture cards (e.g. clothes) on the board and number them. Invite learners to ask you about the words they are unfamiliar with. For example: What is number 6? Check to see if someone else knows before giving the answer. When students are sufficiently familiar go through them all, asking, what is number 8? Etc. as a check, turn the cards around one at a time, so that they can't be seen, and again ask what is number 8? Finally, write the words on the board alongside each picture.
- Stick a selection of cards on the board and allow learners to use their dictionary to find the word they represent. They can then write the words adjacent to the pictures.

In order to explain to students what was the meaning of the words presented there are two options:

- Providing an example situation
- Giving several example sentences

There are different proposals by different authors, but I thought this necessary and most appropriate to use because of students level of English. In order to know if I really followed the steps I checked over each one to see if it worked or if did not, and if I followed one of the two proposals, I based the evaluation of my students' progress on the rubric build by leighille (Appendix L)

The rubric was useful to assess the activities used to present vocabulary that were carried out during the practices period. It also helped to get the information on how the vocabulary had been used in the class, and whether the teaching had been effective or not.

Based on the third key question, there were times that in some activities there was a rubric used, and it was when all the skills were used, as were the final projects and it was the one buit by dluisa (Appendix M). Each key question was answered per class presenting results in the analysis. The first key question was answered when describing the class, since the first question is about the steps to follow when presenting the vocabulary. The other two questions were answered at the end, by completing the description of each class.

A total of three classes were presented and supported with students' production of different activities. The following classes were descriptions of the lessons which were selected throughout the year with evidence of how the classes and students were guided through their learning process.

2.1 CLASS ONE: "The Weather"

The following class took place with the group 1°E, Tuesday January 15, 2019. The main aim of the lesson was for students to recognize and write expressions about the weather in future tense. (Appendix N)

The class first started with a warm up by presenting on the board a tongue twister about the weather (Appendix O) spending 5 to 6 minutes practicing and having fun saying the tongue twister. Allwright (1984) considers that warm up activities are designed to attract students' attention, to help them put aside distracting thoughts,

and to get them ready to focus individually and as groups on whatever activities that followed. (as cited in Velandia, 2008, p.11). They will cause students to stop whatever they are doing or thinking and refocus their attention.

Kay (1995) describes the stage of a warm up in the following way: "It is an effective way to help students begin to think in English and to review previously introduced material. (as cited in Velandia, 2008, p. 11). Different types of warm ups help provide variety and interest in the lesson". A warm up is to prepare students for a period of concentration may involve physical movement with activities that keep them active by standing up, walking, jumping, matching pictures with sentences or vocabulary, drawing or writing personal experiences or stories, and singing or listening to familiar songs and chants.

After presenting the tongue twisted I then asked students if they knew what today class is was going to be about:

Several students: "El clima miss"

Teacher: yes "THE WEATHER" (writing the topic on the board)

The goal of presenting a tongue twister was for students to start using the language and so that they could get in touch about what the class was going to be about and to get their attention when the class began.

2.1.1 How was Vocabulary Presented to Students?

During the presentation and according to the steps in teaching and developing vocabulary to students. The first one that is recommended is to present the new vocabulary for students with flashcards (Appendix P). I pasted the flashcards on the board and then I asked students if they knew what they were looking at.

Teacher: Are these animals?

Several students: NO!

Teacher: What are they?

Students: Weather teacher.

Teacher: Excellent, Different types of weather.

The second step that is recommended was to listen and repeat the different words presented in order for students to become familiarized with the correct pronunciation. For this step, I first told students:

Teacher: "listen to me". (I repeated each word twice for them)

Teacher: "now repeat after me"

Students said each word twice, they had 3 minutes to write the vocabulary in their notebooks after they wrote the vocabulary in their notebook, I continued with the next step, and it was to explain the meaning of the word in a sentence; this was for students to understand the use of the word in context not only attending meaning but use as well.

The objective of the class was for students to write expressions about the weather incorporating the future tense. I said a sentence using each word presented and the sentences were in future. I provided an example to guide students.

Teacher: Listen to what I am going to say "On Monday it will be hot", now repeat after me.

For this I divided the sentence in two parts, first "ON MONDAY" then students repeated then I said:

Teacher: "IT WILL BE HOT"

I decided to divide the sentence so that they could say it completely, because when I told them to repeat after me, students just stared at me like saying "we will not be able to do it", and for them to be able to say the complete sentence, were divided, and that was how they could say it.

Then again students repeated. After dividing the sentence I said it complete ON MONDAY IT WILL BE HOT and students said it complete. I said it twice and also

students said it twice. Then after practicing the pronunciation of the sentence I pasted on the board the sentence written on a cardboard (Appendix Q) and I told students that this was the sentence that we were just saying. I read the sentence again but this time pointing to each word that was mentioned, then students read it aloud. I asked students the following questions about the sentence.

Teacher: Is this sentence in present or future?

Several students: Future.

Teacher: How do you know?

Several students: Por el will be miss.

Teacher: Okay, good job.

The sentence was read once more and then I explained how we identified that it was in future underlining the tense “will be” and circling the word presented to students. The presentation of the sentences was carried out with each one of the words presented. The aim of presenting the sentences to students was because according to the steps in teaching vocabulary the word has to be presented in a sentence so students could contextualize the vocabulary, associated it with the correct meaning and use the word to communicate real information.

I then proceeded to remove the cardboard of the sentences. In the next activity, students created sentences in future tense in their notebooks using the vocabulary presented and the days of the week. I told them that they could use the sentences that we were practicing as a model. Some students looked like they did not understand what they were going to do. I pasted on the board one sentence and told them:

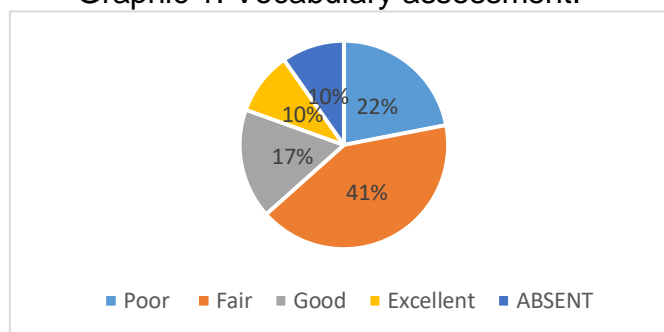
Teacher: “Now you are going to make sentences using the new vocabulary” (pointing to the sentence and to the vocabulary) and the sentences are going to be in future (pointing to the tense will be of the sentence). I left one sentence on the board so students could use it as an example.

In the first key question and according to the steps recommended by teaching and developing to present vocabulary, what really helped me was to follow the steps because I took an order of how to teach the vocabulary. One of the steps that I noticed that was good for students was the third one, when students had to pronounce each word because they started using the language. The step that also worked for them to understand the vocabulary was the one of explaining the meaning of the word by presenting in a written sentence because they began to contextualize the word in a real situation, but I noticed that at the moment students had to create the sentences by their own it was not really helpful for them because when I told them that it was their turn students seem confused and needed an example on the board so they could guide on it.

This presentation activity was evaluated based on the rubric produced by leighille (Appendix L) in the category of writing original sentences because in this stage students created sentences using the words presented.

At the moment that I checked the sentences that students made, I was identifying in what category each of them was on (Poor, fair, good or excellent). Of the 41 students that were in the group only 37 of them attended that day to class, 4 of them were absent.

Graphic 1: Vocabulary assessment.



This circle graphic tells that 22% of the students were located in the poor category, which meant that 9 students were able to write sentences with only a few words. 41% of students were able to write a sentences with some of the words, so 17 of them were located in the category of fair. The 17% of them were located in the good

category, it means that only 7 students were able to write a sentence for most of the words. The 10% which means 4 of the students were located in the excellent category and were able to write sentences for all of the words presented.

This results told me that from the 37 students that attended that day at school only 4 of them did understand the vocabulary and its contextualization sentences, which means that the rest of the students still need to practice on learning the vocabulary or that they need more teaching of the contextualizing word. For the following classes the vocabulary is going to be expose more time on the presentation, so that students could have a better understanding.

In the practice stage, the activity consisted in students copying the information that was on the board. It was a fill in the gap activity that was complemented with an audio. Students wrote the missing information that they heard from the audio reproduced (Appendix R). The missing words were selected to match the vocabulary that had just been studied. The audio was reproduced three times, the first time was for students to get familiarized with it, the reaction of several students after hearing the listening was:

Several students: Miss otra vez!

Several students: Ay no le entendi!

Before the second time the listening was reproduced I gave students the script of the listening (Appendix R) telling them to follow the audio with the script to try to understand it better. When the audio was reproduced and students already had the script the reaction of serval students were:

Several students: Ándele así si le entiendo.

Several students: Ya maso menos le entendí.

Then I asked the following questions about the listening:

Teacher: What is the audio about?

Several students: The weather miss

Teacher: Okay, What else? Raise your hand.

Student: El clima con los días de la semana.

Teacher: Yes it is about the weather with the days of the week.

Teacher: Who can tell me the title of the listening, raise your hand

Students: Weather Report.

Teacher: Do you understand the title?

Students: Yes.

From this activity I noticed that students had better understanding when the information was presented in both forms as written and as listening texts, and this way they were not only exposed to one of the input skills they had the two different skills that could provide them the information. When they first heard the audio they did not understand it, but when they had the script of the audio and associated the listening to the written form, it made sense and this resulted in higher comprehension of the information provided.

The next activity that was carried out with the audio was to complete the task that they copied at the beginning of the practice stage. The audio was replayed but this time students filled in the missing gaps. Some had the answers the first time the audio was reproduced but I realized that it was also with the help of the script. So, now I know that in the next activities applied with audio, I should not give the script to students before they answered their tasks from the listening. So students do not depend in copying the answers and to learn to listen.

Several students filled in the missing gaps at the third time reproduced the audio but some of them just copied the information form the script and I noticed this because I heard some students' reaction when hearing the audio and having the script with them.

Several Students: Ayyy pues aqui estan las respuestas.

Several Students: Nadamas copealo de la lectura.

When I heard students saying those things I told them to flip the script and to try to answer the activity on their own.

Several Students: Asi no van aprender.

Several Students: No sean copiones.

Teacher: Dejenlos no van a tener un buen aprendizaje y van a batallar mas adelante.

The following activity was developed in the production stage. Students wrote their opinion of the weather of that day and of the week, I wrote two questions on the board:

- How is the weather today? And
- How do you think the weather will be in the week?

I said my opinion and I provided a model example.

Teacher: Today the weather is windy.

Teacher: I think, tomorrow the weather will be sunny, on Thursday it will be windy, on Friday stormy and rainy and on Saturday it will be hot.

After saying my opinion and writing it on the board I read the examples and then I erased them so students would not copy. I told students that it was time to start writing their opinion in their notebooks.

While students were doing their task I passed through the aisle to check if they were working and to see if any student had doubts. Afterwards I asked them if they wanted to participate and share their opinion, because I knew that I had students that did like to share their tasks and that were not shy when they express themselves in the language.

Only three students participated voluntarily and considering that we still had time, I started selecting students at random to say their opinion. After students' participation, I gave each one feedback by writing their opinion on the board and

asking them if they had written it correctly and by making emphasis on the pronunciation of the sentences the students were saying, all the class had to pronounce the opinion their classmates made to practice it. The only mistakes that students had when writing their opinion on their notebook was at the moment of the pronunciation and what I did was to write them on the board, reviewing the sentence so that they would listen and then repeat it after me.

To end the class, we went over the vocabulary learned, this time I told students to close their notebooks and that I was going to say the word in Spanish and they were going to say it in English. I wanted to see if students remembered the vocabulary learned and to give feedback of the class.

Teacher: Soleado.

Several Students: Sunny.

Teacher: Ventoso

Several students: Windy.

And we went over all the vocabulary, we also went over the future tense and we did the same.

Teacher: If I want to say EL MIERCOLES ESTARA LLOVIENDO in English

Several students: ¿El Miercoles es Tuesday verdad miss?

Teacher: No, what goes next from Tuesday?

Student: Yo miss! On Wednesday it will be rainy.

Teacher: Good job!

The bell rang and the class was over but before I left the classroom I gave a lollipop to those students who participated voluntarily.

Several students: Ayy miss yo quiero.

Teacher: Para la otra participen y se la ganan.

I gave students a lollipop to motivate the other students for next classes to participate because I know that they did their work but they got shy at the time of sharing their opinion or saying the answers of the activities.

2.1.2 How Effective were the Materials used to Learn Vocabulary?

First of all we have to know which was the material used in this class, the material used was

- The flashcards (Appendix P)
- Cardboard (Appendix Q)
- The audio (Appendix R) and
- The script from the audio (Appendix R).

The purpose of using the flashcards was to help students to speed up the memory and the relationship between the word and the image. It is a very effective method to learn new vocabulary and help relate the meanings of the words. According to Finocchiaro (1974: 105) flashcards are cards with individual words (either printed or in manuscript) it can be prepared and field within the same categories and in the some order as the individual pictures. They are used in order to help the teacher to explain the teaching proses.

The material used in this class was very useful because the activities that were planned were carried out as thought. In the presentation stage we had the use of the flashcards and the cardboard with the sentences, as you read in the first key question only 4 of the students were able to write sentences with all of the words seen, this means that the use of the flashcards was not very useful for them, but at the moment that students were contextualizing more the use of the words presented as it was in the audio and in the script the students understood better the use and meaning of the word.

The way I knew that the students had understood the topic of class and if the material had been effective was at the time they made the final product, because students looked at the board were the flashcards were pasted to use them to answer

the questions, I also saw them going over the script of the audio. This means that the material used was very effective because in all of the material the vocabulary was used and helped them accomplish the class with a final product.

In order to know more if the material was useful for them, at the end of the class I gave several students a sheet of paper with some questions about the use of the different material, asking them:

- ¿El material utilizado en la clase fue atractivo?
- ¿Qué tanto te ayudo el material para aprender el tema de la clase?
- Fue útil para poder hacer el producto de la clase?

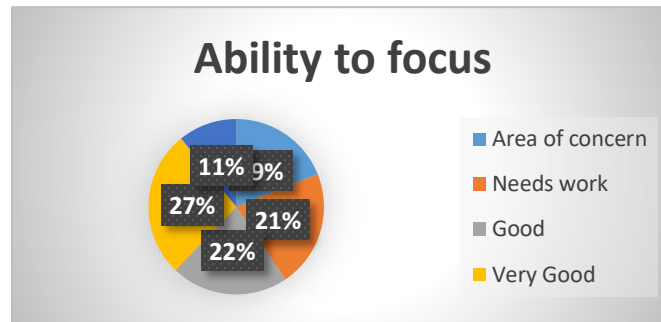
In order to answer those three questions about the use of the material, I favorably stated to sample 10 students random and within these students they answered that the material used was very attractive and that it was very useful to understand the topic and to carry out the activities.

2.1.3 How did Input Skills affect Vocabulary Learning?

In order to answer the third key question the products from the practice and production stage were evaluated, I based my analysis on different rubrics according to what skill had been used. In the practice stage, the activity that was carried out was to fill in the missing gap from an audio and for this the students also received the script of the audio. For the listening skill I based on the rubric made by Shockingawful (Appendix K). As I mention before, at the moment student heard the audio some students reaction was that they did not understand, but I had the rubric with me in order to know in what category the students were in the listening skill. The listening rubric is divided in four:

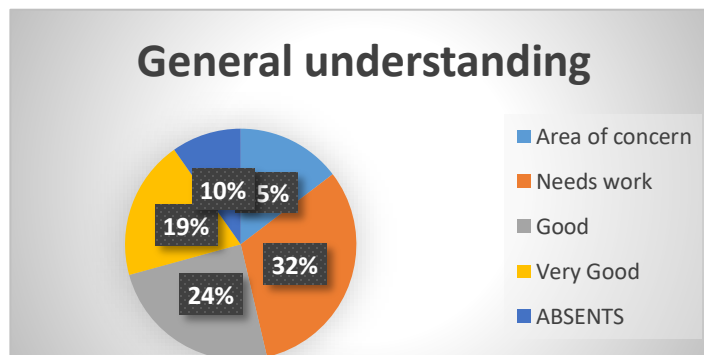
- Ability to focus
- General understanding
- Listening for details
- Accuracy of answers.

Graphic 2



In the ability to focus on the listening, as you can see in the circle graphic 19% of students were in the category of “area of concern” means that they were not able to concentrate on the listening task and was easily distracted and inattentive. I detected this because I saw that the students were desperate because they did not understand the audio and they began doing other things. The 21% of the students were in the category of “needs work”, were students founded it difficult to concentrate on the listening task but was able to attend occasionally. The 22% of the students were in the category “good” were students were mostly attentive and usually able to listen with good concentration without being distracted. In the category of “very good” there were 27% of them that were able to concentrate fully and listen very attentively.

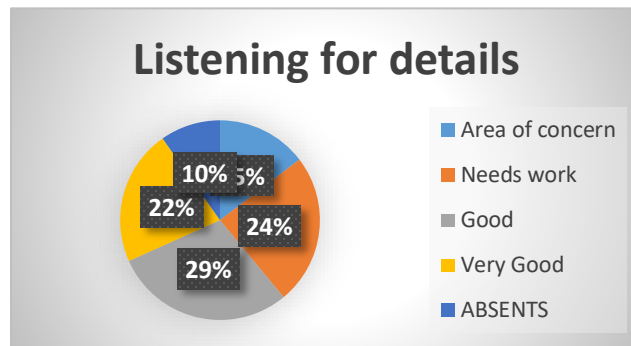
Graphic 3



In the general understanding graphic, 15 % of the students did not understand enough vocabulary or information to answer the task. 32% of them were no able to understand a lot of vocabulary and information, but they were able to complete some

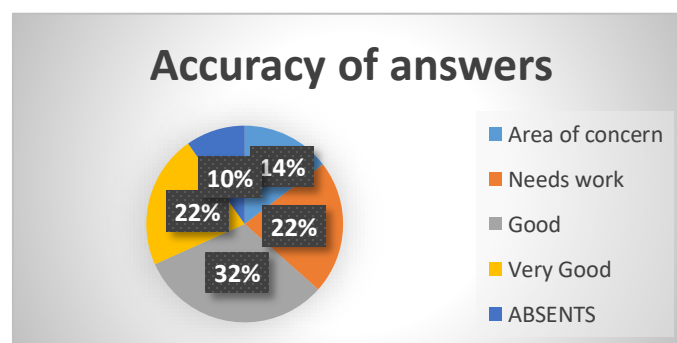
of the task. The 24% of the students showed a good general understanding of the vocabulary and information, with most of the task completed. And the 19% showed a very good general understanding of all vocabulary and information completing all the task.

Graphic 4



At the moment that I asked students what they understood from the audio was where students had the time to tell what they heard, for example details that let them know what the audio was about. 15% of the students was unable to grasp specific details when listening. 24% of them showed a limited ability to listen for details, specific information was occasionally included. 29% of the students were able to include most specific information and details in their answers. 22% of them included all the specific information and details in their answers.

Graphic 5



In accuracy of answers, as I mention before several of the students found a good way of use to the script given of the audio. 14 of the students answers were mostly

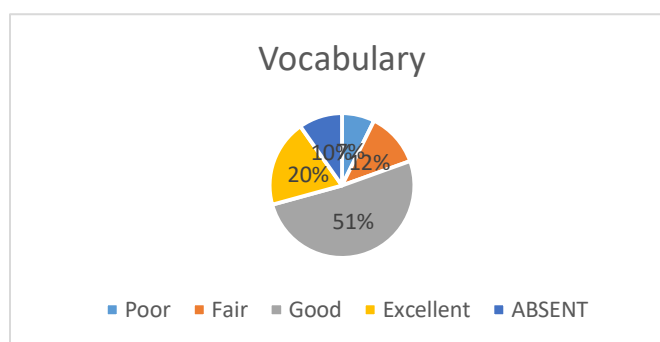
left out or unrelated to the information given. 22% included a small amount of information, however, a lot was left out or was not accurate. 32% of students, answers were mostly accurate and related to the information given, with only a few errors. 22% of the students had the content always accurate and related to the information given.

The listening skill was very effective, students learned through it the way of using the vocabulary, most of the results from the graphic showed that students did completed in the part where the vocabulary was used, they just needed more practices at the time of hearing an audio to better understanding and listening for details. In this same stage the task of fill in the missing gap consisted on writing, it was evaluated with the rubric made by sbmccConnell (Appendix J), but only focusing on two aspect the rubric mentions

- Vocabulary
- Spelling

Only the two of this aspect were used to evaluate because students had just to write the missing word and the missing word was the vocabulary seen in the class.

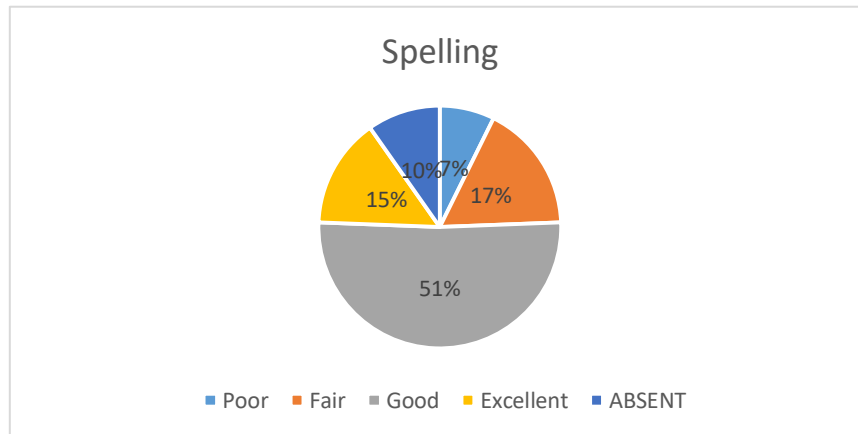
Graphic 6



This circle graphic shows how students were evaluated on the use of the vocabulary in the task carried out. In the poor category there was a 7% of students that did not use the word correctly most of them were used incorrectly and wrote the word on their L1. The 12% of the students used some of the words incorrectly. 51% of the students had a good word choice, there were some mistakes but the argument

of the sentences were clear. The 20% of the students used the vocabulary presented correctly.

Graphic 7



In the spelling category 7% of the students had more than 7 spelling errors. 17% had 5 to 7 spelling errors on the vocabulary. 51% of the students had 3 to 4 spelling errors but the majority of them had 3. In excellent 15% of the students had no spelling errors on the vocabulary learned.

At the moment of analyzing the development of the class and the effect that it had on students I realized that I personally needed or asked for that Spanish confirmation in order to prove myself that they had actually learned the vocabulary. My area of opportunity lies in making the link between images and English and not image Spanish to English, this is something that as I process the information I realized that I needed to start eliminating Spanish used in the class because in the long run it starts being something negative instead of something positive because students could always relayed on that Spanish confirmation or Spanish translation, which automatically does not favor the learning of the foreign language.

2.2 Class two: "Knowing Professions and Occupations"

The second class (Appendix S) that is going to be described and reflected is the one giving with the group of first "E" on Thursday September 27th 2018. The topic was "knowing professions and occupations" and the main goal was that by the end

of the lesson student should be able to recognize different professions and occupations using the verb to be in first person.

The class started by doing a warm up with the students and it was playing hot potato, it consist in that the student that had the potato (ball) was going to say an adjective seen in the last class (vocabulary) but know using the verb to be in first person, I made an example so students understood what I was talking about.

Teacher: "I am strong".

Teacher: Repeat after me.

Students: I am strong.

Then I told students that we were going to start and that the one that had the potato (ball) was going to stand up to say their sentence. The first student that had to say the sentence was shy and nervous and he was saying that he was not going to be able to say it, so what I did was to tell him:

Teacher: Choose an adjective (vocabulary)

Student: Tall

Teacher: Okay, now repeat after me, "I am tall"

Student: I am tall.

Teacher: Good job, Ya ves decías que no podías.

The game continued until the students mentioned all the vocabulary seen in the last class. The aim of the warm up used in this class was to reinforce previous vocabulary and to get in touch with the verb to be in first person and it worked very well because it was entertaining for students and at the same time they were learning the verb to be in first person. I did see that some students did have a hard time trying to remember an adjective and there were students that raised their hand to help them or to take that student turn. The disadvantage of playing hot potato was that the students started to make too much noise at the time of passing the ball and it

was when I started to lose control of the class and I decided to end the game, when I told them that we were not going to continue with the activity there were students who answered negative, that they were going to behave and said please teacher give us another opportunity, I decided to give them another opportunity but telling them that the next time that I called their attention I would consider it finished, and it was so that the students behaved and that the activity could be carried out. Next I continued with the presentation stage, the aim was to introduce vocabulary that students would need for the class.

2.2.1 How was Vocabulary Presented to Students?

I presented the new vocabulary to students according to what teaching and developing proposes say. The first step is that the vocabulary has to be presented in a written paper or flashcard and it was presented by flashcards.

I showed students different flashcards of professions (Appendix T), every time I showed them one, I pronounced the word for them to use what is the second step proposed by teaching and developing is making sure students looked at the words and image as it is pronouns. In the third step I had students repeat each word twice for them to practice the pronunciation. For this step, I first said the word and then students. The fourth step was to explain the meaning of the words presented, in this class I used a listening (audio) (Appendix U) so students could hear the word learned in a contextualized sentences. In the audio students heard each word in a sentence and the sentences were in first person, for example they heard seven different persons saying there profession, example: "I am a teacher."

While the audio was being reproduced and each sentences was mention, I showed students the flashcard of the word used in the sentences, for example if the audio was in the sentence "I am a nurse" I showed to students the flashcard that represented the word nurse. After the audio I pasted on the board the flashcards so students could write the word in their notebook, while they were writing the vocabulary I wrote on one side of the word the following sentences:

- I am a doctor.

- I am a teacher.

Those two sentences were written on the board to tell students that those were some of the sentences that they heard in the audio. The fourth step teaching and developing propose is the one where the words are presented in sentences and so like I presented on an audio I then presented two on the board so students could see how the structure of the sentences was. This fourth step is divided in three parts, the first one was that I had to read the sentences to the students.

Teacher: I am a doctor. (Reading the sentences and pointing to the board)

Teacher: I am a teacher. (Reading the sentences and pointing to the board)

The next one was that students had to read the sentences aloud, so in this step I first read again the sentences for them and then I told them:

Teacher: Now you all read it again.

While students were reading I was pointing to the board to each word they mentioned and they read the two of sentences written on the board. The last step of step four was that students had to identify from the sentences the new word learned so I asked them:

Teacher: In this sentence what is the new word that we learned (pointing to the sentences)

Several students: Doctor.

Teacher: Good job! (Underlining the word from the sentence and pasting the flashcard next to the sentence)

And I did that for the two sentences that were written on the board.

In the next practice stage, the first activity done was that I took out flashcards seen in previous classes (Appendix V) they were flashcards from different places, I showed to students the flashcard and they had to say what it was.

Teacher: What is this?

Several students: School

Teacher: Good!

I asked the same question for each one of the flashcards; I noticed that some students did remember the vocabulary but I did see some of them looking through their notebook I did not tell them anything because they were demonstrating their intention to participate and it helped them. After going over previous vocabulary I asked students:

Teacher: where does the doctor work's at?

Some students seem to not understand and I asked again but adding a flashcard.

Teacher: Where does the doctor work's at? At the school? (Holding the flashcard of the school)

Several students: No teacher, en el hospital.

Teacher: Yes at the hospital.

While students were giving me the answer I pasted the occupations flashcards and at the bottom the professions flashcards, and after going over all the vocabulary we started the next activity that was also carried out in the same stage.

Before I gave students the worksheet I did an example of what the task consisted, I wrote on the board:

I am a teacher, I work at a school.

I read what I wrote on the board and I used body language so students could understand what the sentences meant, then I asked students if they knew what it means.

Several students: Yo soy una maestra

Teacher: Yes good job.

Teacher: I read the other part of the sentence, I work at a school (using body language and pointing to the flashcard)

A student: ¿Que trabaja en una escuela?

Teacher: Yes, I work at a school (using body language and pointing to the flashcard)

I read the sentence again and then students repeated it after me, I left it written on the board so students could use it as a guided example and then I continued giving them the worksheet (Appendix W), students had to complete the sentences using the vocabulary seen. The aim of the activity on the worksheet was that students were reinforcing the vocabulary and at the same time they were making sentences in first person. Students only had 10 min to complete it, I set the timer and they already knew that when the timer sounded they had to be passing their worksheet to the student in front of them so all their works could be pick up with the first student from each line. As they were doing their task I passed through the lines to check if they were working. Students finished faster than I thought, it showed me that they did have an advanced on their learning.

For the upcoming activities I have to be more careful on not to making them look too similar as the previous stages and to add them more challenging for students so it can be more interesting and will make them increase their abilities. To finalize the class in the production stage the main aim was that students were going to imagine that they were already a professional personal and they had to say what profession they were in a written sentence in first person.

Teacher: Now you are going to imaging that you are a professional person (using body language and pointing to the flashcards)

Teacher: On your notebook you are going to write what professional you are going to be, remember it has to be in first person (using body language and pointing to the sentences that were written on the board).

Several students: No entiendo miss, explíquelo en español.

When I heard that students did not understand I explained again to them this time using more the body language and by saying an example, and then there was a student how did understand and said:

A student: Nosotros ahora vamos a escribir que queremos ser, ¿verdad miss?

Teacher: Yes, you are going to imagine, that you are already a professional.

Several students: Vamos imaginar que ya somos profesionales

Teacher: There you go, good job.

Then I told students that they were also going write were they are going to work at.

Teacher: The next sentence will be about of where you are going to work (pointing to the occupation flashcards)

A students: Tambien hacemos una de donde trabajamos.

Teacher: Yes, for example: I work at a school (pointing to the sentence written on the board and to the flashcard)

Several students: ohh, ¿como la del pizarrón?, pero de acuerdo a lo que nosotros somos

Teacher: Si así como lo dicen.

Teacher: Write it on your notebook.

Teacher: Take out your dictionary, you can look for more professionals.

While they were making their sentences of what professional they were I was passing through the lines most of the students did have their dictionary with them and they were looking for a new profession, serval students did ask me:

Several students: ¿Maestra como se dice _____?

Several students: ¿Maestra como se escribe?

I did answered it to most of the students who were asking me but at the same time I did told them to ask for the dictionary with their classmate next to them and I also told them that for next class bring their own dictionary because we were going to be using it. I gave students 5 - 7 minutes to write their sentences on their notebook and after the minutes that I gave them I told students:

Teacher: Now you are going to share your sentences with the classmate in front of you (using body language)

Several did understand and started choosing their pattern, when those students how did understand the rest started to get in pair, there were students how wanted to be with a classmate that was setting far from them and I did not let them because if not everyone would wanted to get with their friend. When they finished sharing their sentences they changed patterns but with a classmate near them, so on until I finish evaluating.

While they were sharing their sentences I walked through the lines to check if they were working on the right activity, I also had with me the rubric with the one that the activity was evaluated, it was the one made by sansonecraig (Appendix I) I did not take me too much time evaluating them because when I passed through each pair they were saying the sentences.

When there was 6 minutes left on the class I asked for volunteers to share their sentences with the rest of the class. I did had students that did want to participate and there were most of them so what I did was to take out the ball to play hot potato and the students that had the ball stood up to share their sentences. Most of them did had the opportunity to participate while the student was saying their sentence I checked over the rubric to see if I had to make a change, if the students did not pronounced the sentences correctly I said for them and then students repeat it. During the participation of students saying their sentences the rest of the group did behave and did pay attention, they actually were helping each other if they had a mistake. The time went so fast that I did not even noticed that the class was already done, and I made myself a challenge and it was that for the following classes I was

going to be more attentive to the time spend in the different stages, in order to end the classes with a wrap up. I took the participation of the students as a class review to give them feedback. The purpose of giving them feedback was to make observations about their learning processes and showed them strategies that will help them figure out how to improve.

Black and Wiliam (1998) point to the benefits of replacing judgmental feedback with specific, descriptive, and immediate feedback. When the goal is to increase student motivation and learning, productive feedback tells students what they are doing right, pinpointing strengths and helping learners develop those strengths even further. For some students, receiving feedback in written and having time to reflect is sufficient, other students need face to face teacher while feedback to reinforce what they have done well.

2.2.2 How effective were the Materials used to Learn Vocabulary?

The material that was used in this class were:

- Flashcards (Appendix T) & (Appendix V)
- Audio (Appendix U)
- Worksheet (Appendix W)
- Dictionary

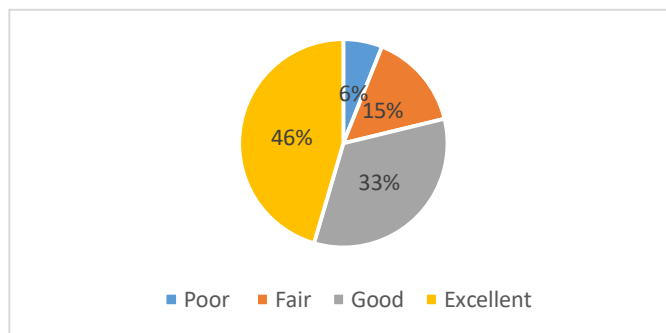
The flashcards used worked because students learned new vocabulary they helped in not only memorizing facts quickly, but to process and store the information over the long term. The second packet of flashcards used in the class helped to review previous vocabulary seen and I noticed that students were do learning through them because at the time that I took those out they even mention the topic that was seen with those flashcards, like I mention some students did use their notebook to remember what it was each one but going back through their notes from the vocabulary learned is a good way to reinforce the use of the flashcards.

The audio reproduced in the class helped the students understand the use and the meaning of the vocabulary, the fact that the students heard different people

saying a sentence using the word presented and with a sound that represented each one of them was how the students could understand the audio because in each sentence reproduced in the background had a sound that made empathize at the place, for example when the sentence “I am a teacher” was reproduced in the background of the audio was a school bell sound. What also helped them a lot was at the moment that when the audio was reproducing each sentences I showed them the flashcard of the word that was mention.

The use of the worksheet in the practice stage helped to reinforce the use of vocabulary in written form to make sentences in first person. To evaluate this activity I based on rubric made by leighille (Appendix L) on the category complete the sentences and the following chart shows how students were.

Graphic 8:



The 6% of the students were able to complete only a few sentences with the correct vocabulary words, the 15% of them was able to complete some of the sentences with the correct vocabulary words, the 33% was able to complete most of the sentences with the correct vocabulary words and the 46% of them were able to complete all of the sentences with the correct vocabulary words. All this results for me meant that students did learned the how to structure the sentences in first person and that they did learned the vocabulary and their meaning the worksheet for them was a challenge because they did not had a support from their notebook they answered according to what we had practiced with the presentation and the listening of the vocabulary.

The use of the dictionary did not go as I planned because some students did not have theirs and so they had to ask me but they had to wait until I passed through their place to be able to tell them the word they wanted, or if they told I a classmate to borrow it they also had to wait until she/he finished using it. The use of it helped students to learn new vocabulary because most of them looked up for different professions and that made them learn new words.

In order to know more if the material was useful for them, at the end of the class I gave several students a sheet of paper with some questions about the use of the different material, asking them:

- ¿El material utilizado en la clase fue atractivo?
- ¿Qué tanto te ayudó el material para aprender el tema de la clase?
- Fue útil para poder hacer el producto de la clase?

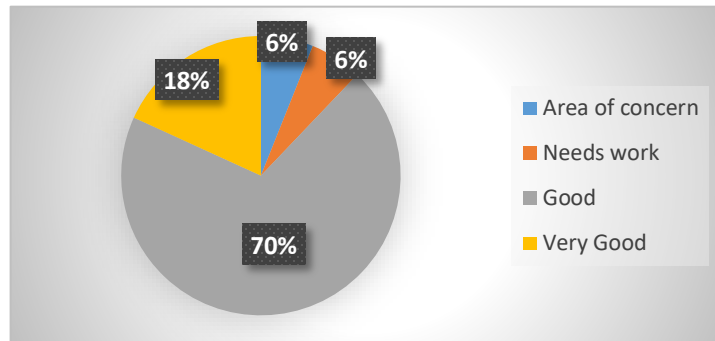
I decided to choose ten students randomly to be able to know the answer of the three questions asked about the use of the material, the response of the students was that what was very attractive was the audio that they liked when they heard the different people saying the sentences because it had been new for them to listen to the vocabulary through sentences by a listening and that it helped to know the topic of the class and because of the audio and the practice saying the vocabulary students did not have trouble at the moment of doing the final product of the class.

2.2.3 How did Input Skills affect Vocabulary Learning?

In order to know how each input skill affected the learning of the vocabulary each of the skills used in this class was evaluated based on a different rubric.

The first skill that was used in the class was the listening where students heard different people saying what their profession was to evaluate this activity I based on the rubric made by Shockingawful (Appendix K) in the category general understanding and the following graphic showed me that the students:

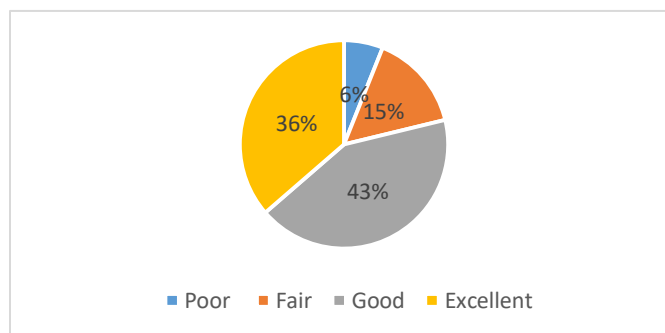
Graphic 9:



That the 6% of the students which were two of the students did not understand enough vocabulary or information that was mention on the audio and it was reflected on the worksheet done in the practice stage where they had to only complete the sentences using the vocabulary learned in the audio and through the flashcards. The other 6% of the students did not understand a lot of the vocabulary and information, he/she was able to complete some of the sentences. The 70% of them were able to have a good general understanding of the vocabulary and information giving on the audio because they completed most of the sentences. The 18% showed a very good general understanding of all vocabulary and information because they completed all the sentences.

The second skill used in the class was the speaking one, where students had to share to their classmate the profession that they had and where they work at, the activity was evaluated based on the rubric made by sansonecraig (Appendix I) on the category grammar and vocabulary, the following chart showed if students were able to use vocabulary and structure learned in the class and if It was clear that the student will use the material outside in real life application.

Graphic 10:



The 6% of the students used a minimal amount (1 or 2 words) of the grammar and vocabulary learned, the 15% used a sufficient amount of the grammar and vocabulary of the lesson, the 43% of them used some of the grammar and vocabulary and the 36% was able to use vocabulary and structure of the lesson and It was clear that the student will use the material outside in real life application. To concluded this third key question of the second class described the answered was that the input skill used did affect in the learning of the vocabulary because at the time of doing all the activities of the class the students relied more on the audio that was presented to them.

2.3 Class three: "Body Parts"

The third class that was recorded and that is going to be described took place with 1"E" from 7:30 to 8:20 am. February 21st, 2019. The main aim of the class was for student's to be able to identify the parts of the face understand and use the difference between "this and these" to identify objects. (Appendix X) Total of students that were absent that day where 7, which gave me a total of 34 students.

As usual, I always started the class by greeting students saying good morning or good afternoon according to the time that we had class.

Teacher: Good morning students!

Students: Good morning, good morning, good morning to you, good morning Miss Monica I am glad to see you.

Teacher: How where you?

Students: Fine thank you and you?

Teacher: Very good thank you, please sit down.

Students: Thank you very much.

This is the greeting that students learned at the beginning of the school year by teacher Alexa, the head teacher. At the beginning students were shy but then they started to get used to it and then all of them said it and learned it. When there was a students that I saw that was not singing I indicated to sing it again or when there was a students that was not standing up. This for students so that they would not forget the song and to get used to always greeting at the moment that teacher Alexa and I entered the classroom.

After the greeting I told students to take out their notebooks and while they were doing that I was asking for the date of that day to write it on the board.

Teacher: What is today?

Serval students: Jueves

Teacher: In English

Serval students: Thursday teacher.

Teacher: Okay, so Today is Thursday, what?

Serval students: February

Teacher: Good job, February what? What number?

Serval students: veinte y uno miss

Teacher: Twenty first, repeat after me, Twenty first

Students: Twenty first.

Teacher: Great, now write it in your notebooks.

I also asked them for the activity number of the one that we were going to start. At the beginning of the school year in the very first practice period I told students that all the activities were going to be listed to not lose control at the time of checking their tasks in their notebooks. I did this in order to keep track of the activities that were done and so that when reviewing the notebook students had an order of the activities carried out.

Then I told students to stand up that we were going to do a little activity (Warm up) students stood up and I asked them if they had already played Simon says.

Teacher: Do you know the game Simon says?

I saw student's faces and they seemed not to understand what I was asking them, so what I did was to provide them an example.

Teacher: For example I say Simon says, touch your nose

A student: Ahh si, Simon dice

Teacher: Yes, Simon says.

So we went over the vocabulary seen at previous class (Head, shoulders, knees and toes) I also added some of the new vocabulary that was going to be learned that day. The reaction of the students towards the game was very good, they knew how to behave and all of them were participated, there were some who started to sing the song that was learned last class because it was how the previous vocabulary was thought. At the moment of playing Simon says, when I mentioned some of the new words students did reacted on not knowing what it was so I started helping them so they could know what it was. To end the activity I said Simon says sit down.

2.3.1 How was Vocabulary Presented to Students?

The presentation of the vocabulary of this class was according to the steps that teaching and developing recommends and there were some of the steps used from the book how to teach vocabulary by Thornbury. The first step that I used was related of two of the first proposals that the different authors mention propose. Teaching and

developing recommends to present the new vocabulary on flashcards, and one of the recommendation presented by Thornbury is presenting vocabulary by meaning first and then form. What I did to start in to cover the first step that are recommend was to first tell students:

Teacher: Pay attention and listen to me.

Then I showed to students a flashcards (Appendix Y) of the new words presented, but instead of saying it exposed a number of times I held the flashcard and I said:

Teacher: This is my nose. (Showing to students a picture (flashcard) of a nose.)

I made this step first so that students could get to know the new word presented and also contextualize it. I did the presentation of all the vocabulary in sentences, using "THIS".

The first step that teaching and developing recommends was covered and was used with the first step that Thornbury even recommends, the second step that is also recommended by teaching and developing is to pronounce the word presented to the students so that they hear and know the pronunciation, but as in the first step I said sentences using the word I took like already given the second step.

What I did next was to paste on the board the words presented so students could copy them and write them on their notebook. While students were copying them I wrote on the board "THIS/THESE". As the third step that teaching and developing proposes is that the students repeat the words presented, I change it to repeat the sentences presented, and I told students:

Teacher: Listen, This is my eye. (using mimic)

Teacher: Now repeat after me, This is my eye.

Students: This is my eye

Teacher: This is my ear (using mimic)

Students: This is my ear.

Teacher: This is my hair. (using mimic)

Students: This is my hair.

Students repeated all the sentences presented. Then I asked students that what about if I want to say:

Teacher: ¿Estos son mis ojos?

A student: This is my eyes.

Teacher: okay, let's check, listen.

Teacher: This is my eye.

At that moment students thought that, that was the correct way but what I did was to first say a sentences with "this" and then with "these" so students heard the differences. That helped students listen to the differences pronunciation and the use of the two terms. So I told students:

Teacher: Now listen, these are my eyes (using mimic, pointing to the two of my eyes)

A student: Ah porque está hablando de mas de uno.

Teacher: Yes.

Teacher: Now repeat after me, This is my eye.

Students: This is my eye.

Teacher: Do you hear the differences? (¿Escuchan la diferencia?)

Several students: Yes miss!

Several students: Creo que si miss.

Teacher: Okay, veamos... estos son mis ojos.

Several students: This are my eyes.

Teacher: Be careful, listen THESE ARE MY EYES. (Pointing to the board, were I wrote THESE)

Several students: These are my eyes

Teacher: Okay, repeat after me, these are my eyes.

Students: These are my eyes

Teacher: Good job! ¿Y si yo quiero decir estas son mis orejas?

Several students: These are my ears.

Teacher: Great, repeat after me, THESE ARE MY EARS.

Students: These are my ears.

I went over the use of “these” with the words that were presented with the students and then I started to mix the use of “this and these” with interspersed sentences and students repeated the sentences.

The next activity was to ask students several questions about the use of “this and these”.

Teacher: When do we use this? For one or two things? (Pointing to the term this written on the board)

Students seem to not understand to what I was asking and saying so what I did was to start using body language so they could understand the question, I also said a sentences using the vocabulary.

Teacher: When do we use this? For one or two things? (Pointing to the term this written on the board)

Teacher: This is my eye. (Pointing to the flashcard of the picture of one eye)

Several Students: ohh yaa, para una cosa miss.

Teacher: Yes for one thing (Pointing to the flashcard of one eye and writing the number one on top of the term this)

Teacher: So, we use these for one or two things?

Students: Two teacher

Teacher: Great! (I wrote the number two on top of the term these)

The fourth step propose by teaching and developing is to present the word in a written sentences to explain the meaning, but as in the third step, the sentences had already been presented and the students had already repeated them, in the fourth step I wrote only two sentences, one using this and one using these.

Teacher: Now I am going to write two sentences on the board, look. (I wrote this is my mouth and these are my cheeks)

I read the sentences out loud by pointing to each word as I mention it, then students read the sentences. Then I asked students:

Teacher: In the first sentences, what is the new word? (Pointing to the first sentences)

Several students: Mouth!

Teacher: Good, what about in the second sentences, what is the new word? (Pointing to the second sentences)

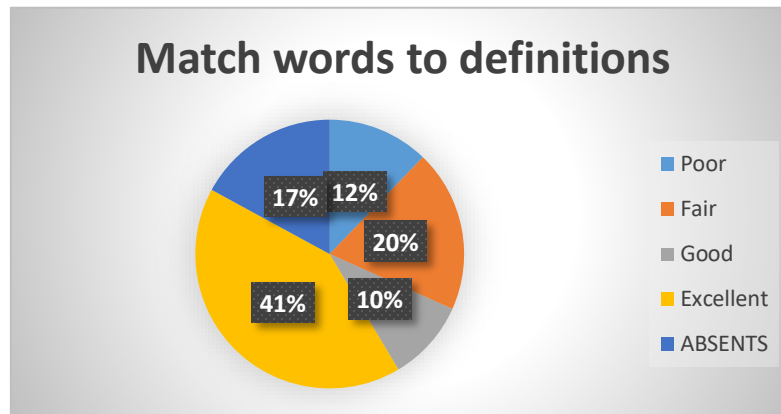
Serval students: Cheeks!

Teacher: Good job!

I only wrote two of sentences as an example so students could see how was the grammatical order to use the terms “this and these” and also so that students could use those two sentences as a guided example to the next activity that was applied.

To finalize the presentation of the vocabulary, I gave to students a worksheet (Appendix Z) where they were going to match the word with the corresponding image. I gave students 5 min to complete the task them I picked up. To evaluate this activity I used the rubric elaborated by leighille (Appendix L) based on the category of match word to definition.

Graphic 11



This circle graphic shows that the 12% of the students were able to match only few words to their definition to be exactly they were only able to match 1 or 2 words. The 20% of them were able to match some of the words to their definition (3 to 4). The 10% were able to match most of the words to their definitions (5 to 7) and the 41% of the students were able to match all of the words to their definitions.

Continuing with the description of the class, the next activity that was carried out in the practice stage was that I told students to close their notebooks and what I did was to take down the flashcards of the vocabulary and then I only wrote the word on the board. I gave to students a worksheet (Appendix A.A) where they were going to label the parts of a face by writing the words presented at the beginning of the class (the ones written on the board). In that same worksheet students had to write 10 sentences using the vocabulary but also using the terms "this and these".

Teacher: You have now your worksheet, in the first activity you are going to label which word goes were in the face (showing to students the worksheet and pointing to the words written on the board)

A students: ¡Ahh! Vamos a escribir la palabra que corresponde a la parte de la cara, ¿verdad miss?

Teacher: Yes! Just what your classmate said. Everyone understands?

Students: Yes miss!

Teacher: Okay, and in the next activity you are going to make ten sentences using the vocabulary and the term this and these. (Pointing to the vocabulary and to the two sentences that I had left on the board so students could guide on them).

Teacher: Do you understand?

Several students: Yes miss!

Several students: Maso menos miss

Teacher: ¿Qué fue lo que no entendieron?

A student: La segunda actividad miss.

Teacher: Okay, a ver, ¿quién le puede explicar a sus compañeros?

I asked that who could explain to their classmates, to provide if they were students that did understand the activity of the sentences.

A student: Vamos hacer 10 oraciones como las que estan en el pizarron, usando el vocabulario de las partes de la cara.

Teacher: Good job! Now you do understand?

Serval students: Yes miss.

Teacher: Remember with use THIS for one thing and THESE for more than two. (Pointing to the board and using body language).

While students were working in the worksheet I was passing through the lines to make sure that they were doing the task and to see if they had any doubts. I did noticed that there were students who were struggling with sentences and what I did was to explain them individually, there were only three students so that is why I decided to explain them from their place, after explaining it to those three students, they understood how it was going to be done. (Students had 15 min to complete this task)

I realized that it was not long before the class finished, to be exact 15 minutes were missing and I still had to pick up the worksheet, review the sentences with the

group to check them and that they wrote them in their notebook and also needed to perform the product of the class and so what I did was to tell students:

Teacher: Okay guys, pass your worksheet to the front. (Using body language and holding a worksheet to them to understand)

Students already know the mechanics of how to pass the worksheets so that they are delivered to me. I just had to tell them, very good time is up, pass your worksheet, and what the students started doing was passing the worksheet back-to-front, for when I stand in front of each row they gave them it to me.

The following activity was to check all together the sentences they made. This time I told students:

Teacher: Open your notebooks.

Students did not check their own sentences because they had already turn them in, but that was the purpose that they could remember if they wrote it write or wrong, anyways I was going to check them based on a rubric. But this was to have a feedback of the use of “this and these” with the vocabulary. First I read the sentences that were written on the board.

Teacher: This is my mouth. (Reading the sentences and pointing to the board).

Then I read the second sentences.

Teacher: These are my cheeks. (Reading the sentences and pointing to the board).

Then I asked students:

Teacher: Who can tell me one sentence that you wrote using “THIS” (Pointing to the sentence written in the board with this and using body language)

A student: ¡Yo miss!

The student stood up and walked to the board, I just wanted to her to say the sentence and I was going to write it but she was already on her way I did not tell her

anything I did not want to remove her intentions to write it. She wrote the sentences and after she wrote it I told her:

Teacher: Okay, now can you read it.

She was confused when I told her that, she seem that she did not understand what I was telling her to do, then o students shouted to her:

A student: ¡Que la leas!

And I told her:

Teacher: Yes, read it out loud.

She read the sentences but she had trouble pronouncing the words, so what I did was to say the sentences to her then she repeat it after me and then she said by herself. I told to her:

Teacher: Good job!

Then I asked for another student that could tell me a sentence that they wrote, this time I asked students in Spanish because the time was running and I need to at least explain to them the last activity that was going to be done, so I asked students:

Teacher: ¿Quién me puede decir una de las oraciones que escribió en su hoja de trabajo, usando “these”? Desde su lugar.

A student: Yo mis.

The student said the sentence, I was not sure of what he was saying, so I told him to said it again and then I repeat it to make sure if we were saying the same sentences and I asked him if it was and he said it was, so I wrote it on the board, I read it for them and then I told them now repeat after me and students repeated it.

As they had to make ten sentences in the worksheet we went over ten sentences as they mention them I wrote them on the board. After each sentence written on the board I read it and students repeat it. Finishing the last sentence I told students to write the ten sentences written on the board to their notebook, while students were

writing the sentences I was pasting on the board a poster, a most wanted poster (Appendix A.B). There were only 6 minutes left into the class was over so I explained to students what we were going to do the next class.

For this class students had homework they should have taken an imagen from a famous person, from a family member etc... So I told them to take out that imagen and to look at the board that I also had an imagen from a famous person, then I started to explain the activity that was going to be carried out with the image they had taken.

Teacher: This a poster, a must wanted poster. (Pointing to the poster)

Teacher: Do you know what must wanted means?

Several students: De que se busca alguien.

Teacher: Yes, and we have to describe at the person so they can be find.

A student: vamos a describirlo verdad miss

Teacher: Yes, look at the board and pay attention.

I read the poster

Teacher: He is Maluma, he is 26 years old, last time seen was February 14th, 2019. He has green eyes, black long hair, thin nose, big mouth, small ears. Please contact us at the number 7042888609 the reward will be \$1000000.

After reading the poster I told students that in their notebook for homework they were going to make a poster using the picture they had and they were going to describe the person using the vocabulary learned in class.

This last indication about the homework I had to tell students in Spanish because the bell was about to ring and I also told them that the next class we were going to start by sharing their homework.

The class was planned so that students could make their poster in their notebooks in class, but because I took more time explaining how to make the sentences and

because it took me more time than I thought for students to understand there was no time left for students to do the last activity so that's why they took it for homework, fortunately I did had time to explain how it was going to be the homework, but even so I noticed that some students were left with doubts, I did answered some of their doubts but I did leave them with some, but I could not be more in the class because the next teacher was already in the door.

2.3.2 How effective were the Materials used to Learn Vocabulary?

The material used in this class were:

- Flashcards (Appendix Y)
- Worksheet (Appendix Z) & Worksheet (Appendix A.A)
- Poster (Appendix A.B)

The use of the flashcards it is very effective to improve student's vocabulary mastery. The dictionary definition of the term flashcards is a card having words, numerals or pictures on it, designed for gaining a rapid response from students when held up briefly by a teacher, used especially in the different skills. In this pedagogical essay, term flashcards is used to mean a card which consists of pictures and words to help young learners learn and improve their vocabulary. According to what Halliwell (1992:41) states is that flashcards are kinds of cards contain pictures, words, instructions that are arranged in various combinations. The pictorial form of flashcards is chosen with assumption that pictures give a clear concept of what a word or structure may mean.

One of the most popular teaching strategies employed in most classrooms today is a worksheet. One of the reasons why it used is because they are time saving. There was time saved in the class because students did not had to copy each precept down from the board rather there was more time for class interaction and discussion. Worksheets are the ideal learning aid and only if it is well designed.

The material used in this class was useful, it was not very useful as it was planned but at the end of the class it did helped students complete their activities. The

activities that were planned were carried out, not as they were planned, because of the time issues that was not expected, but the aim of the class was carried out and the students learned new vocabulary and the material used helped them, what students did tell me was that for the next classes expose the sentences on cardboards that they understand them better.

The use of the poster (Appendix A.B) helped students understand what they were going to do, but I noticed that they needed more explanation because what I actually told them was to just describe the person that was missing with the vocabulary learned but I did not tell them how the sentences were going to be made, they had the poster so they could guide on it and some students copy to use it as an example but some of them did not have enough time to copy.

In order to know more if the material was effective for them, at the end of the class I gave several students a sheet of paper with some questions about the use of the different materials, asking them:

- ¿El material utilizado en la clase fue atractivo?
- ¿Qué tanto te ayudo el material para aprender el tema de la clase?
- Fue útil para poder hacer el producto de la clase?

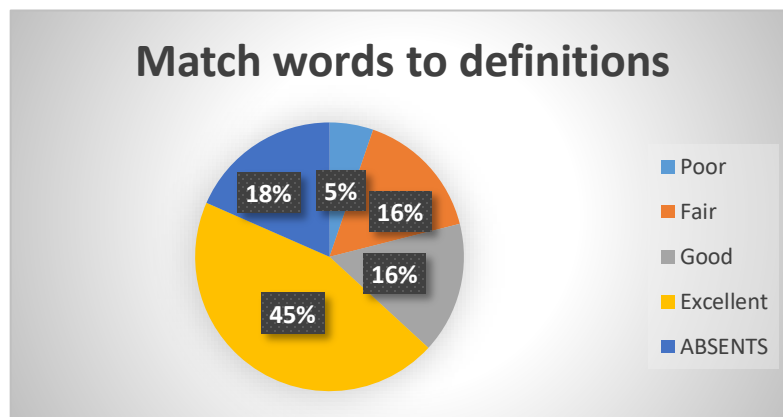
In order to answer those three questions about the use of the material, I favorably to sample 10 students random and within these students they answered that the material used was very attractive, that they did understand the topic of the class and that they earned knew vocabulary. They actually mention that it did was helpful to do the product of the class because they knew the vocabulary but they did needed help on how to make the sentences.

2.3.3 How did Input Skills affect Vocabulary Learning?

In order to answer this question the activities carried out during the class were evaluated, based on my analysis and on rubrics according to what skill had been used. The activity that was carried out in the practice stage was the one worked in the worksheet (Appendix A.A). In the first part of the worksheet students had to label

a picture of a face using the vocabulary learned, as I mention in the description of the class the flashcards were taken down of the board and I only wrote the word and in the worksheet students had to write the word that correspond in each part. To evaluate the first part of the worksheet I based on the rubric made by leighille (Appendix L) in the category match word to definition.

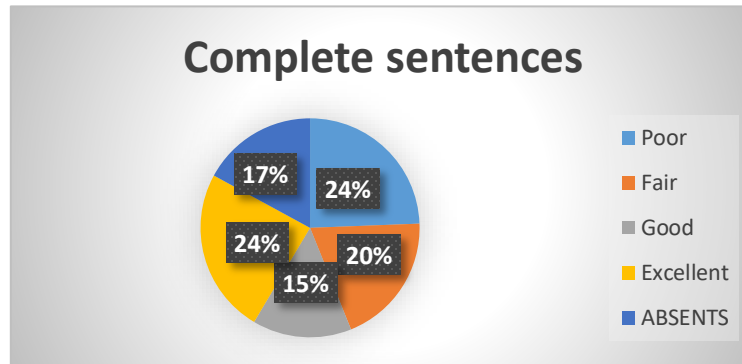
Graphic 12



In this activity (labeling the face) students only based on the words written on the board, in the worksheet there was the image but there were all the parts of the face and students had to decide which one goes were, as I saw the circle graphic there was 5% of the students in poor that meant that they were able to label only a few words (1or 2 word). The 16% was able label some of the words (3 to 4), the other 16% were able to label most of the words (5 to 7) and the 45% of the students were able to label all the words.

The next activity that was evaluated was the one made in the same worksheet but it was the second part were students had to make sentences using the vocabulary and they were made using "this and these" and to evaluated I based on the rubric made by leighille (Appendix L) focused in the category complete sentences.

Graphic 13



The 24% of the students were able to complete only a few sentences with the correct vocabulary words, the 20% was able to complete some of the sentences with the correct vocabulary words, the 15% of them were able to complete most of the sentences with the correct vocabulary words and the 24% of the students were able to complete all of the sentences with the correct vocabulary words.

All the numbers from the two different skills told me that students were able to identify each vocabulary learned and that they were able to differences the use of this and these, but as I went through my analysis I noticed that there was no input skill used in this class and that if they were used students had have a better understanding of the topic.

2.4 Strategies used in the classes

Teaching is a process of help that is adjusted according to how progress occurs in the constructive activity of the students, it is also aims to support the achievement of learning. Teaching strategies are procedures that the teaching agent uses in a reflective and flexible way to promote the achievement of meaningful learning in students (Mayer, 1998, Shuell, 1988, West, Farmer and Wolff 1991) and are also means or resources for provide pedagogical help, that is, organize and contribute to a good development of the contents obtained.

That is why it is defined as: set of decisions that the teacher takes to guide teaching in order to promote the learning of their students. It is about general

orientations about how to teach a disciplinary content considering that we want our students to understand.

According to what is mentioned in the book by Díaz Barriaga in "Teaching strategies for meaningful learning" there are five essential aspects to consider what type of strategy is indicated to be used in certain moments of teaching, in a classroom.

1. Consideration of the general characteristics of the apprentices (level of previous knowledge, motivational factors, etc.).
2. Type of knowledge domain in general and the particular curricular content, which will be addressed.
3. The intentionality or goal to be achieved and the cognitive and pedagogical activities that the student must do to achieve it.
4. Constant monitoring of the teaching process (of the teaching strategies used previously, if applicable), as well as the progress and learning of the students.
5. Determination of the intersubjective context (for example, knowledge already shared) created with the students until that moment, if it is the case.

Each of these factors is an important argument to decide why to use a strategy and how to make use of it. Which said factor is also a central element to achieve the adjustment of pedagogical aid.

There are ten functions of teaching strategies, which are

- Goals
- Abstracts
- Previous organizers
- Illustrations
- Graphic organizers
- Analogies
- Interleaved questions
- Signs

- Conceptual maps
- Textual organizers.

Of the ten functions mentioned, the ones that were applied the most were:

- Objectives: Statements that establish conditions, type of activity and form of evaluation of student learning. As a teaching strategy shared with the students, they generate appropriate expectations.

As you know each class planned has a goal that is intended to take place. It is verified during the practice (class) whether it has been achieved or not and all this is applied in the classes that were developed.

- Previous organizers: introductory and contextual information. They tend a cognitive bridge between the new and the previous information.

The use of previous organizers was used in most classes. The previously seen of a class was always used for the new class and questions were also asked with what was previously seen by them in other subjects.

- Illustrations: Visual representations of objects or situations on a specific theory or topic (photographs, drawings, dramatizations, etc.).

The illustrations were also a function that was used in most classes. In each presentation of new vocabulary photographs were used, drawings according to the presented words, there were also moments where the dramatization was used for the explanation of some of the words. But the most used one was photography and drawing because it helped the student to know what the vocabulary meant by the image.

- Signaling: signs that are made in a text or in the teaching situation to emphasize or organize relevant elements of the content to be learned.

At this point, signaling was used at the time the students received a dialogue in which they identified the new vocabulary or in which they completed the text with the vocabulary learned.

The strategy that was most used in the different classes; strategy to activate (or generate) prior knowledge that serves to know what students know and to use such knowledge as a basis to promote learning. Said this was when the students were asked questions about different flashcards shown, an example when they were shown the images of the different professions and they were asked if the images were animal and it was how the students used previous knowledge. This strategy likewise helps us to clarify the educational intentions that are intended to be achieved at the end of the educational sequence, that is, to be able to carry out the activities planned in said class, because students must be able to do them once they have learned them in the beginning of the class.

Learning strategy is to encourage autonomous learning in the student, in which the learner does not need an instructor constantly. Which is to identify the tools, strategies and methods to be used to train independent and self-motivated individuals to control their own learning process, grasp the demands of the tasks and respond accordingly and home study strategy to assess the achievements made correcting themselves their mistakes.

The learning strategies have been defined with a great variety of concepts, which coincide in different considerations and points such as: the fact that they are voluntary activities, they are procedures, they can be open, and they are carried out flexibly, among others. Thus, learning strategies define them as procedures that a learner uses or employs in a conscious, controlled and intentional manner as a flexible instrument to learn and solve problems. (Díaz Barriga, Castañeda and Lule 1986, Gaskins & Eliot, 1998)

It is important to highlight that there are characteristic features that are included in most definitions of teaching strategies, these features can be presented as follows: Strategies are actions that start from the student's initiative, are constituted by a sequence of activities, are controlled by the subject that learns, and are, generally, deliberate and planned by the student. (Fernández Suárez, Ana Patricia & Valle Antonio, 1998).

It can be concluded that learning strategies are the set of activities and techniques that are planned or included in the teaching process according to the needs of the students, in order to make the learning process effective; but it is important to emphasize that these strategies will always be used by the individual who learns.

According to Rubin Joan and Chamot U. Anna (1985), learning strategies in a foreign language are considered a set of steps, routines, plans that students use in order to facilitate the collection, recovery, storage and use of a foreign language these authors consider that the learning strategies of a foreign language are divided into cognitive, Meta cognitive and socio-affective strategies. Cognitive strategies are considered as processes by means of which knowledge is obtained, therefore they relate cognitive strategies with the process of learning a foreign language.

Within this group of strategies, the following can be mentioned:

- Classification and verification: these types of strategies are used to confirm the comprehension of the language.
- Prediction, inductive inference: The student makes use of his mother tongue to infer meaning, therefore he makes use of both linguistic and conceptual prior knowledge in the language.
- Deductive reasoning: in this type of strategies the student uses a general pattern to solve their learning problem, in this case he makes use of analogies, synthesis.
- Practice: in this the main point in the student is the accuracy in the language, through trial, error, repetition, imitation.
- Memorization: in this type of learning strategy the main thing in the student is to retain the information.
- Monitoring: this occurs when the student is able to follow up and identify the strong and weak parts of their learning.
- Contextualization: here the student seeks by himself to give meaning to the phrase he wants to learn in sequence.

- Take note: with this type of strategy the student seeks to carry out a control of the main ideas or information that he / she considers necessary to learn.
- Meta cognitive strategies: they allow the student to guide or regulate their own learning process. Within this group or sub-classification we can find.
- Previous organizers: occurs when a review of the material to be learned is made in advance.
- The directed attention: when it is decided to attend to a certain task or material within a general content.
- Selective attention: occurs when the student decides to retain or attend to specific details about a certain material in order to retain a specific material.
- Self-administration: when the student determines to identify the learning conditions that allow him to learn.
- Self-appraisal; with it the student seeks to identify using their own methods that both advances obtained in a certain period of time.
- Socio-affective strategies; they allow the individual to practice the language and exchange information. This can be presented in two groups.
- Cooperation; when you work with others to get feedback.
- To clear doubts; here the student ignores some detail, but it is clear to look for specific information on certain content.

CONCLUSIONS

At the beginning of this document the objective was to use strategies to expose students to everyday vocabulary applying activities that favor communicate within the classroom. This objective was not reached as proposed. The students did obtain the necessary vocabulary to be able to communicate but in the end they did not have an effective communication because some of the classes did not end with a product related to the objective.

The main aim was planned so that the students could learn a new vocabulary, therefore in each class they obtained the necessary one so that in the end the product could be made. The vocabulary that was taught in each class was related to the topic and the products were done according to the planned objective.

At the time of analyzing my actions it was not so difficult because as I mentioned before the students responded very well to the activities carried out, there were classes in which the proposed goal was not achieved, but the one that was achieved was that they were able to learn vocabulary.

It was not very difficult to incorporate theory into how was the presentation of the vocabulary, which made it sometimes difficult for me was to follow the steps the authors' recommended and it was not because I could not follow them, it was due because of the time we have to give the class was sometimes not enough to do everything planned. I planned my classes with the time that I was going to take at each step and in each activity, but I did not plan that there were going to be times that students would need more time in some activities if they did not understand and that was what made it difficult to use the theory that was incorporated. As teacher trainee, one of my weakness was not to plan activities that required students to join in teams, this to not lose control of the group. There were classes where I decided to tell students to work in pairs, but at the time there was the moment where I lost control of the group. Losing control of the group I also see it as a weakness for myself, this happened more in the classes that were at the last hour, when the students already had in mind that they were going to leave.

One of my strengths was when given instructions to students, what helped me was the practices, I began by giving them shorter and clearer. At the beginning of the practices considering myself that I was a teacher who gave very long instructions and using very high vocabulary for the students' level.

Based on the graduate profile of the English major, one of the aspects which I have learned has been

To design, organize and implement strategies and didactic activities, appropriate to the needs, interests and forms of development of adolescents, as well as the social and cultural characteristics of these and their family environment, so that learners achieve the purposes of knowledge, skills development and value formation established in the plan and study programs of secondary education.

(SEP,1999)

I can say that I learned to put new strategies appropriate to the needs of the students, because as it was mention before I used to be a teacher who did not research these problems in order to have a different class. Now I take the time to investigate the needs of students to learn.

Concluding that according to teaching and developing vocabulary and Thornbury the way in which the vocabulary was presented to the students was effective and enriching, it was observed that the students reached the level of knowledge that was intended to be achieved as was the acquisition of a new and varied vocabulary in the second language such as the English language. The students showed interest and availability at the time that the presentation of the variety of words was presented.

According to my experience in following the steps that the authors propose on the presentation of the vocabulary I can mention that in my person there were several occasions that I felt restricted in the follow up of the established steps, but with the practice I realized that the follow up led me to improve my work as a teacher and so I concluded with a satisfactory job.

The activities used from the different skills developed as described in chapter 2 were attractive, helping students in their learning, provoking in them the interest and the pleasure to develop the different planned strategies such as the listenings and the readings. It should be mentioned that when time allowed me, I made feedback on some of the activities that were carried out and those allowed me to realize their achievements and difficulties in learning vocabulary.

The different materials used in the practice period led me to conclude that the students were interested and focused their attention on the classes, showing participation in the development of the different sessions. I noticed that this material was effective in his learning achievements. It is worth mentioning that there were times when a minority of students lost interest in carrying out activities since sometimes the material was not new enough for them.

When reflecting and analyzing the present pedagogical essay I conclude that it is necessary to carry out the investigation of new strategies in which the students learn effective knowledge in the learning of the vocabulary in such a way, to inform more from where the teaching of the vocabulary begins to take it to practice. Therefore this guided me to think of more questions that could be useful to enrich the research of the topic selected:

How can learners develop the different skills in learning vocabulary?

What type of feedback is the most appropriate for learning vocabulary?

Is learning vocabulary a strategy to have a communications in a classroom?

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APPENDIX

Appendix A

Map of the secondary school Antonio Diaz Soto y Gama



Appendix B

Head teacher interview

LESEI BECENE - 7th & 8th semester

TUTOR QUESTIONNAIR

NAME: _____ SCHOOL: _____

1. What is the main aim of the English program?
That students develop skills, knowledge, attitudes and learning strategies to participate and interact in oral, written and practices with native and non-native speakers of English.
2. What type of material do you use in your classes? Who selects them?
They are selected according to the learning style of each student. It's basic material: drawings, clippings, songs, dictionary, verbs.
3. What other resources are available in your school?
Free spaces to sing, computer lab.
4. Is there any particular approach or methodology that must be followed in your school?
The student is the main actor in the education.
5. Are there any particular practices that you have to follow?
Try that all students learn.
6. How is the English academy organized?
An academy president, a secretary and 4 vowels.
7. How is learning evaluated?
through evaluation rubrics, exams.

YOUR LEARNERS

1. What grades do you usually get?
first, second and third grades.
2. How big are your groups?
43 students generally
3. What are their interests?
Learn English.
4. What are their learning strengths and weaknesses?
Strengths: want to learn English
Weaknesses: not knowing basic words
5. What are they like as students? Are they cooperative/quiet/loud/disciplined?
Highly participatory, interested in the language and committed to learn.
6. What type of exposure to English do they have? Of 43 students, 2 take a private class. Only those who are in the classroom expect to know at least the basics of the language.

ADAPTED FROM: ICELT

INVESTIGATOR: DIANA KARINA HERNÁNDEZ CANTU

Appendix C

School schedule 1st E group of study

ESC. SEC. GRAL. No 7 "ANTONIO DÍAZ SOTO Y GAMA" CCT 24DES0072T

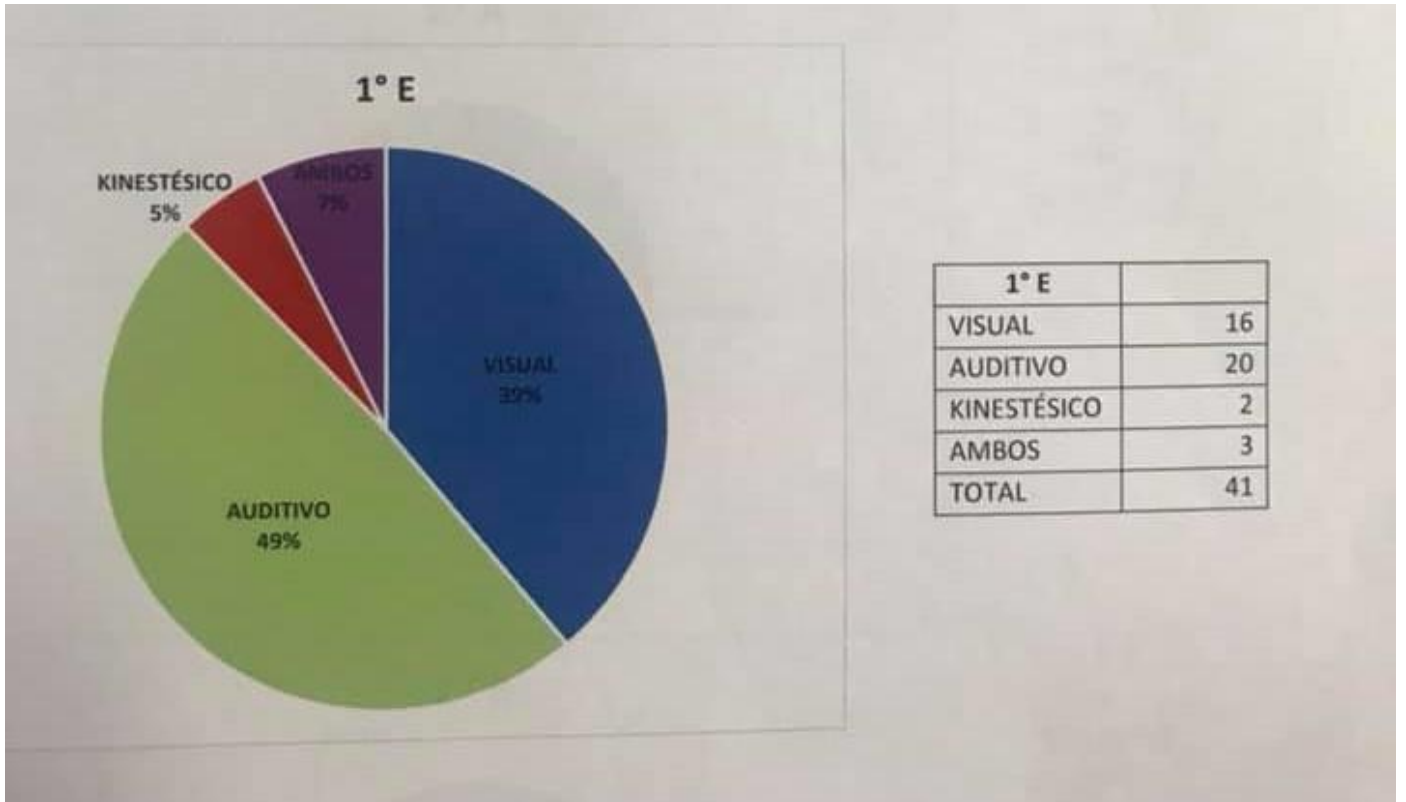
PROFA. ALEXANDRA SUKEI DELGADO ALEMÁN

PERIODOS LECTIVOS	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
7:30 a 8:20				1º "E"	
8:20 a 9:10					
9:10 a 10:00					
10:00 a 10:50					TUT 2º "C"
10:50 a 11:10	RECESO				
11:10 a 12:00	1º "D"	1º "A"		1º "D"	1º "A"
12:00 a 12:50	1º "E"	1º "D"		TUT 3º "C"	1º "B"
12:50 a 13:40	1º "A"	1º "B"		1º "B"	1º "E"

Atte. La Dirección Escolar.

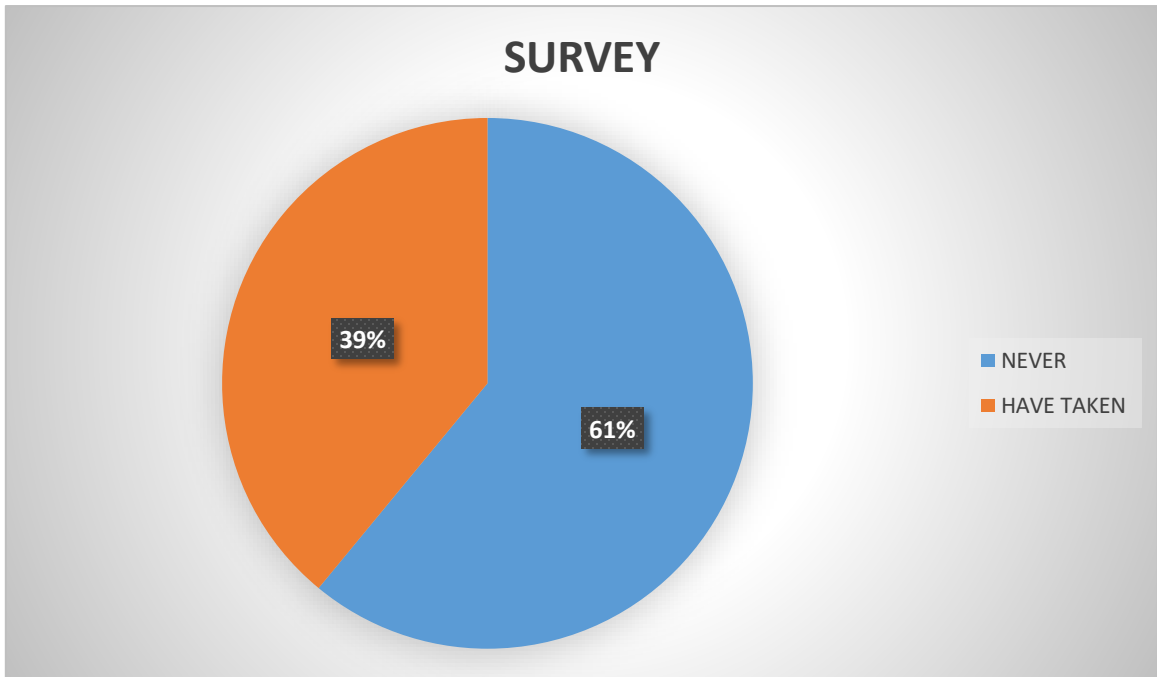
Appendix D

The following circle graph show the results of the learning style survey



Appendix E

The following graph shows the results of the survey applied to students asked if they had taken a complete English course.



Appendix F

Diagnostic Exam

Part 1

- 5 questions -

Listen and color. There is one example



Part 1

- 5 questions -

Look and read. Put a tick (✓) or a cross (X) in the box. There are two examples.

Examples



These are grapes.



This is a house.



3



These are shells.



4



This is a sock.



Questions

1



This is a helicopter.



2



This is a clock.



5



These are chairs.



Part 2

- 5 questions -

Look and read. Write yes or no.



Examples

There is an orange cat in the living room.

Yes

The big window is open.

No

Questions

1. The man has black hair _____
2. The woman has a pink T-shirt _____
3. The children are singing _____
4. The boy has red shorts _____
5. There is a girl reading a book _____

Part 3

- 5 questions -

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

Example



s n a k e



Questions

1





2





3





4





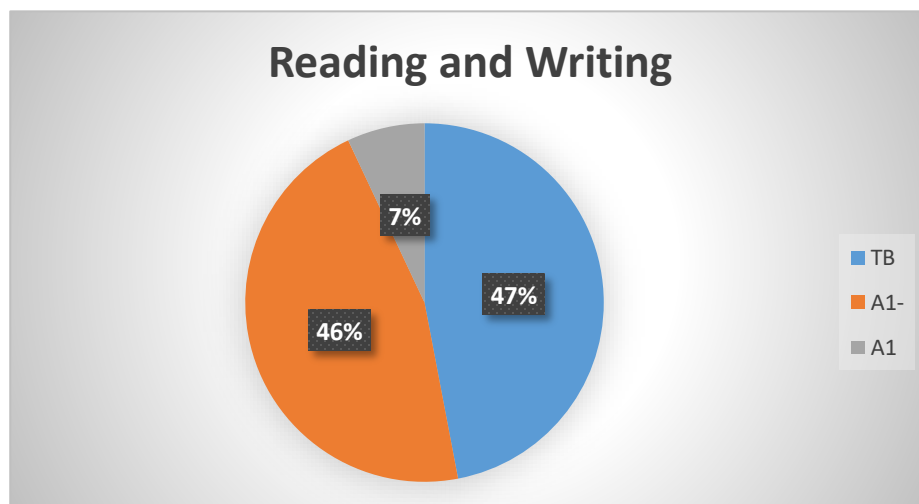
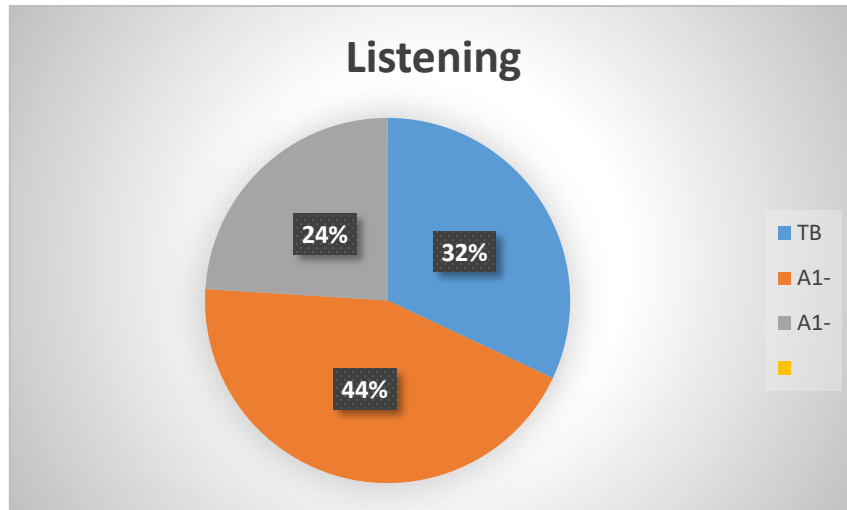
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Appendix G

Results of the Diagnostic Test of 1st grade group E
Listening, Writing and Reading



Appendix H

Rubric on how to asses reading by shawnah1978 on the link

<https://www.rcampus.com/rubricshowc.cfm?sp=true&code=N5C3W6>

Reading Comprehension Rubric Powered by iRubric[™]					
	4 4 pts Exceeds Standards	3 3 pts Meets Standards	2 2 pts Approaches Standards	1 1 pts Far Below Standards	0 0 pts Did not demonstrate knowledge of the skill.
Making Connections how are the reading, other texts, and life experiences connected?	4 The question is answered correctly and without prompting. Independently searches the story for details or answers.	3 Can answer the implicit or explicit question with little or no prompting. Searches the story for details or answers with little or no prompting.	2 Most questions require prompting. Some details or answers of the story are recalled with prompting.	1 Direct questioning may be needed to elicit the implicit or explicit question. Searches the story for details or answers unsuccessfully.	0 Cannot answer, or answers incorrectly, the implicit or explicit question. Refused to answer question. No attempt to search within the text for details or answers with prompting.
Sequencing - What... What happens in the...beginning, middle, or end?	4 Can recall what happens in the beginning, middle, and end without prompting. Details are included without prompting. There is logical sequencing.	3 Can recall what happens in the beginning, middle, and end with little or no prompting. Some details are included. There is logical sequencing.	2 Can recall parts of the text but some prompting is needed to recall information. Some details are recalled but with prompting. Sequencing is out of sych but some informatin is accurate.	1 Direct questioning may be needed to elicit the beginning, middle, and end of the text. Few or no details are included. Sequencing may be inaccurate.	0 Unable to identify the beginning, middle, and end of the text. The response may not make sense. Refused to answer or made no attempts to search the text with prompting.
Setting - Where...When... Where and when does the story happening?	4 Can describe the setting without prompting. Details are included without prompting.	3 Can describe the setting with little or no prompting. Some details are included.	2 Prompting needed to remember details of setting. Some details are recalled with prompts.	1 Direct questioning many be needed to elicit the setting. Few or no details are included.	0 Unable to identify the setting. The response may not make sense. Refused to answer or made no attempts to search the text with prompting.
Setting - Where...When... Where and when does the story happening?	4 Can describe the setting without prompting. Details are included without prompting.	3 Can describe the setting with little or no prompting. Some details are included.	2 Prompting needed to remember details of setting. Some details are recalled with prompts.	1 Direct questioning many be needed to elicit the setting. Few or no details are included.	0 Unable to identify the setting. The response may not make sense. Refused to answer or made no attempts to search the text with prompting.
Main Idea and Details What the story is mostly about and details that show it	4 Can determine the main idea independently and find several details to support the main idea.	3 Can determine the main idea and locate 3 details that support the main idea.	2 Can determine the main idea and can support it with 1- 2 details.	1 Can't identify main idea or support it with details	0 Unable to identify main idea or details. The response may not make sense. Refused to answer or made no attempts to search the text with prompting.
Cause and Effect What happened? Why did it happen?	4 Can evaluate what happens in a text and why it happens without prompting. Can support this with text evidence	3 Can evaluate what happens in a text and why it happens with little or no prompting.	2 Can only evaluate either the cause or the effect but with prompting.	1 Can't evaluate either the cause or the effect.	0 Unable to identify cause and effect. The response may not make sense. Refused to answer or made no attempts to search the text with prompting.
Draw Conclusions Using prior knowledge and text evidence to make a decision or form an opinion on a topic	4 Uses both prior knowledge and text evidence to draw conclusions that make logical sense	3 Uses either prior knowledge or text evidence to draw conclusions that make logical sense	2 Draws conclusions but does not use text evidence to support the conclusion.	1 Can't draw conclusions based on prior knowledge and text evidence.	0 Unable to draw conclusions. The response may not make sense. Refused to answer or made no attempts to search the text with prompting.

Appendix I

Rubric on how to assess speaking built by sansonecraig on the link

<https://www.rcampus.com/rubricshowc.cfm?code=SX7794X&sp=yes&>

ELD 1 (A1) Speaking Rubric Powered by iRubric				
	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.

Appendix J

Rubric on how to assess writing by sbmconnell

<https://www.rcampus.com/rubricshowc.cfm?code=GX64387&sp=yes&>

ESL Writing Assessment (Int.)				
10 % Enter rubric description				
	Poor 0 pts	Fair 0.5 pts	Good 1 pts	N/A (N/A)
Format, Content & Structure 100 %	Poor	Fair	Good	N/A
	<ul style="list-style-type: none"> - None of the writing is about the topic. - The essay does not explicitly answer the question. - The writing is disorganized, having only a body paragraph. - No logical progression of ideas, no use of transitions between paragraphs. - Writing needs to be more interesting and mature. 	<ul style="list-style-type: none"> - Some of the writing is about the topic. - The essay answers nearly all parts of the question. - The writing is somewhat organized, having an introduction and body paragraphs, but missing a conclusion paragraph. - Some logical progression of ideas in some parts of the essay, but not others; a few transitions, but not throughout the whole essay. - Writing is somewhat interesting and mature. 	<ul style="list-style-type: none"> - Most of the writing is about the topic. - The essay answers all parts of the question with interesting information. - The writing is organized, having an introduction, body and conclusion paragraphs. - Clear, logical progression of ideas; uses appropriate transitions. - Writing captures audiences' attention. 	
ESL Writing Assessment (Int.)				
40 %				
	Poor 1 pts	Fair 2 pts	Good 3 pts	Excellent 4 pts
Grammar 100 %	Poor	Fair	Good	Excellent
	<ul style="list-style-type: none"> - More than 10 errors in sentence structure, verbs, parts of speech, pronouns, prepositions... 	<ul style="list-style-type: none"> - 8 to 10 errors in sentence structure, verbs, parts of speech, pronouns, prepositions... 	<ul style="list-style-type: none"> - 4 to 7 errors in sentence structure, verbs, parts of speech, pronouns, prepositions... 	<ul style="list-style-type: none"> - 1 to 3 errors in sentence structure, verbs, parts of speech, pronouns, prepositions...
ESL Writing Assessment (Int.)				
30 %				
	Poor 0 pts	Fair 1 pts	Good 2 pts	Excellent 3 pts
Vocabulary 100 %	Poor	Fair	Good	Excellent
	<ul style="list-style-type: none"> - Poor word choice; most words are used incorrectly; sentences are simple and do not send a basic message. - No detailed expressions. - Use of the L1. 	<ul style="list-style-type: none"> - Simple word choice; some words are used incorrectly; sentences are simple and send a basic message. - Almost no detailed expressions. 	<ul style="list-style-type: none"> - Good word choice; some effort is made to use complex sentences and new vocabulary; there are some mistakes but the argument of the essay is clear. 	<ul style="list-style-type: none"> - Many new words used correctly; strong efforts to expand the vocabulary; words and expressions are eloquently presented.
ESL Writing Assessment (Int.)				
20 %				
	Poor 0 pts	Fair 1 pts	Good 1.5 pts	Excellent 2 pts
Spelling 100 %	Poor	Fair	Good	Excellent
	<ul style="list-style-type: none"> - More than 7 spelling errors. 	<ul style="list-style-type: none"> - 5 to 7 spelling errors. 	<ul style="list-style-type: none"> - 3 to 4 spelling errors. 	<ul style="list-style-type: none"> - 0 to 2 spelling errors.

Appendix K


Rubric on how to assess listening by Shockingawful on the link
<https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=L95572>

Listening skills Powered by iRubric[™]				
	Area of concern 1 pts	Needs work 2 pts	Good 3 pts	Very good 4 pts
Ability to focus.	Area of concern The student was not able to concentrate on the listening task and was easily distracted and inattentive.	Needs work The student found it difficult to concentrate on the listening task, but was able to attend occasionally.	Good The student was mostly attentive and usually able to listen with good concentration.	Very good The student was able to concentrate fully and listen very attentively throughout the assessment.
General understanding.	Area of concern Student did not understand enough vocabulary or information to answer the questions.	Needs work While the student did not understand a lot of the vocabulary and information, he/she was able to complete some of the questions.	Good The student showed a good general understanding of the vocabulary and information, with most questions completed.	Very good The student showed a very good general understanding of all vocabulary and information, completing all the questions.
Listening for details.	Area of concern Student was unable to grasp specific details when listening, and did not include them in the answers.	Needs work Although the student showed a limited ability to listen for details, specific information was occasionally included.	Good The student was able to include most specific information and details in his/her answers.	Very good The student included all the specific information and details in his/her answers.
Accuracy of answers.	Area of concern The student's answers were mostly left out or unrelated to the information given.	Needs work The student included a small amount of information, however, a lot was left out or was not accurate.	Good Answers were mostly accurate and related to the information given, with a only a few errors.	Very good The content was always accurate and related to the information given.

Appendix L

Rubric on how to asses vocabulary by leighille

<https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=B8A699&>

Vocabulary assessment Powered by 				
	Poor 1 pts	Fair 2 pts	Good 3 pts	Excellent 4 pts
Match words to definitions	Poor Student is able to match only a few words to their definitions	Fair Student is able to match some of the words to their definitions	Good Students is able to match most of the words to their definitions	Excellent Student is able to match all of the words to their definitions
Complete sentences	Poor Student is able to complete only a few senteces with the correct vocabulary words	Fair Student is able to complete some of the senteces with the correct vocabulary words	Good Student is able to complete most of the senteces with the correct vocabulary words	Excellent Student is able to complete all of the senteces with the correct vocabulary words
Write definitions	Poor Student is able to write only a few definitions	Fair Student is able to write some of the definitions	Good Student is able to write most of the definitions	Excellent Student is able to write all of the definitions
Write original sentences	Poor Student is able to write a sentence for only a few words	Fair Student is able to write a sentence for some of the words	Good Student is able to write a sentence for most of the words	Excellent Student is able to write sentences for all of the words
Mechanics	Poor Student often misspells, does not capitalize, does not use correct punctuation.	Fair Student sometimes misspells, does not capitalize, does not use correct punctuation.	Good Student seldom misspells, does not capitalize, does not use correct punctuation.	Excellent Student never misspells, does not capitalize, does not use correct punctuation.

Appendix M

Rubric on how to assess the different skills built by dluisa

<https://www.rcampus.com/rubricshowc.cfm?code=Q522CA&sp=true>

ESL Assessment Powered by iRubric				
	Beginner 1 pts	Low Intermediate 2 pts	High Intermediate 3 pts	Advanced 4 pts
Speaking	<p style="text-align: center;">Beginner</p> <p>Speaks using low level words, no concept of sentence structure, verb use, pronunciation, etc.</p>	<p style="text-align: center;">Low Intermediate</p> <p>Speaks in phrases Sometimes forgets to use the subject and/or pronoun and uses wrong verb tense. Fair pronunciation</p>	<p style="text-align: center;">High Intermediate</p> <p>Speaks with good fluency Good sentence structure, but pauses to think sometimes. Good use of verb tense and pronunciation is fairly clear.</p>	<p style="text-align: center;">Advanced</p> <p>Speaks fluently Excellent sentence structure. Thinks quickly Self-correction Clear pronunciation</p>
Listening	<p style="text-align: center;">Beginner</p> <p>Understands 15% content.</p>	<p style="text-align: center;">Low Intermediate</p> <p>Understands 30% of content.</p>	<p style="text-align: center;">High Intermediate</p> <p>Understands 45% of content.</p>	<p style="text-align: center;">Advanced</p> <p>Understands 90% of content.</p>
Reading	<p style="text-align: center;">Beginner</p> <p>Understands 15% content.</p>	<p style="text-align: center;">Low Intermediate</p> <p>Understands 30% of content.</p>	<p style="text-align: center;">High Intermediate</p> <p>Understands 45% of content.</p>	<p style="text-align: center;">Advanced</p> <p>Understands 90% of content.</p>
Writing	<p style="text-align: center;">Beginner</p> <p>Poor grammar with many errors. Sentence structure, punctuation, and thought process not organized or coherent.</p>	<p style="text-align: center;">Low Intermediate</p> <p>Fair grammar with quite a few errors. Sentence structure, punctuation, and thought process are poorly organized and are not coherent.</p>	<p style="text-align: center;">High Intermediate</p> <p>Good grammar with a few errors. Sentence structure, punctuation, and thought process are fairly well organized and coherent.</p>	<p style="text-align: center;">Advanced</p> <p>Excellent grammar with minimal errors. Sentence structure, punctuation, and thought process are very organized and coherent.</p>
Comprehension	<p style="text-align: center;">Beginner</p> <p>Can't explain the general idea of what has been read or seen. Can't use proper sentence structure or follow chronological sequence.</p>	<p style="text-align: center;">Low Intermediate</p> <p>Can explain only the general idea of what has been read or seen. Uses fair sentence structure, sometimes in phrases. Can sometimes follow chronological sequence.</p>	<p style="text-align: center;">High Intermediate</p> <p>Can explain in summary format what has been read or seen. Uses good detail and sentence structure following in chronological sequence.</p>	<p style="text-align: center;">Advanced</p> <p>Can explain in summary format what has been read or seen. Uses excellent detail and sentence structure following in chronological sequence.</p>
Grammar	<p style="text-align: center;">Beginner</p> <p>Uses correct verb tense 15% of the time.</p>	<p style="text-align: center;">Low Intermediate</p> <p>Uses correct verb tense 30% of the time.</p>	<p style="text-align: center;">High Intermediate</p> <p>Uses correct verb tense 45% of the time.</p>	<p style="text-align: center;">Advanced</p> <p>Uses correct verb tense 90% of the time.</p>

Appendix N

Lesson plan from class one “The weather”

ESL/EFL LESSON PLAN				
Group:	1 st "A"	1 st "B"	1 st "D"	1 st "E"
Day:	Tuesday	Thursday	Tuesday	Thursday
Time:	11:10	12:50	12:00	7:30
Lesson number:	2	Topic: The weather		
Objective/aim:	By the end of the class, students should be able to recognize and write expressions about the weather in future tense.			
Stage and timing	Activity procedure	Material, equipment or aids	Interaction patterns	
Warm up 5 – 6 min	The teacher will present a tongue twister to students The tongue twister will be about the weather, it will be written on the board.	<ul style="list-style-type: none"> • Board • Markers 	Teacher – Student Student – Teacher	
Presentation 10 min	<p>After the tongue twister, teacher will ask students what they think the class is going to be.</p> <p>Then she will write the topic on the board THE WEATHER</p> <p>Teacher will start the class by presenting to students the vocabulary by flashcards and by telling them that these are different types of weather we can have.</p> <p><i>Hot, cold, sunny, cloudy, rainy, windy, stormy, snowy.</i></p>	<ul style="list-style-type: none"> • Flashcards (Appendix D) • Notebooks • Cardboard sentences (Appendix E) 	Teacher – Student Student – Teacher	
	<p>Teacher will repeat for students each new word and then students will repeat it after.</p> <p>Students will write the vocabulary on their notebooks.</p> <p>The teacher will say different sentences using the vocabulary presented, for students to understand the meaning of the word. FOR EXAMPLE: On Monday it will be hot</p> <p>Then the teacher will present to students on cardboard the sentences that the teacher was saying.</p> <p>Teacher will present a sentence for each new word.</p> <p>Teacher will practice with students the pronunciation of each sentences.</p> <p>Teacher will elicit students to know how <u>is the use of the future tense.</u></p> <p>To finish the presentation of the vocabulary with the sentences, students will elaborate sentences like those already seen by the teacher.</p>			
Practice 15min	<p>Teacher will write on the board sentences that students are going to write in their notebook.</p> <p>FILL IN THE MISS GAP</p> <p>THE WEATHER WILL BE _____ ON MONDAY</p> <p>Now the teacher is going to tell them that she is going to show a conversation (listening) about the weather forecast for the whole week:</p>	<ul style="list-style-type: none"> • Board • Markers • Audio (Appendix E) • Script (Appendix F) • Notebook 	Teacher – Student Student – Teacher	

	<p><i>These days the weather will be crazy! On Monday the weather will be windy, and on Tuesday it will be cold and rainy. On Wednesday the weather will be stormy, it can be snowy too, but on Tuesday it will be windy again, with the luck that on Friday the weather will turn sunny, it is probably that on the weekend the weather will be hot and sunny, perfect for taking a picnic on the beach!</i></p> <p>Teacher will reproduced the audio 3 times.</p> <p>Then she will give to students the script of the audio.</p> <p>Teacher will ask some questions about the audio/scrip.</p> <p>Then the teacher will tell them that with the audio they are going to complete the sentences that they wrote on their notebooks.</p>		
Production 15min	<p>Teacher will tell students that in their notebook they are going to write their opinion from the weather answering this questions.</p> <ul style="list-style-type: none"> • How is the weather today? And • How do you think the weather will be in the week? <p>Write on your notebooks your opinion.</p>	<ul style="list-style-type: none"> • Notebooks 	<p>Teacher – Student</p> <p>Student – Teacher</p>

	<p>Teacher will write her opinion on the board so students can understand better the activity, but then she will erase it.</p> <p>Teacher will pass through the lines to see if students are working or if they have doubts.</p> <p>Then the teacher will ask for participation to hear students opinion, she will write what students say to check if they have it written correct.</p> <p>If students don't want to participate teacher will select at random.</p>		
Feedback 5min	<p>The feedback of this class is going over the vocabulary seen and to ask for students to mention sentences in future tenses using the new vocabulary</p>	<ul style="list-style-type: none"> • Board • Markers • Flashcards 	

Appendix O

Tongue twister “The weather”

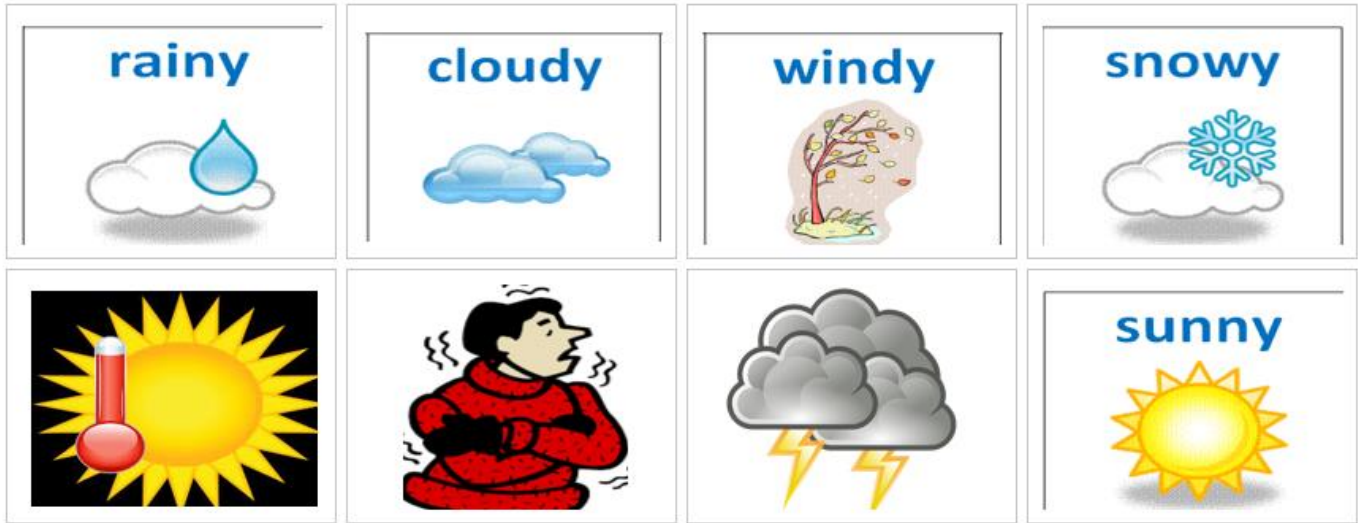
<https://learnenglishkids.britishcouncil.org/tongue-twisters/whether-the-weather>

Tongue Twisters



Whether The Weather Is Hot.
Whether The Weather Is Cold.
Whether The Weather Is Either Or Not.
It Is Whether We Like It Or Not!

Appendix P
Weather flashcards



Appendix Q

Cardboard sentences

Sentences in future tense “will be”

- On Sunday it will be rainy.
- On Monday it will be hot.
- On Tuesday it will be cloudy.
- On Wednesday it will be snowy.
- On Thursday it will be stormy.
- On Friday it will be windy.
- On Saturday it will be sunny.
- On Monday it will be could.

Appendix R

Script of the audio

The Weather of the Week

These days the weather will be crazy! On Monday the weather will be windy, and on Tuesday it will be cold and rainy. On Wednesday the weather will be stormy, it can be snowy too, but on Thursday it will be windy again, with the luck that on Friday the weather will turn sunny, it is probably that on the weekend the weather will be hot and sunny, perfect for taking a picnic on the beach!

Appendix S

Lesson plan from class two “

Stage / Time / Interaction(s)	Stage Aim	Procedure	Material	Anticipated Problems	Possible Solutions
Warm up 5- 6min Group	To interact with students	Teacher will take out a little ball to play hot potato, the students how has the ball will say an adjective from last class learned but saying it in a sentences teacher will say an example “I AM TALL”	Ball	In case the students start losing control	Teacher will end the activity and pass to the next stage.
Presentation 10min Group	Introduce the new vocabulary	Teacher will present to students the flashcards of the following vocabulary: Doctor Teacher Police man Farmer Nurse Pilot Fireman Then the teacher will present to students an audio of seven different persons saying what their profession are.	Flashcards Audio Board Markers	In case students have trouble pouncing the word	Write the pronunciation on the board
Practice 10min Group	Students previous knowledge given and giving emphasis to verb to be	Teacher will have already paste on the board the vocabulary, teacher will be showing to students the flashcards of the different occupations learned previous classes Teacher will just show the flashcards to students and they have to say what it is After going over the previous vocabulary teacher will ask students: where does the doctor works at? Students have to say the occupation the	Flashcards Board Markers	In case students have trouble pouncing the word If all students start talking at the same time and shouting out the words	Write the pronunciation on the board Teacher will start asking for participation and start counting them.
		profession has and when students answer the teacher will paste it on the board under the profession for example Doctor - Hospital Teacher will ask the same question for each profession.			
Practice 10min Individually	Reinforcing the vocabulary just seen but this time using only “I am”	Teacher will give to students a worksheet were they are going to complete the sentences of what that person does and where do they work at.	Worksheet	If students have trouble answering the worksheet	Teacher will be going to their place.
Production 15min Team	Practicing the speaking, reading and listening skill.	Tell student to imagine that they already are a professional, WHAT WILL YOU BE? They will write on their notebook “I am a...” using their dictionary they can find other profession or they can also use the ones we saw, also ask to them WERE WILL YOU WORK AT? Give to them 2- 3 min to write it down on their notebook, then tell them to share it to the person in front of them. Teacher will be walking through the lines to check if they are sharing, then ask for volunteers or choose 3 to 4 students to share it.	Notebook Dictionary	If students don't have a professional If students don't understand what are we going to do	Teacher will help them choose one Teacher will give them an example

Appendix T
Professional flashcards



Appendix U

Script of the audio

You are now going to hear seven different people saying their profession.

Person one: I am a teacher.

Person two: I am a doctor.

Person three: I am a farmer.

Person four: I am a nurse.

Person five: I am a policeman.

Person six: I am a fireman.

Person seven: I am a pilot.

Appendix V
Occupation Flashcards



Appendix W

Worksheet

PROFESSIONS AND OCCUPATION

Name: _____

Date: _____

What do you do?

Where do you work?



I am a _____

I work at a _____



I am a _____

I work at a _____



I am a _____

I work at a _____



I am a _____

I work at a _____



I am a _____

I work at a _____



I am a _____

I work at a _____



I am a _____

I work at a _____

Appendix X

Class three “Body Parts” Lesson Plan

ESL/EFL LESSON PLAN				
Group:	1 st “A”	1 st “B”	1 st “D”	1 st “E”
Day:	Tuesday	Thursday	Tuesday	Thursday
Time:	11:10	12:50	12:00	7:30
Lesson number:	Topic: My body			
Objective/aim:	By the end of the class students should be able to identify the parts of the face and understand and use the difference between “this and these”			
Stage and timing	Activity procedure	Material, equipment or aids	Interaction patterns	
Warm up 5-6 min	Play Simon Says with the vocabulary seen in previous class add some of the new vocabulary that is going to be learned this day to elicit students.	<ul style="list-style-type: none"> • Flashcards • Worksheet 	Teacher – Student Student – Teacher	
Presentation 15 min	Teacher will present the class by showing to students the flashcards, the words are going to be presented by saying one sentences that contextualize the word. FOR EXAMPLE This is my nose (showing the flashcard). Then the teacher will paste in the board all the flashcards so students can copy them.			

	Teacher will write in the board THIS / THESE and she will present to students the vocabulary using this and these, teacher will say the sentences and students will repeat them. Teacher is going to make sentences using both so that students can hear the difference from this and these and ask them if they hear the difference. Then the teacher will ask some questions: When do we use this and When do we use these, teacher will use body langue so students can understand she will also say a sentences for each term so the understand it better. After that teacher is going to write two sentences in the board: THIS IS MY MOUTH and THESE ARE MY CHEEKS. She is going to read both of the sentences and at the same time pointing to the board while say each word, she will ask what the new word from each sentences are? When the presentation of the vocabulary is done teacher will give to students a worksheet were they are going to match the image to the word, they will have 5 min to complete it.		
Practice 15min	Teacher will give to students a worksheet were they are going to label how is our head divided and in the back of the	<ul style="list-style-type: none"> • Worksheet 	Teacher – Student Student – Teacher

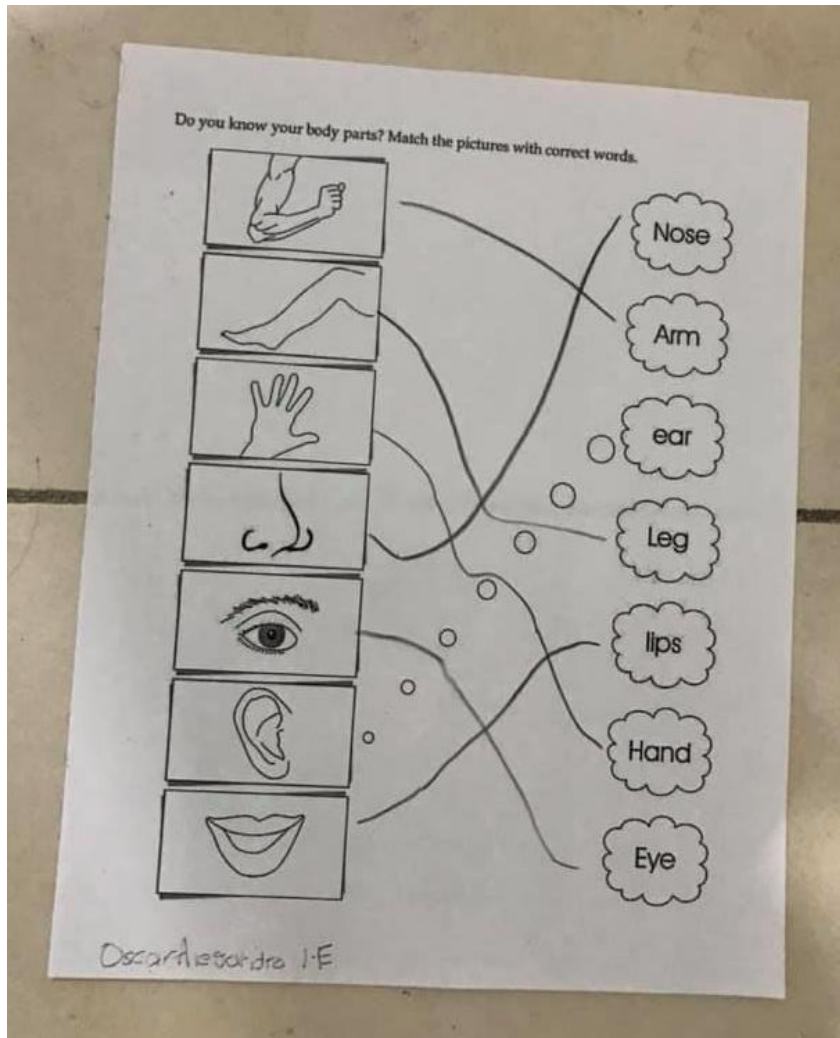
	worksheet are going to practice making sentences using THIS/ THESE		
Production 20min	Teacher is going to take a poster of a person MOST WANTED Students in their notebook are going to do a must wanted person but first students are going to create sentences describing that person. Teacher will expose to students here poster	<ul style="list-style-type: none"> • Poster • Notebook. 	Teacher – Student Student – Teacher

Appendix Y
Flashcards



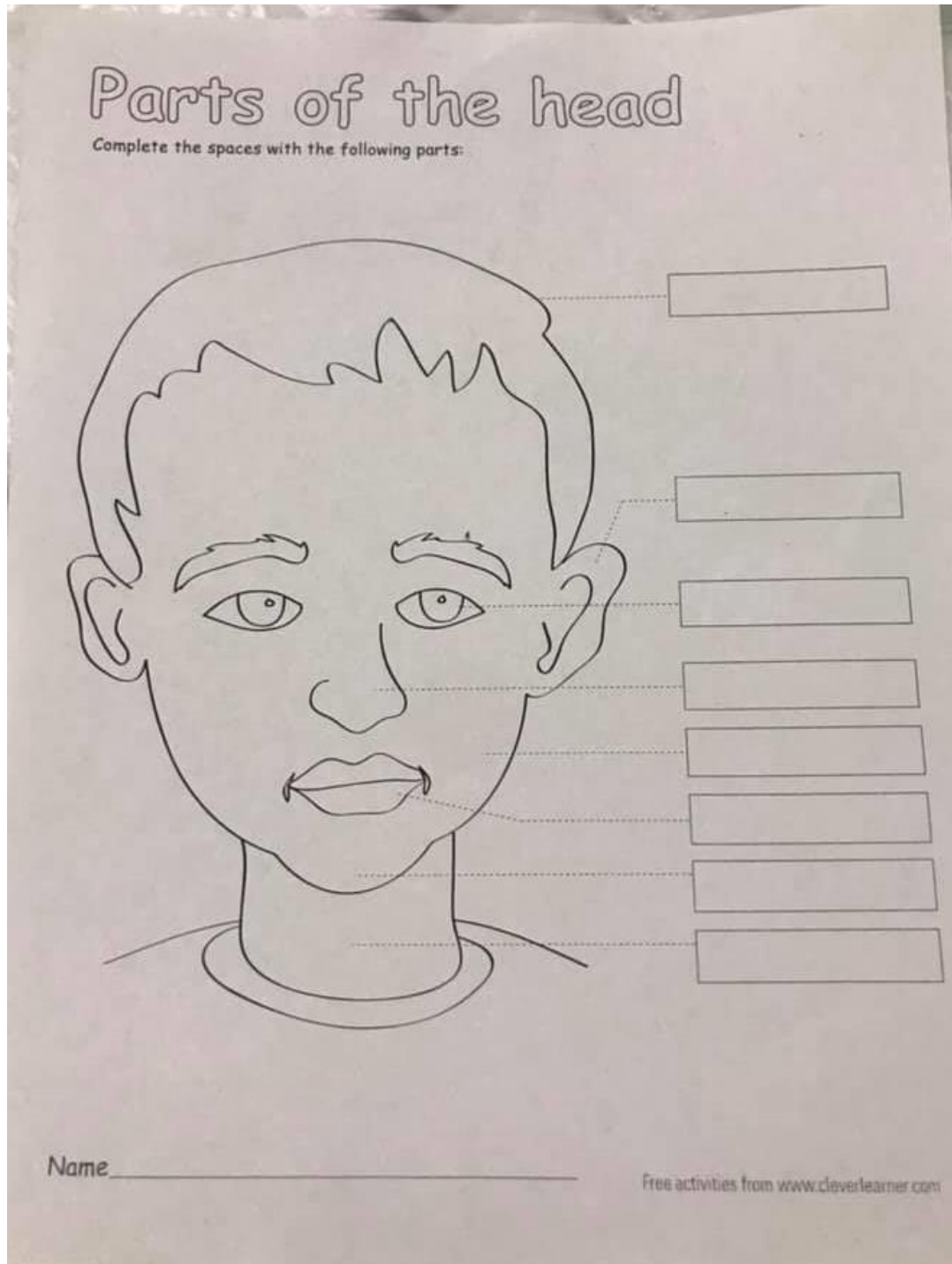
Appendix Z

The following worksheet students had to match the image with the word



Appendix A.A

In the following worksheet student had to write the word that correspond to each part



Appendix A.B

Most Wanted Poster

