BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ

TITULO: The use of lexical approach to develop EFL students´ writing skills in the first grade group "E" of a secondary school

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“THE USE OF LEXICAL APPROACH TO DEVELOP EFL STUDENTS´ WRITING SKILLS IN THE FIRST GRADE GROUP “E” OF A SECONDARY SCHOOL”

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“THE USE OF LEXICAL APPROACH TO DEVELOP EFL STUDENTS´ WRITING SKILLS IN THE FIRST GRADE GROUP “E” OF A SECONDARY SCHOOL”

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DEDICATORIA

A Dios:

Por permitirme el haber llegado hasta este momento tan importante de mi formación professional y ser el apoyo y la fortaleza en aquellos momentos de dificultad y de debilidad.

A mis padres, José Norberto y María Santos

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“THE USE OF LEXICAL APPROACH TO DEVELOP EFL STUDENTS´ WRITING SKILLS IN THE FIRST GRADE GROUP “E” OF A SECONDARY SCHOOL”

Contenido

I. INTRODUCTION 7

II. CHAPTER I STUDY TOPIC 15

1. Study Topic 16

1.1. Nucleus and Topic Line 16

2. Description of the Case being Studied. 18

1.2.1. The Experience in the 1st Grade “E” Classroom. 18

1.2.2. Purpose 20

1.2.3. context 22

1.2.4.The school and its geographical location 23

1.2.5. School Background 24

1.2.6. Characteristics and facilities of the school 25

1.2.7. 1st grade classroom 27

1.2.8. Relevant social characteristics 30

1.2.9. Social and economic background 31

3. What is known about the topic? 32

2.3.1.Words 34

2.3.2. Collocations 35

2.3.3. Fixed and Semi Fixed Expressions 35

2.3.4. Handwriting 38

2.3.5. Spelling 38

2.3.6. Punctuation 38

2.3.7. Text cohesion 39

2.3.8. Organizing a text and paragraphing 39

“THE USE OF LEXICAL APPROACH TO DEVELOP EFL STUDENTS´ WRITING SKILLS IN THE FIRST GRADE GROUP “E” OF A SECONDARY SCHOOL”

2.3.9. Writing process 40

4. Questions this case will be addressing 42

5. Development of the topic 44

5.1. What aspects were considerated from lexical approach and writing skills to this study process? 44

5.2. Lexical Approach Notebook 45

5.2.1. Single words 45

5.2.2. Expressions 45

5.2.3. Chunks boxes 46

5.3. Writing process 46

5.4. Methodology and Planning Process 47

6. Does writing skills and the lexical approach fit together to favor writing skills? 49

7. How was the experience applying the lexical approach in a beginner EFL classroom when favoring writing skills? 52

7.1. First sequence: Expressing their next vacations 52

7.2. Sequence two: Human Body Parts 54

7.3. Sequence three: Human Body Systems 56

7.4. Sequence four: Likes and Dislikes 59

7.5. Sequence five: Public Places Warnings 60

8. How Lexical Approach was reflected on students´ language writing skills development? 63

9. Conclusion 68

I. INTRODUCTION

The purpose of the present document is to provide evidence of the process developed in the fourth year of the English Mayor at the Escuela Normal del Estado in San Luis Potosi during the teaching practices in the secondary school Julián Martínez Isáis with the 1st grade group “E” during 2016-2017 scholar year. In addition, to develop this essay, the National English Program in Basic Education 2011 (NEPEBE) contents were used as a guide for learners´ learning process as well as in the lesson plans and the unit project evaluations. As practices started, many questions arose: How can English as a Foreign Language (EFL) be taught in a junior high school classroom when students have not been in contact with the language before? Is the lesson plan an essential tool for a teacher? What does a complete lesson plan should have? How can students be able to speak or write in a foreign language when is in elementary? Are grammar and vocabulary the only elements of a language? Is lexis the same as vocabulary? From my experience in previews practices, some people know vocabulary but not necessarily know how to use it.

During the years at the Normal, there was a doubt, about students opportunities to understand and learn a foreign language. In my opinion, the opportunity is the teacher and the strategies that are used to contextualize the lessons. As a result, at the beginning of my fourth year, I thought the lesson plan was a tool that favors students understanding as well as learning. So, I had the intention to focus on the structure and data of a lesson plan. Although through research I realized and understood that the lesson plan is a teacher´s tool which favors the organization of a classroom from students arrangements to students activities, projects among others. Therefore the lesson plan did not answer my doubt referring to students foreign language understanding and learning of a language. There was the impulsion of students could be able to express themselves comfortably, to communicate faster, letting out the concerning either about their pronunciation nor

grammar structures. As a result, to give to students specific expressions was the first option, in order to students could have the opportunity to express themselves inside and if possible, outside the classroom. But I did not have an approach to follow until the lexical approach fit my teaching goals. From such approach, it seems to have a guide to follow for students to understand and use a foreign language in a practical form.

“When students learn words in context they are far more likely to remember them than if they learn them as single items” (Harmer, The practice of Leanguage Teaching, 1991)

The topic to be studied in this pedagogical essay is “The use of Lexical Approach to develop EFL Students´ writing skills in the First Grade Group “E” of a secondary school.” Since the beginning, the students showed enjoyment for the English subject, but also they said English was difficult. After the first evaluation in first grade classroom I noticed students had difficulties when writing and speaking due to lack of vocabulary but even if they knew vocabulary they had difficulties still therefore, lexical approach was considered to be worked in the classroom in order for students to be able to express themselves with less difficulty either by writing or speaking with the use of chunks, since chunks, instead of single words as vocabulary, they are conformed by a group of words which are understood as a whole and not by the single meaning from each word.

Implementing the lexical approach inside the classroom represented an opening challenge to allow students the opportunity to communicate without that much struggle. Therefore, there were two reasons to work lexical approach in order to favor writing skills. The first one was to create an English environment through the use of chunks by expressing themselves either in a writing or oral form. So students may feel motivated and were able to enjoy working during the lessons

because they can write or speak in English quickly. At the beginning of the course some students seem motivated with the subject, they showed interest in the lessons by frequent participating and asking for vocabulary meaning and pronunciation. However, others were frustrated because of the misunderstanding of the language used, many times they refused to work by saying “teacher, es que no entiendo nada!” (I do not understand) Therefore it was noticed that students needed the motivation to learn in a practice form to use a foreign language. According to the NEPBE (National English Program in Basic Education), students are no surrounded by an English environment, for this reason, is fundamental that the school and teachers create suitable teaching strategies according to the students needs in order to foster their communicative capacity so, students can access and interact with native or English language speakers.

The second aspect is similar to the previous one because it is about learners. In this study, there is also the intention to elicit to learners to understand that by saying either a word or a phrase, or by writing a short sentence in English, they have some English knowledge and they would be able to increment it if they do practice it. So chunks were used throughout the units through the use of chunk boxes, semi-fixed, and fixed expressions with the purpose to make the language learning more accessible.

For this process, a survey was applied with the purpose to get to know students interests towards learning English. The survey results showed a positive attitude towards the English language and a high interest in learning to speak more than writing in English. This fact can be the result of either have never worked with writing skills before or have worked writing skills less than speaking skills. Also, a diagnostic exam was answered to know learners English background. The results in this exam showed that 36 students out of 39 have a lower English knowledge due to the unsatisfactory correct answers they got, and since only three answered

the whole exam correctly. Considering that teachers prepare students for their school life, it was decided to focus on their opportunity area. Such opportunity was writing having intention to speak what they write, so they could notice the importance of writing in order to talk like a native speaker.

In favor of the development of this study, was considered necessary the selection of specific chunks. With the intention learners did not get saturated with many and random chunks; instead they met and were able to use basic collocations and expressions. Consequently, the chunks were analyzed and selected according to the topic, when choosing the content from the unit following the NEPBE. In addition, the plan was to contextualize, then introduce chunks that were able to use in the context. Moreover, with the purpose to favor writing skills, was believed that learners needed a structure to follow, but I am not talking about grammar, I am talking about the lexical approach. Due to collocations have a variety of structures which depend on the part of speech you want to focus on; it can be verbs, adjectives, or nouns. Therefore, the intention was to give students a collocation or a semi-fixed structure.

Furthermore, for this process, it was thought to face the students´ need and made use of strategies that can help to motivate or expose students to use the target language. For this reason, students had the opportunity to listen, read, wrote or expressed in English doubts, do questions, asked for requests, asked for permissions among others, so, it was given to learners the space to express themselves being kind, patient, did drills, provided prizes, etc. Consequently, the following goals were selected:

- To select specific chunks.
- To improve sentence construction through the use of chunks.

- To apply strategies that expose learners to the use of the target language.

Additionally, for this study, there was the intention to practice a “weak implementation of the Lexical Approach.” According to Lewis (1993), this concept involves little changes in the classroom, which can be reflected in the use of lexis concepts in the teaching activities instead of vocabulary. Although, when it was decided to use chunk boxes in most of the activities in the interest of students understanding of parts of the English language and favor their writing skills. As a result, the strong implementation of the lexical approach seems to appear more than the weak one. Because the majority and complete lessons were about chunks, instead of only been part of the lesson. Chunks were in all the activities doing radical changes.

Moreover, for this process was considered and used PPP (Present, Practice and Produce) methodology due to the experience at the “Normal del Estado” practices. Although, when using this methodology, I used to believe that such method development was an expedited process having productions in every lesson. Agreeing with Lewis comments: “PPP methodology seems as a Meet-Muddle-Master (M-M-M) method which will come about a week or after years.” The reason for using PPP was to use the lexical Approach as ´weak´ performance, where through the contents would be implemented as if there would be presented vocabulary. Apart from that, Lewis, also mentions the importance of teachers or trainers having a good attitude, which I believe it is precise.

“We can´t change our personalities but we can alter the impression we give in class” (Roger, Diane, & Walters).

Teaching from my experience means to guide, but also to sell, because we guide students knowledge, although for students understanding a good attitude must be shown as sellers, they use strategies with the attention to persuade clients to make the purchase, and the same can be applied for learners to engage in the class. Rower, Drive & Walters suggestions are to show to students that we are enjoying teaching, so there is believed that the use of chunks is something that should be sold to students in order they can use it gladly.

Additionally, in Mexico, public schools are given to all the students gratuitous textbooks for each subject. The article with number 12, fraction third, established in chapter II section 1 named “De la distribución de formación social educativa” from the general law of education, mentions that the textbooks are free of cost. Regardless the students did not have access to the English textbooks during the entire school year. Such situation was a difficulty faced in this essay since it has to be designed some worksheets, compose audios, edit readings, make copies from the textbook from last years, among others. It was a difficulty for the fact of time because I had to planned and designed activities for the three different grades, first, second, and third grades. I learned a lot from such experience, but if I would have the textbooks. I could have had a better organization in the lessons and less frustration.

Also, in agreement with Scrivener (2005), I believe that classroom management is a key factor to create a learning environment such environment was challenging to have in this process. Due to misunderstanding of the approach and insufficient knowledge about writing skills procedure, and weak control of the group by cause of extensive TTT (Teacher Talking Time) and lack of strategies. In concordance with (Roger, Diane, & Walters) classroom management aspects as attention spread, eye contact, classroom arrangement, teacher talk, and student talk, monitoring, starting a lesson and finishing a lesson were considered in this process

and were mentioned deeply in chapter II due to the presented necessity in the classroom. In addition, learners´ misbehavior was faced with talks with the intention to foster a good teacher-student relationship. Such talks were given whenever an opportunity, for example, during the lessons by eliciting and doing eye contact with those students who never participate. And when monitoring having short talks with those students who misbehaved so good behavior could be promoted in the class. Unfortunately, there was a lack of opportunities to interact with the students. Due to lack of time since there was the pressure of delayed activities that were expected to finish, as it was planned.

Furthermore, in this paragraph I would like to mention the developed skills during this study process that helped to have a more extensive knowledge about teaching 1) when planning, the lessons plan were filled in a better form after reading Planning Lessons and Courses by Scrivener and Planning Lessons by Roger, Steve and Diane (…); 2) being in contact with learners guiding lessons helped to practice and develop my teaching skills through the application of strategies such as eye contact, classroom arrangement, decrease the teacher talking time, giving instructions between others; and 3) reflecting deeply about the lessons´ activities and reactions of the different situations faced, sometimes doing reflection in action and the majority of the time after a class doing reflection on action. Also, during the practices, I was guided by the headteacher who gave me the support needed and shearing some teaching technics, that helped me to experiment different technics and learn from them as well, and reflect from a different point of view. The teacher role is a basic element not only inside the classroom, but in a school, so it is necessary to consider develope learning strategies as well as teaching strategies because we never finish learning as there are further things to discover, so the learning process should never be stopped because learning is a continues activity.

“THE USE OF LEXICAL APPROACH TO DEVELOP EFL STUDENTS´ WRITING SKILLS IN THE FIRST GRADE GROUP “E” OF A SECONDARY SCHOOL”

This document consists of two chapters. Chapter I parts from the nucleus and topic line which explain the focus of this essay. Following the aspects which were considered from the beginning of this process such as the experience with the group, which is the consequence of have taken the decision to develop this process in such grade. Also, the purpose of this study which has to do with the students needs found in the group; the school context which gives reference to the school geographical location. Additionally, the school background, the characteristics, and facilities of the school, the relevant social features, and the social and economic background. In the last two subheadings are classroom environment from where is known how some specific information from learners as their learning styles preferences and how they get along with teachers and with their peers. And the first chapter closes with what it is known about the topic of this essay. The aspects mentioned are crucial for this process since its results have to do with learners´ learning process.

Chapter II consists of four questions from which this essay process was developed in favor of analyzing the improvement Lexical Approach could have when writing. Such questions are regarding the connection between Lexical Approach and writing skills, the procedure which was followed considering the lexical focus, the description of the sequences implemented in this process as well as the results which came out by the way Lexical Approach was worked in order to favor writing skills.

II. CHAPTER I STUDY TOPIC

“THE USE OF LEXICAL APPROACH TO DEVELOP EFL STUDENTS´ WRITING SKILLS IN THE FIRST GRADE GROUP “E” OF A SECONDARY SCHOOL”

1. Study Topic

1.1. Nucleus and Topic Line

This academic essay is based on 1st-grade group “E” students from the secondary school “Julián Martinez Isáis. Through the observations from the practices was noticed difficulty when doing writing activities, even though learners showed knowledge of vocabulary, they also showed frustration when writing sentences with that vocabulary. As Nyssonen mentions:

“*Communicative competence is a highly complex ability. It includes grammatical accuracy, intelligibility and acceptability, contextual appropriateness and fluency*” (1999:160).

Such aspects were found in the first writing production. Therefore, this study focused on **“The use of lexical approach to develop EFL students´ writing skills in the first-grade group “E” of a secondary school.”**

“*Lexical chunks are helpful to L2 learning, because chunks contribute to the aspect of language fluency, accuracy, creativeness and cohesion to a large extent. Meanwhile, lexical chunks increase learners´ motivation greatly*” (Zhao, 2009).

According to Zhao perspective regarding work with chunks inside the classroom, there is a belief that such approach is the way learners could develop their writing skills by expressing short or long sentences with less difficulty due to Lexical Approach purpose is to develop communicative skills.

To develop this document was necessary to consider a topic line to have an idea of what this study can focus on. And intending to improve teacher trainee teaching skills, this topic line was “Analysis of the Teaching Practice” with the

purpose to do a reflection on action after the lesson during the practices periods considering the implementation of strategies according to the opportunities which will come from the reflections. Confirming with June & David, (2004) reflection on action involves re-running in the mind events from the past to have effective actions in the future. Recording the lessons, activities results, self-reflection, tutor´s comments, as well as the headteacher comments and students´ survey, were tools that contributed to the development of this teaching practice analysis.

Considering specific aspects and analyzing points raised, the topic nucleus was “Didactic Competence in Teaching the Specialty” with reference of the implementation of lexical approach by designing the lessons´ activities, taking into consideration the National English Program in Basic Education (NEPBE) contents in order to develop learners´ English language skills but specially focusing on writing skills. Such program mentions the importance of producing known expressions and short phrases in order to interact with oral and written texts in the three social learning environments that conform to the Second Language: English. In addition, adolescents’ needs and interests were promoted, so there were considered NEPBE Curriculum Standards; additionally, considered this as part of the group achievement evidence not leaving aside the English program vision and objectives. Additionally, individual and collaborative work was incorporate in the activities development.

This study was divide into three phases, 1) learners´ needs and interests what brought the need to look for strategies to develop their English writing skills, 2) the application of activities in base of lexical approach and 3) the activities´ results, if learners could enhance their writing skills.

2. Description of the Case being Studied.

To begin with, it is essential to mention the reasons of choosing the topic *“The use of lexical approach to develop EFL students´ writing skills in the first grade group “E” of a secondary school”* and know the factors which contributed with the selection of the group from which this pedagogic essay was based on by telling the experience in the 1st grade “E” classroom. In addition, it also mentions the purpose of this study, including its selected goals, which had the intention to be achieved, and the purpose to favor learners English language development. Also, this process was taking into account the degree of egress profile.

1.2.1. The Experience in the 1st Grade “E” Classroom.

In the first observation weeks in the secondary school “Julián Martínez Isais,” there was the opportunity to observe four groups. However, the select group was first-grade because of the expressions of excitement on their faces when it was time to have the English class. Additionally, it was found curiosity from learners in the pronunciation of some classroom vocabulary, so they were able to use it in class. They seem to have a positive attitude towards the target language. Though, when practicing for the first time with them was noticed difficulty when completing writing activities, and it was noticed by the constant interrogatives related to words translation, the learners wanted to translate every word they either saw or wanted to write, so the interest of helping all of them appeared. Moreover, the use of phrases such as “May I come in?” “May I go to the restroom?” and learners´ disposition to do choral repetition was fundamental in selecting the first graders to develop this research for the interest they showed towards the subject.

Equally important, it was considered to mention that in the classroom were posters with basic phrases which some were mentioned previously, those posters

were located above the whiteboard, and on the sides of it, learners read such phrases when they wanted to ask something. Through the practices in this, group the use of phrases such as “May I go to the restroom?” and “May I come in? Was noted, they either read them or said it, this situations gave a motivation point of view towards the use of phrases which was thought to be helpful for learners in order to be able to write either phrases or chunks by hearing or finding interesting to express themselves comfortably, in agreement with Hakuta (1976:334) while quoting Zhao (2009):

“*Lexical chunks provides the L2 learner a head start in terms of acquired structure, given that lexical chunks might help the learner at an early stage of L2 development use and produce a variety of functions*”

With the introduction of lexical chunks in the lessons, it was believed that learners might be encouraged to develop their English language skills, especially writing skills, since they may feel motivated in the subject because they can write English phrases.

“*It is important that the learners can express a wide range of functions from the very beginning, because it may enhance the learners´ confidence and interest in acquiring the language*” (Zhao, 2009).

Having the intention to learners receive what it was thought to be the most helpful tool for them to start learning a new language brought Lexical Approach to the first-grade classroom so learners could express themselves easily through chunks which can be used either in short or long sentences.

1.2.2. Purpose

Meeting students and observing them in the first weeks allowed noticing some learners´ enjoyment when using the target language with basic questions, therefore at the beginning, there was curiosity on developing the speaking skill in order to work with something from their interest. Nevertheless, through the first practices period on September 2016, while doing the production stage and checking their final work, it was able to get a load of students´ opportunities to work in the writing skills development.

“*Lexical approach in language learning and communication are not grammar, functions, notions, or some other unit of planning and teaching, but lexis, that is words and word combinations” (Richard & Rodger 2001:32).*

As a result, the use of lexical approach was consider to go through further information about the improvement this approach can be reflected on learners writing process development.

Lexical approach was implemented in PPP (Presentation, Practice, and Production) methodology due to the lexical approach is not used in a specific methodology. According to the research done lexical chunks are “*prefabricated patterns*” (Hakuta 1976), “*lexicalized stems*” (Pawley & Syder 1983), “*speech formulae*” (Peters 1983), “*lexical phrases*” (Nattinger & DeCarrico 1992). In other words, chunks are pieces of the language, which can be used to express different sentences, and the way a phrase could say it in different forms, but with the same meaning. In addition, it can be easier to express oneself through a phrase than with a vocabulary word, for example, it can be understandable and easier to say pass me the milk, please! instead of only knowing the word milk.

On the one hand, paraphrasing Study plan (SEP, 2011, págs. 47-48) students need to be able to understand phrases and expressions of frequent use related with especially relevant areas of experience; communicate simple daylily activities; and knows simple past aspects. Considering the Common European Framework of Reference for Languages: Learning, Teaching, and Assessment, these characteristics are from A2 level. It is intended that at the end of the secondary school, learners have this mentioned level according to the egress profile (SEP, 2011). On the other hand, considering the diagnostic exam applied, the students did not know greetings and did not know personal information as well, in addition, taking into account the Common European Framework and Study plan:

“*Understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help*”. (SEP, 2011)

In consideration of learners writing needs as well as class profile the activities that were applied were those suggested by Lewis (1993): Lexical drills, gap-fill, collocation 1, find the noun – find the collocate, paragraph headings, between others which could be found in chapter II.

“*Pedagogical chunking should be a frequent classroom activity, as students need to develop awareness of language to which they are exposed and gradually develop ways, not of assembling parts into wholes, but of identifying constituent bits within the whole”* (Lewis 1993:195).

In consequence, with the intention to prepare learners for school life and real life as well as develop teaching skills the following selected goals were:

- To select specific chunks.
- To improve sentence construction by chunks.
- To apply strategies that exposed learners to the use of the target language.

These goals were implement having the purpose of work with Lexical Approach and achieve the skills, knowledge, and attitudes presented in Becentenaria Escuela Normal del Estado (BECENE) egress profile considering the aspect number 5 letter *–e-*. It refers to didactic competence to select, design, and apply strategies and teaching resources that can contribute to the communicative adolescents’ skills development as well as organize the classroom work and attend to difficulties and specific needs, which are manifest by some students in the second language learning process. The students from the school Normal del Estado from San Luis Potosi require to learn teaching forms by promoting reading comprehension, listening comprehension, oral and writing production according to the secondary school purposes.

1.2.3. context

Taking into consideration learners´ surrounding, the school context and the school area described in the following paragraphs divided in external context: the school and its geographical location, relevant social characteristics, social and economic background. Also, on internal context: school story background, characteristics and facilities of the school, and classroom environment, to achieve a clear perception of what contributes to adolescents´ learning, and the impact these factors have on them.

1.2.4.The school and its geographical location

This study was developed at the “Escuela Secundaria Jualián Martínez Isáis” with the Work code: 24DES0056B. It is a general public middle school located at San Luis Potosí, state 378 Cruz Colorada Street, in Tercera Chica, S.L.P. and zip code: 78412 (Appendix A). The middle school is placed in an urban area, although, it is near from rural communities, such as Peñasco where some of the secondary students come from, what is the result of learners´ absents when it is raining because they came from long distances either by foot or by bicycle. In addition, public transportation can be used for school arriving. Although, during the school year 2016-2017 one of the principal roads to arrive at the secondary were close because of its paving. In addition, on the way to school, there are train tracks, so the train used to pass at 7:30 and in different hours during the morning; these both situations were reflected on students and teachers´ delay to class or school in learners´ case.

It is important to know the context because many of the situations in the school find the reason in the context, therefore, to have a better understanding of the school area data from INEGI (2012) was request so behavior answers could be better explain. In addition, INEGI data concord with self-observations of the secondary school surrounding there was found an increment of non-attendance learners in comparison with elementary school and according to school data 85% of the students attend to school as a result during the lessons many times I had to go back with some topics seen already due to the students´ absents.

In Tercera Chica neighborhood the total population is around 5,751, but between that total, there are 2,214 adult people around the age of 25 and more; also, there are 3, 865 teenagers around 12 years old and more. From the total

population only 2,211 work which is the 57% it influence in some learners education not having a total attention at home related with their education process due to both parents work so they stay at home either with some relative or alone although in other cases only one parent work and the other stay at home. Moreover, INEGI data start with the age of 12, for example, having a job since this age was a reality in the 1° E classroom and affected on learners disposition in the subject not brining homework to class. Besides that, the conjugal situation is another factor that can influence on learners school development. As INEGI data mark there is a 7.8% of divorce, it seems not alarming, but in this studied group, there was this kind of situations what seem to affect a lot to some students by not often attending to school and parents not attending to personal meetings with teachers from different subject including English. Finally, to have a more unobstructed environment view, its social development is described as an outcast.

Furthermore, a variety of local business, such as a stationery store right in front of the school, woodwork, a grocery store, a cake shop, two pharmacies, butcher´s shops and not leaving aside one kindergarten, and one elementary school are part of the school surrounding.

1.2.5. School Background

The secondary school “Julián Martínez Isáis” was founded on September 2nd, 1981. The first name assigned to the secondary school was number 8, now the secondary school´s actual name is “Julián Martínez Isáis” in honor of the trajectory of one of the teachers who worked there. Teacher Martínez Isáis was considered as a pioneer of the federal middle schools in the state, since he founded the first school in Charcas, S.L.P. He was part of an association that in 1939 the partnership he was in, set up for the first time as cooperation secondary school

“Miguel Hidalgo.” Because of the initiative, there was achieved the first, middle schools in the local government of Matehuala and Salinas.

The general secondary school “Julián Martínez Isáis” general management code is 24DES0056B; its financial number is ES342-48, being the state governor professor Carlos Jongitud Barrios. The support of Lic. José Luis Cervantes Gonzales who in that time was the public education service director of San Luis Potosí and Hugo Treviño de la Garza were the undersecretary of the Secretaría de Coordinación Ejecutiva de la Presidencia (S.C.E.P) both contributed to the foundation building from the land purchase to the school equipment and its personnel. As the leader of the general secondary’s department, professor Roberto Márquez López coordinated the paperwork to start immediately.

The secondary school “Julián Martínez Isáis” first principal was Teacher Florencio Hernandez, and a committee was set up with the community neighbors who made laudable labor, with much effort and worked the construction of the classrooms. Later on, its paving and its lighting were done. The following principal was Margarito Alvare Contretas who did the paperwork needed to cover the central court with plate and built the computer labs installing computers equipment. Elizeo Telles Janzzi was the 3rd principal, and he did the paperwork to have the projectors and speakers in all the classrooms, including the computer labs the school now has. And from 1981 to 2017 there have been 32 generations.

1.2.6. Characteristics and facilities of the school

According to (Med, 2009) the characteristics of the school are of high importance on physical activity. The characteristics of the building are not the same since it was built. While being Margarito Alvarez Contreras, the school principal (2001-2012) the court was covered and two classrooms were adapted in order to

have computer labs, so students were able to use technology to enhance their knowledge. After the principal mentioned previously, there arrived Elizo Telles Janzzi who followed a process in the interest of getting projectors and speakers for each classroom so that students could have different learning tools.

The school has two floors, and its appearance is adequate to the number of students, considering the size of the classrooms there is enough space for students and teachers to walk through the row, or to form teams, in other words, it is possible to set an arrangement for any interaction needed. In addition, the school is surrounded by concrete walls covered with tile only from the outside, three metal gates one being electric, which is the entrance of the teachers´ cars. It has 17 classrooms where students are taught during the morning shift, and there are around 40 to 46 students in each classroom. These classrooms are well-ventilated with windows on both sides; also all the windows have metal protection, and all of them have a whiteboard, a locker, projector and speakers, but not all the speakers and head projectors work. Nevertheless, it was considered essential to mention that in all the classrooms there are insufficiency students´ desks; and, some of the ones that are in the classrooms are in bad conditions either being without a desktop or not having the backrest of the desk. Some of the lessons from this study were affected by insufficiency students´ desks taking time from the lesson; students used to ask for permission to go and look for some. So the students who asked for permission have instructed the activities, and even though the students stayed behind with the activities due to lack of time.

Additionally, the school has two courts so that students can develop their recreational activities such as play basketball, soccer, volleyball, or football. In addition, the court is covered with sheet and is where the pledges to the flag are carried out on Monday’s morning and all the civic events. The school has five workshops, although there are only two workshops additionally classrooms for

technical drawing 1 and 2 and dressmaking workshop, the rest of the workshops are secretary workshop and electrical workshop which are taught in 3rd grade “B” and 2nd grade “C” classrooms. The school has two close science laboratories, but under development to be repair; a library, two restrooms, two computer labs, a teachers´ room, a phycology room, a social workroom, three counselors offices, a parking lot for teachers, and an art classroom with a drum set, two guitars and a piano so students can develop their music skills.

1.2.7. 1st grade classroom

In the classroom there were 39 students enrolled at the beginning; 20 girls and 19 boys, unfortunately at the end only 35 students concluded the school period due to misbehavior attitudes they were asked to leave the school. Besides that, students get along with each other, and they seem to have a good relationship. Even though through observations during the practices, there was noticed subgroups and they preferred to work with their friends only. In addition, the students are arranged by roles; this group showed a good and respectful behavior when were arranged by roles, the opposite as when they were arranged in pairs or teams because they showed much interaction between them, it could be said that the majority did not respond favorably towards the requests. It is also detected, a participation increment whenever students were asked to do so, but it was noticeable that their participation increased when they have had enough practice in previews lessons.

As it was already mentioned learners were respectful, but they did not show respect to all the teachers, and they have their way of being respectful, for instance in the school there is a way to greet the teachers when they enter to the classroom, the students stand up and greet the teacher. When meeting learners they were not used to greet the teacher as they do with the majority, they only greet the teacher if

the teacher asks for it, even though not all the students do it, from what was observed only the front lines were the ones who paid attention when the teacher enters. The entrance of the teacher was one of the first things working out at the beginning of September. The reason is to have an opportunity to get everyone attention since the beginning of the class, so the class can start when the teacher arrives rather than wait for everyone to go to their sits and stop talking. Nevertheless, it was necessary to work on this discipline in every class remaining them to do it, and until the end of the course, the class began to start since the entrance of the English teacher.

“In order to be more independent and efficient learners the students need to be aware of how languages are learned and what their own preferences learning style is -how they learn best.” (Roger, Diane, & Walters).

In agreement with Rower, Diane, and Walters who highlight the importance of knowing the way we learn, so our learning can be efficient and autonomous, so as a result a learning style preferences test was applied, this test includes visual, auditory, and kinesthetic categories (Appendix B). The highest percentage of the test corresponded to the kinesthetic style with 34%, followed by the visual style with 23%; the auditory style was of 13%. It is essential to mention that some students not only have one learning style according to this test but two or three, kinesthetic and visual; visual and auditory and visual, auditory and kinesthetic styles (Appendix C).

The results were considered as a guide in the practices, including strategies according to what was written in the definitions of these learning styles preferences recommended from *Zoltán Dörnyei,* (Dörnyei, 2005)*:*

- **Visual:** “As the term suggests, these learners absorb information most effectively if it is provided through the visual channel. Thus, they tend to prefer reading task and often use colorful highlighting schemes to make certain information visually more salient.”
- **Kinesthetic:** “learning most effectively through complete body experience.”
- **Auditory:** “Learners use most effectively auditory input such as lectures or audiotapes. The benefit from written passages to be read out and they often find that reciting out loud what they want to remember is helpful.”

In addition, as Rower, Diane and Walters suggest students were given their results to involve them in their learning process so they can work it inside and outside the classroom so they were told what strategies could work best for them according to their learning style preferences. The strategies given were the ones mentioned in the above definitions.

Moreover, students have applied a diagnostic exam (APPENDIX D), having the purpose of knowing the students' English knowledge. The majority part of students could not complete the exam due to lack of vocabulary knowledge, although regarding numbers, most students were able to write some. The exam also had two necessary conversations were students had to complete and order the questions or answers from the box bank and the second one students had to match the answers to their question. Both conversations were kind of similar, having as a purpose to test if students could understand the meaning of the questions or answers. The produced results showed a lack of understanding of some students, but most students had an idea. So most students struggle seem to be in the vocabulary section (APPENDIX E).

Regarding the linguistic skills of this group, and considering the diagnostic exam results there are different English levels in the classroom due to only a few had had English classes before for example in their previous school or had taken particular English classes. The students who have a higher level considered monitors of their classmates who were assigned for their headteacher. Learners needed to practice the four skills, but the main focus was on writing activities as the production stage because writing skills were what was found as an opportunity to enhance.

1.2.8. Relevant social characteristics

Tercera Chica neighborhood from observed the zone looks quiet during the day, although, there was heard the opposite due to gangs’ fights during the night. The last thing mention can be reflected in the frequent students´ absences to the school and not caring to parents as colleagues comment, because, they arrange parents to talk about their children behavior and grades and get to an agreement, but they do not attend. During the first practices period, it was noticed that parents attended school only when their child is about to be expelled of school, so they go to school to talk with the principle.

Similarly, there are students in the school with bad behavior and negative attitude towards school due to misbehavior in all the subjects. The students act rude to the teachers, they ignore teachers´ indications, they do not do anything in the classroom, do not work, but talk and skip classes and if there get a report, they take it as something not important.

In addition, through the practices in different schools one of the things that were paid attention to was the way students arrive at school, if their parents walked with them or if they arrived by car, or alone, and it was noticed that the majority arrived and left with their friends or alone, only a few either with their mother or father.

1.2.9. Social and economic background

The secondary school is located in a high marginalization area, according to (INEGI, 2010). Five thousand seven hundred fifty-one people live in this area. The students who attend to school apart from the Tercera Chica, they are people who came from Peñasco, Morales or Tercera Grande.

Correspondingly, to learners´ social status through observations, it can be said that this varies as some learners come from lower-income families than others. Some students took more time to arrive at school due to the long distance they come from; some learners take around 30 min because they came on foot from Peñasco village. Through the practices was observed the lack of supplies some learners had such as notebook, dictionary, pens, and when they were asked to bring some material to the class the same students did not bring the material, especially dictionaries even though they were requested during the whole school period to bring it, they never brought it to class. This situation affected learners activities development in the English lessons because there was much misbehavior in class due to peer interaction they had to have in order to look for some vocabulary.

In addition, from school, teachers were mentioned that it is important to consider if students live with their parents or not. Because they are some students who do not live with their parents, but with their aunts or grandmas, such tutors do not pay much attention as parents must do. So when they come back from school, they have to go to work washing cars or selling tamales. These situations affected the English lessons by learners constantly absents, by not doing homework giving job excuses and by not showing interest in the subject.

3. What is known about the topic?

Lexis is part of our everyday communicative competence so, why not learn a foreign language through lexis? The following paragraphs are going to mention the prior knowledge about the topic of lexical approach as well as the development of writing with the interest of getting to know the way these skills can be work together and select the activities for this study to favor learners writing skills. In addition in order to have a clear view and for the implementation of the topic of study, there were used different sources, for instance, the National Plan of Studies 2011 (SEP, 2011) which remark the permanent competences learners must have when finishing the basic education and one of its purpose is to favor the communicative competence development in more than one language.

Moreover, the lexical approach contributes to communicative competence, either speaking or writing skills development through the use of chunks. So in concordance with Richard and Rodger lexical approach in language teaching focuses on lexis, not on grammar, functions, notions, among other elements because lexical approach main objective is to promote communication in a practical form.

“Lexical approach in language teaching holds that building blocks of language learning and communication are not grammar, functions, notions, or some other unit of planning and teaching, but lexis, that is word and word combination”. (Richard & Rodger, 2001)

Although, according to Lewis lexical approach do not denies the value of grammar because language does not only consist on grammar and single words, but on grammar and lexis combination. Additionally, lexical approach as Lewis had

mentioned consists on “grammaticalised lexis not lexicalised grammar”. In other words, grammar gets into lexis and not lexis gets into grammar.

“The Lexical Approach suggests the content and role of grammar in language course needs to be radically revised, but the approach in no way denies the value of grammar” Lewis (1993).

Also, Harmer describes the language with a grammar focus because he mentions sentence construction, punctuation, coherence, among others. Therefore the reason for working with the lexical approach and writing skills is to combine them to favor learners writing skills. In addition, lexical chunks are going to take part in this study to teach English in a new way not as it has been since more than 30 years ago as Lewis mentions (Lewis M. A.) through another methods and approaches. It can be possible to instruct learners through an easy way to learn a new language by lexis instead of only grammar and vocabulary. If we think about it, it could be possible to learn chunks and use them as soon as they are presented instead of learning grammar then try to use it adding some vocabulary and see if it make sense or is even understandable; in other words, the lexical approach can be more practical than theoretical. So it is believed there are new approaches to meet and get to know and why not to try them. I believe the practical way can be more fun and easy to follow than the theoretical.

Furthermore, the lexical approach is not seen only as single words, but also a combination of two or a maximum of seven words which are commonly found together, for instance, the expressions take the bus, have a coffee, thank you, good morning, on the one hand or can you pass me … please are some chunks. I believe these expressions have a specific order to be written; otherwise, they would not sound the same. Although the meaning would be still understandable, if expressions are written with a different order, grammar would need to show up so

the structure of the expressions could be the correct one. Also, the expressions are usually learned as if were individual words, and it makes communication easier for the person who uses them due to a chunk tells more than what a single real word would tell.

In addition, I believe that to learn a language; we need to have some contact with that language. From my point of view, it is not necessary to live in a country where that language comes from, but to bring that language to class activities: for instance, readings and audios.

“Input is a term used to mean the language that the students hear or read.” (Harmer, The practice of Leanguage Teaching, 1991).

Input is the first part of the language learning process because it occurs when learning has been exposed (is about to take place), but as Harmer (1991) mentions learning only takes place when the language structure has a little more of complexity. Therefore, while the input process, there is the intake. The intake means that the students are able to use the language not in a high manner, but in a simple form, in other words, the knowledge they receive from the input gets into practice. Moreover, the lexical approach regarding Lewis (1993) focuses on input with the intention for it to become intake having; as a result speech and writing fluency development in the English language with the guidance of four lexical categories:

2.3.1.Words

Words category is old-fashioned vocabulary and it is one of the most categories one can find in unsatisfactory dictionaries. Words are the most extensive and basic category because they are needed at least receptive skills to be understood.

Words that stand-alone are lexical items or multi-word items, such as, by the way, which is a polyword. Polywords are 2 or 3 words that form a word. In other examples of words items we have arbitrary, and a sort of mini-idoms. As Lewis Mentions, arbitrary items are all the ones that have been institutionnalised. Each vocabulary word has been given a name which we cannot change either explain the reason for what the vocabulary is named as it is.

2.3.2. Collocations

Collocations are certain words, which co-occur with other words in a natural text with higher frequency as those partnerships that could only be filled with a limited number of partner-words. Partnerships are the ones, which we read or listen with frequency and behave as single words due to their strongest connection with specific words. Learners were asked to fill chunk boxes with nouns and verbs, collocations not always but in most cases are based on nouns what means that a collocation most of the times could be conformed by a noun + noun, verb + noun or adjective + noun. In addition, collocations are determined to be arbitrary for linguistic convention, according to Lewis it means that the collocation can be found if it makes sense by the sound, if a word sounds good with another word, so we have a collocation, as an example it is right to say *take the bus* and not to say *ride the bus*. Although, not all the words that sound good together will be collocations.

2.3.3. Fixed and Semi Fixed Expressions

“Fixed expression is a phrase or sentence which has an idiomatic pragmatic meaning” (Lewis, 1993).

In other words, its meaning has nothing to do with its single words. It does not have a literal meaning but metaphorical meaning (Lewis, 1993). These expressions

are applied to say something specific. In contrast, Semi-fixed expressions are items as collocations, which are filled by a limited number of ways with the difference that they are phrases with three to seven words instead of two or three words as collocations. As Nattinger and DeCarrico point out, it is an item, (“like skeletal frames that have slots for various fillers”) which have slots or frames, and they can be filled with synonyms. Moreover, these expressions seem as individual words or strong collocations due to the misunderstanding of word-by-word translation.

“The categories are not precisely defined, but lies between strictly fixed expressions and novel language produced by reference to generative grammatical patterns” (Lewis, 1993).

The lexical approach has the purpose of being implemented to make students´ writing process easier. In class, lexical chunks have the objective to replace vocabulary, so students can be able to complete short sentences adding just the complement instead of look for single words meaning in order to write a short sentence. Agreeing with Schmitt (200), he makes a significant contribution to learning theory for the lexical approach by adding that:

“*The mind stores and processes the lexical chunks as individual wholes. The mind is able to store large amounts of information in long-term memory, but its short-term capacity is more limited, when producing language in speech for example, so it much more efficient for the brain to recall a chunk of language as if it were one piece of information”*

Therefore, there is believed that lexical chunks are easier to remember than single words. However, there is believed the results of this essay have to do with its implementation inside the classroom. Therefore, the activities and the chunks

must be selected. Moreover, some writing process has to be practiced in the way both the lexical approach and writing skills can work together. The English program NEPBE has writing skills as the principal skill to be developed in first grade due to the majority of the products focus is on writing skills, and this was another reason to work writing skills but not discarding the rest of the skills: listening, reading and speaking. And in agreement with Scrivener, writing is an important skill to work o, and essential in life.

“At the most basic level, your students are likely to be involved in taking down notes in lessons such as yours; this is a skill that is worth focusing on” (Scrivener, 2005).

I consider writing as a good step to express ourselves before speaking a language that is not our mother tongue, unfortunately writing is not a simple skill to develop due to grammar, but, there is believe chunks can help writing to not been that much complicated. Writing is not only about letters if not about other aspects like word order, words or paragraphs organization, and punctuation it is what makes everything more precise, in concordance with Gower, Walters, and Philips point of view:

“*Writing involves many different aspects. It is useful to look at them under these headings:*”

- Handwriting
- Spelling
- Punctuation
- Sentence construction
- Organizing a text and paragraphing
- Text cohesion
- Register/style

- Handwriting

2.3.4. Handwriting

“We should encourage students with problematic handwriting to improve” (Harmer, 2007).

Even though the Spanish alphabet is similar to English, it can be considered to pay attention to learners handwriting to improve it. In agreement with Harmer, he mentions handwriting is a personal issue and from my belief teachers can do something about it, and I think legible handwriting can give an excellent presentation to any work. In addition, the graduation profile requires that students manage their mother tongue when graduating in both forms, oral and writing so they can be able to communicate clearly and fluently. So, if learners are encouraged since the beginning to write clearly, they would improve it by the end of the school year.

2.3.5. Spelling

“*Although incorrect spelling does not often prevent the understanding of written messages, it can adversely affect the reader´s judgment”* (Harmer, 2007)*. Pg 324*

In concordance with Gower, Walters, and Philips spelling is a common mistake at least in non-European languages. From experience, I can say even native speakers have spelling mistakes, so why not? If you are a non-native speaker. I believe it can be enhanced if they receive feedback. So when writing, spelling can be considered to have a text or sentences with clearer content.

2.3.6. Punctuation

Harmer points out that the capitalization of words as well as punctuation are aspects that need special attention, because not all languages follow the same capitalization of words and punctuation conventions, so the message we are writing could not be clear as would like it to be. Therefore, Harmer suggests being aware of the punctuation conventions when writing in a language which is not our mother tongue. In agreement with Harmer, Gower, Walters, and Philips punctuation and capital letters are not universal, so they have to be taught.

2.3.7. Text cohesion

The authors Gower, Walters, and Philips, state text cohesion as the use of linking words and phrases in order to have an organized text, so it can be clear to readers. In addition, Thornbury (2005) points out two perspectives of coherence “micro-level and macro-level; as a summary Thornbury define micro-level as readers expectations an example could be *it will/is/was raining* you are expecting to find one of those words in this phrase, so micro-level focuses more in words which are commonly found together. On the contrary, macro-level focuses on the text topic and the concepts that are related to the topic to it be cohesive that cohesion, has to do with cohesive devices as well as synonyms, antonyms, lexical chains, and words from the same semantic field.

2.3.8. Organizing a text and paragraphing

“Dividing the information into paragraphs. Knowing when to start a new paragraph. Ordering the paragraphs to present a logical argument, tell a story, etc.” (Roger, Diane, & Walters)

Considering text cohesion features is believed that a text organization, as well as the way it is paragraphing, has to do with liking words in order to make explicit

texts to be followed. In agreement with Gower, Walters, and Philips who explain some aspects that favor organization and those are dividing, knowing, and ordering. When one is writing one may know the message one wants to express, if it is a lot you may divide the information and order the information so that the text can be clear for the reader.

2.3.9. Writing process

Writing aspects have been raised, now is time to look into writing tasks procedure, although before getting to that, is necessary to analyze Penny Ur (1991) assumptions related to teaching writing objective which is defined as “as means” and “as end.” As means focuses on a particular language point instead of writing itself, for instance, *present simple, vocabulary, and so on.* On the contrary “as end” focuses on two aspects which are “micro level” and “macro level” both refer to the writing aspects that have already been mentioned (handwriting, organization, spelling) but each the micro level and macro level refer to something in specific.

“At the “micro” level they practice specific written form at a level of a word or sentence (handwriting or typing, spelling, punctuation); at the “macro” level the emphasis is on the content and organization.” (Ur, 1991)

Moreover, it can be possible to have both *means* and *end* together in activities and it would not matter if is a different skill or content worked. In addition, Penny Ur suggests to do a reflection while the writing process. The reflection suggested is based on some questions which are divided into three steps: 1) preparation that is based on notes you have written about the topic you will write; 2) the process refers to make some drafts and its correct organization, corrections done, and feelings respect to the work if it was interesting or tedious; and 3) product where is

recommended to reflect if the results were the ones expected, if you feel satisfied that you will want to it to be read by someone else.

Furthermore, Harmer provides a way to develop writing work inside the classroom, 14 steps are involved on it.

- Introduce the topic
- Introduce and summarise the main writing task
- Brainstorm ideas
- Fast-write (this one has more points)
- Select and reject ideas
- Sort and order ideas
- Decide on specific requirements; style, information, layout, etc.
- Focus on useful model
- Plan the text
- Get feedback
- Prepare draft (s)
- Edit
- Prepare final text
- Readers!

For this study there is the intention to follow such writing process to develop students writing skills. In addition, when including writing in lessons´ activities, there should be a previous preparation process followed, for instance reflection guided with some questions about the writing texts that would like to write about, writing aspects knowledge for a better and clear writing, all this in order to start writing and to start guiding and checking the writing process.

Since the intention is to develop learners writing skills and to take into consideration the lexical approach focus (use of chunks), learners´ grade of studies, writing aspects and its process, this essay has the attention to follow the writing process consideriong also the writing aspects by giving writing feedback through codes that are suggested by Harmer for example: SP stands for spelling when revising tasks and products. Also, it is going to contemplate Gower, Walters, and Philips definition of such headings.

To sum up, the lexical approach seems to combine with writing skills. In chapter II is going to expose the process done during the practices period, expecting to improve students writing skills by a practical approach. The lexical approach is about chunks, why not to write through lexical items? Writing in a foreign language could easier through the lexical approach.

4. Questions this case will be addressing

With the purpose of obtaining positive results in this investigation four interrogatives arose when choosing to work with chunks and in order to give them an answer some research was done.

1. What aspects were considered to develop writing skills through the lexical approach strategies?
2. Does writing skills and the lexical approach fit together in order to favor writing skills?
3. How was the experience applying the lexical approach in a beginner EFL classroom when favoring writing skills?
4. How Lexical Approach was reflected on students writing skills development?

III. DEVELOPMENT OF THE TOPIC

5. Development of the topic

5.1. What aspects were considerated from lexical approach and writing skills to this study process?

Since the beginning of the school year, students have applied a diagnostic exam, which showed lack of English knowledge. In addition, in-unit 1b the project from the NEPBE was to write story events through sentences; from such work, it was noticed that students needed to practice their writing skills. With the intention for students to stopped translating every word they wanted to write, stopped missing pronouns, stopped incorrect spelling and starting with punctuations consideration as well as making good use of capital letters, so, they were able to express thoughts or opinions between other competences which the NEPBE mark. For all that, it was considered the use of chunks and writing subheadings during the lessons in the classroom. Besides, for writing skills and lexical approach were practiced some aspects to contribute to writing skills development.

5.2. Lexical Approach Notebook

Michel Lewis (1993) in his book “Implementing Lexical Approach” suggests the use of a lexical notebook (Appendix F) where students can record chunks exercises, lexis learned in class and copy the chunk boxes. This notebook was edited because there was not enough time for covering the full content of this notebook. As a result here were selected the following sections:

5.2.1. Single words

This section was divided in two columns as you can see in (Appendix G) here students were asked to collect new words for them and translate them, such words were taken from texts they read in class. In this section for some learners was easy to select words, however, others were confused on what word to choose.

5.2.2. Expressions

This section consisted on expressions that were taken from texts and teacher´s expressions, used in class, for instance, greetings (good morning! How are you?); classroom expressions (pay attention! eyes one me! Come in! Take out your notebook!.); and farewells (goodbye! See you next class! See you later alligators!) were used in class. Additionally, some texts were used to present expressions, and students were told to use those expressions in the assigned tasks and to use them out of class if possible. One of the aspects lexical approach focuses on is to use English expressions with the same meaning in students´ native language with the intention of notice that some expressions are used commonly in Spanish and English as well. Therefore this section was also divided into two columns where students could write English expressions either found in texts or heard it in class,

and translate them in Spanish. Also, students could write expressions they commonly used in their native language and translate them in English (Appendix H).

5.2.3. Chunks boxes

These boxes have specific headwords, which can be used with different but strong patterns (collocations). From these boxes, it was possible to notice students´ writing needs. For example when these boxes were working for the first time it was discovered the lack of cohesion on learners´ boxes (Appendix I), the boxes were missing an article, in consequence, it was considered the use of chunk boxes with *article + noun* with the intention to favor cohesion in students´ writing works.

Furthermore, lexical notebook has the purpose to be a tool for further English lessons so students can review anytime they need to. During a lesson, students were asked to do the sections in their English notebook with the same purpose as lexical approach has.

5.3. Writing process

Since it was decided to focus on students´ needs, there was the intention to guide them to write texts, but it was decided from students´background to start by writing short sentences with intent to they could be able to write a paragraph. So, for this study was followed only some parts from Harmer writing steps.

“There is probably no one “right” system of writing that we should recommend; rather, we should suggest and make available various possible strategies,

encouraging individuals to experiment and search for one that is personally effective.” (Ur, 1991)

In addition, students have introduced the topic by doing a brainstorm and were shown examples of their final production through readings or scripts. Although they did not do drafts, they practiced by chunk boxes received feedback and wrote their final version by sentences.

5.4. Methodology and Planning Process

The lexical approach was implemented under PPP methodology. Although, Michael Lewis suggest that this methodology is inadequate due to its ambitions purpose of make students produce right after they have been introduced new language this methodology was used in this investigation because it is the one suggested method to use from the *institution Benemerita y Centenaria Escuela Normal del Estado*. Also this methodology is the one been practiced since the fifth semester. This methodology stages were following by chunks introduction, after that, the practices of those chunks and producing sentences with the same chunks. The products were checked and given back to students with feedback notes.

Lexical approach does not follow a specific methodology as consequence it was seem as an opportunity to work with it under PPP methodology during this study due to such approach needs an organization to be implemented inside of a classroom. According to (Harmer, The Practice of English Language Teaching, 2007) PPP consists on three stages, the first one is the basis, this stage is to get to know the topic so it is called presentation. The Practice stage as its name describes it is where learners put into practice the new language knowledge acquired in the previous stage by doing role play, choral repetition, individual

repetition as well as cue- response drills. At the end, there is the production stage that tie in with sentences, which learners do, on their own.

“In this procedure the teacher introduces a situation which contextualizes the language to be taught the language, too, is then presented.” (Harmer, 2007).

In agreement with Harmer in this stage were used texts which were either a reading or a script from an audio. These texts had the purpose to present chunks by using scanning strategy, therefore students were asked to fill blanks with selected chunks. These chunks were chosen with the purpose to cover students´ needs taking into account the NEPBE 2011 in order they could accomplished such program aims.

Since the purpose of the practice stage which, according to Harmer, (2007) is to practice the language through technics which learners can reproduce it. This stage aim was for students to use the chunks which were presented in the previous stage through choral repetition most of the times continuing filling blanks with collocation patterns and allowing them to experiment in forming their patterns and correct them in order to give a better battle in the production stage.

“Later, the students, using the new language, make sentences of their own, and this is referred as production” (Harmer, 2007).

In this stage was visible students´ results respecting to writing, which is the primary purpose of this essay. Therefore, the purpose apart from students could write easily by using the chunks seen in class; it was to write without spelling mistakes, respecting punctuation signs and capital letters, doing legible handwriting, having text cohesion, organization of the texts. In order to achieve this purpose, students were asked to answer questions using chunks. Learners wrote

short sentences; such productions were checked during the process while doing it. Also, students received oral feedback, and when finished they received written feedback; students have explained some abbreviations which Scrivener promotes one example used was *SP* for spelling mistake, which students corrected after. This methodology could be ambitious because of its production stage, even though in my opinion is a good method to work with chunks because they help to write quikly.

6. Does writing skills and the lexical approach fit together to favor writing skills?

This question has the intention to analyze the connection between lexical approach and writing skills through their application is some activities. It can be mention that writing skills are conform of a variety of elements such as handwriting, spelling, punctuation, sentence construction, text cohesion, among others; such elements can be worked under lexical approach. In addition, the way to do it is through the use of lexical chunks. Also, for this process were proposed some lexical activities suggested by Lewis. The lexical approach activities were selected considering the NEPBE following the social practice of the language from each unit. For this process, it was practiced activities from each lexical approach categories.

Moreover, all the skills need input which during the process it changes into intake. Michel, Lewis (1993) suggests that students listen and read as much as possible, being confident that this is the best form to develop their lexicon. Therefore, in this process was used selected readings from SEP English books according to the topic and the chunks that were planned to introduce. As well the audios were used with the same purpose and sometimes to practice some chunks.

Furthermore, the words category was worked during the classes as introducing themes, class instructions, and classroom language. There was introduced some vocabulary such as clothes, colors, weather, body parts, and hobbies, taking into consideration students´ needs. This vocabulary was presented either through videos or flashcards and practiced by listening to instructions and through different dynamics, as Simon says, hot potato, hangman, and listening to songs.

Collocations are part of the principals of the lexical approach what means that instead of grammar rules there are frames which are handier in learners´ everyday experience organizing lexis, such as *at the …. (school, cinema, hospital, etc.).* During the lessons collocations were practiced with different topics. Students were asked to draw collocation´s frames in order to work some chunks in class, such as *I will wear –jeans, a dress, shorts, etc.* (Appendix J). Also they listened to some audios to complete some chunks as *it will be ___ (sunny, windy, cloudy.)*

Additionally, the fixed expressions selected for this study were greetings and farewells such expressions were presented to learners at the beginning of the curse and were used during the practices period. Also, the expressions were posted on the classroom wall with the purpose for students to read expressions as long as they were able to use them naturally in class. Also, Semi-fixed Expressions were presented through sentences and were practicing with games which showed a positive attitude from learners by following the activities and participating giving expressions according to the flashcards showed (Appendix K) in such flashcards it seems an action from which learners formulated an expression.

To sum up, while working with the lexical approach categories the writing aspects were practiced in the activities. Spelling was considerated with the intention to develop students´ written tasks quality and raise their spelling ´consciousness´ as Harmer mentions by copying from written models, which were

in the chunk boxes. Spelling was marked in learners´ works with the code of SP. In addition, Harmer suggest to work with transcripts from a recording or copy down sections from the same such activities could be helpful for students spelling development because of the fact they will listen to the words sounds and they will complete either the transcript or copying the sections as they hear it. Unfortunately, this type of activities for students were difficult due to English phoneme is not written as it is heard.

Although Spanish punctuation is similar to English punctuation referring have minimum differences, it was decided to pay attention to punctuation signs and to capital letters in all the activities with the intention to hence learners writing products presentation. In order to follow authors’ knowledge such mistakes were marked and they will be shown later. Moreover, Lexical Approach does not leave aside grammar because it is part of the language, therefore in this essay was considerated grammatical cohesion, which consist on pronouns, articles, ellipsis of clause elements, conjuncts, comparatives, tense and substitution of clause elements using: so, not, do, does, did, etc. (Thornbury, 2005). In the classroom it was worked with the use of chunks which were checked if they were structured in the correct form.

Furthermore, in the activities some students knew when and how to start a new paragraph and tried to order the same one. Some writing activities suggest to give students the topic from which students will write something about so here is where lexical approach gets into by chunks related to the topic. In such activities, there can be checked all the writing aspects too. As have been mentioned before, grammar is considerate in Lexical Approach due to the complementation it gives to lexis, but a large mental lexicon is needed in order to combine both lexis and grammar. Therefore, with the intention to follow the Lexical Approach process it was thought to promote verbs in the classroom tasks in order students were able to

acquire specific lexis with the use of chunk boxes. Stuents were exposed to prefabricated items making combination of lexis and grammar in their writing activities and productions.

As a result, learners had difficulties when starting practicing with chunks, they had spelling, word order mistakes, and they did not have cohesion in some sentences, had wrong words on their sentences and missed words several times.

7. How was the experience applying the lexical approach in a beginner EFL classroom when favoring writing skills?

7.1. First sequence: Expressing their next vacations

Date: Friday March 24th
Hour: 9:10-10:00 am
Previous knowledge: Bilingual dictionary and radio program
Lesson objective: express their next vacations plans through sentences using the chunks *go to, it will be,* and *wear (clothes) with the auxiliary will*.

The sequence to be analyze corresponds to unit 3A “participate in language games to work with specific linguistics aspects” (NEPBE 2011). In order to favor to this social practice the games such as word search, crossword, hang man, bingo, charades, jumble and scramble games were planned (APPENDIX L).

In previous lessons, students worked individually, in pairs and with a whole class interaction. Also as an input, they were given texts with the chunks: *go to, it will be,* and *wear* _____ were introduced through a text in which students were asked to underline verbs with the purpose to identify chunks. A second text was also used for a listening activity to practice the chunk *it will be*. In the practice,

stage students fill in chunks boxes with words from the text. In this activity was noticed students confusion with the chunks *wear* and *it will be*. In order to clarify this, students participated on the whiteboard voluntarily completing one of the box blanks; as a result, students were able to observe one more example with the information they should have had. On these exercises, was noticed the lack of chunk cohesion related to *articles + noun* in order to have a coherent chunk. Recalling what was mentioned on questions number one cohesion was considered due to Lexical Approach do not leave aside grammar, because the language consists of grammar and lexis, (Lewis,1993). Therefore, there was thought to implement articles plus nouns chunks for further lessons. In addition, there was used a page from the book *Brilliant* from the SEP 2011 for students to practice the chunk *it will be*.

To begin with, the lesson started with a warm-up activity which the interaction was with the whole class and the topic was about colors name to use them in the practice stage and the production stage as well. In the presentation, stage students read and had to look for specific information in order to complete some chunks to identify the part of the chunks: verbs, with such task students, were expected to complete the practice stage purpose. The headwords were the verbs they found in the previous task. All these tasks were done with the intention for students were able to have written about their next vacation in the production stage.

Intending to take, the input into the intake in the practice stage students completed chunk boxes with the purpose for them to complete collocation boxes with different nouns and adjectives according to the headword in the boxes. In order, students were able to do the practice activity they were given some oral examples elicited from them and guided for me. The examples were helpful only for some students because in the middle of the activity was noticed difficulty to understand the headword given in the boxes; therefore, some were stocked with

blank boxes, others were asked for activity instructions translation and some with misbehavior. Such situations were faced with personal attention, eye contact, and translation of the headwords from the boxes. During the activity, some students were working individually but comparing answers with their classmates and checking previous notes, while others were stuck copying the boxes and a few doing nothing but talking. The students were monitored, and the doubts were clarified, giving oral feedback about either spelling or coherence mistakes and letting the students know that they had to check and correct their work.

Having compled the practice activities, the production stage was done by students answering to an interrogative –What will you do this Spring Break? (Appendix M) in such activity, students wrote three sentences using the expected chunks, and some students had difficulty writing sentences and decided to write vocabulary only. Unfortunately, nothing was done in this situation, but I could have registered them and asked them to do it as homework.

During the activities there were found some difficulties, having in mind that was due to lack of strategies such as monitoring constantly, lack of actions towards misbehavior, and lack of visual material for a better understanding of instructions and activities. Apart from that, there was believed that a good attitude toward the students could motivate them to work. A smile, for example, can send a message of confidence. For the next lesson is pretended to add some flashcards and dynamic activities to get the attention of all the students.

7.2. Sequence two: Human Body Parts

Date: Thursday May 4th
Hour: 8:20 – 9:10 am
Previous knowledge: appearance description and future tense.

Previous chunks: I will go to, I will wear, and it will be.
Lesson objective: express sentences using the chunk *I have* describing the amount of body parts they have using either articles or numbers and nouns as well.
Other information: The lesson last 40 minutes due to school interruptions.

The activity to be analyze corresponds to the production stage. The lesson corresponded to unit 3B, “writing notes to describe components of different human body systems” (NEPBE 2011). As it has been mentioned in chapter 1 for 35 out of 39 students is the first time to be in contact with the language, therefore, was decided to present body parts as a previous topic before the human body systems with intent to students have the necessary knowledge about the human body so they can go further with the human body systems (APPENDIX N). Besides, one of the pedagogic principles from 2011 Study Plans is to focus on students and their learning process.

In previous lessons, students have introduced the chunk *I have* through a listening from which was given the script to fill some gaps. In this presentation stage, helped to have asked students to compare their answers with a partner before the third play; therefore, after the third play, the task was completed. The practices were developed by chunk boxes where students were able to fill columns with different nouns including countable words and having *I have* as a chunk, with this activity was noticed difficulty with countable words such situation was attended by giving a whole class explanation using sentences with countable words and without and reading them aloud, the lesson seems to be understandable for the students who attended to school that day.

This lesson started with an interaction with the whole class doing a lead-in where students had to follow instructions moving different parts of their body. This activity met the goal, which was to engage students in the lesson because

students were participating actively and do feedback from previous lessons. In the presentation stage, students worked individually and read a description in which they underlined the chunk *he has* such chunk was given in Spanish, so students were able to identify it in both languages (Appendix O.) This activity was monitored, and they were given personalized attention to solving doubts from students. In the practice, stage students worked in pairs and answered interrogatives about the reading with the chunk *he has. Also,* they were given two written and oral examples even though they have difficulty ordering the words noticing this situation, students were told to read and check the order of the words from the examples.

In the production stage students worked individually and drew a human being with intent to they can describe the number of body parts one have by writing a short sentence with the chunk *I have* for each part of the body. During instructions, the students were given examples with a drawing on the board with two sentences. Moreover, I had to do some mimic and asked for understanding in their mother tongue to make the activity clearer. In the middle of the activity were written by students the numbers 1 to 10 on the whiteboard due to some students did not know to write them, therefore as a group, the students who knew the numbers were asked for help, so, there were no more difficulties to continue the activity. In addition, while the activity, some students were restless and feeling hungry due to the class hour, that is 50 minutes before the break. In order for students fell motivated, they were told that after signing the activity, they could be able to go out. At the end, the students turned in their work (Appendix P).

7.3. Sequence three: Human Body Systems

Date: Thursday May 11th

Hour: 8:20 – 9:10 am
Previous knowledge: future tense and human body parts
Previous chunks: I will go to, I will wear, it will be and I have.
Lesson objective: express sentences using the chunk *move* and *protect* while describing one of the human body systems functions.

The activity to be analyze corresponds to the production stage. The lesson corresponded to unit 3B “writing notes to describe components of different human body systems” (NEPBE 2011). To favor this social language practice students were exposed to different body systems and its function as well. Also, they look up for specific information from one body system in order to write notes about the organs the systems have and its function as well. This activity favors one of the egress profile characteristics part c) contains the student search, select, analyze, evaluates, and use information resulting from different sources.

In previous lessons students were presented *protect* and *move* chunks through a reading where they were asked to match the human body systems function with the corresponded system name, its purpose was for students to noticed specific verbs use; in this activity while monitoring was noticed the use of different strategies such as scanning choosing any word and looked it up in the dictionary, others students read carefully and tried to understand what each text was telling, other students decided to guess the answers, so they were told to use the dictionary or work in pairs if they did not bring the dictionary to class. In the practice stage students worked individually on chunk boxes with the chunks mentioned above which were completed with articles and nouns in such activity some students used their dictionary and others decided to ask for Spanish words translation by using the chunk “*how can I say _____ in English?”* such questions answers were spelling in Spanish most of the time, the reason of spell in Spanish was for students to motivate them to express their doubts in English using the

chunk “How can I say _____ in English?”. As homework students were asked a previous lesson to choose one human system and to look for its organs function.

The lesson started with a warm-up activity which consisted on the repetition of the name of some organs then the organs were given a number which students heard and had to do a movement which they invented for each organ, during this activity they seem enjoying it because they were laughing and following the activity. For the presentation stage students interacted with the whole class and read some sentences aloud which were on the board and completed the blank each one had with the chunks *move* and *protect*, it was challenging to complete the task at first with the expected chunks but after they were asked some questions in order they could do feedback from previous lessons the sentences were completed. In the practice stage students wrote short sentences with the chunks from the previous practices stage, the activity was monitored, and students used the same chunk question, some worked doing collaborative work but not writing the same sentences.

In the production, stage homework was checked, and students were arranged in teams. They were asked to share the information they found with their team, draw a human body, and inside of it draw the system they chose as well as write the function of each organ. An example of what students had to do was presented to them while giving instructions; such example seems to be helpful for their understanding of the activity. During the activity students divided tasks to each member of their teams, they used the chunk “How can I say _____ in English?” many times, and it was acceptable due to target language use. Unfortunately the work could not been done, the studetents could not write a sentence so it was given as an individually homework, it was collected the next class for evaluation where writing aspects were checked (Appendix Q).

7.4. Sequence four: Likes and Dislikes

Date: Friday, May 19th

Hour: 9:10-10:00 am

Previous knowledge: human body parts and body systems

Previous chunks: I will go to, I will wear, it will be, I have, the _____, protect _____, and move_____.

Lesson objective: write sentences expressing their interest and disinterest by using the chunk *I like____ but I don’t like ____.*

The activity to be analyze corresponds to the production stage. The lesson corresponded to unit 4A “Understand and produce oral exchanges related to leisure situations” (NEPBE 2011). To favor the social language practice, the topic likes and dislikes was introduced through the Facebook page to get learners attention, and they were able to follow better the topic.

In previous lessons in the presentation, learners were introduced the expression: I like _____, but I don´t like _____ through sentences which learners were able to interpret when they heard the name of the Facebook page, right after that they started participating making comments about Facebook. As practice was done a drill with the expression, also learners gave some examples which were written on the whiteboard and then practiced them with a whole class interaction. In such activity learners responded positively due to there was a whole class participation, learners who never participate, did participate in their mother tongue but aloud which was something good, even though they use their mother tongue they were engaged in the activity since the beginning what created a pleasant classroom environment as production learners wrote expressions about the things they like and they do not with the purpose to use the expression exposed at the beginning.

The lesson started with a hot potato game as a warm-up where learners who got the ball were asked about their likes and dislikes doing questions such as what kind of music do you like? In which learners were able to use the expression seen in previous lessons. As presentation learners were shown a Facebook personal information page, such information was written on the whiteboard by the teacher trainee, but also learners were asked to help telling them “how can we write a sentence about sports with the word like?” with intent to notice if all of the students or some of them noticed the chunk structure of the word like, such purpose was achieved. In this stage, learners were engaged due to the active participation translating the sentences from the whiteboard in their mother tongue without been asked to do so. In the practice stage learners ordered some sentences which were in a scrambled way, some learners did it easily, but others were stuck so they were given personal attention, and the ones who did finish continued with the production stage which had the purpose of write sentences with the use of the chunk *like* and *don’t like*. Despite the circumstances, students made much effort to finish the task being this the first time; in the end, all the learners finished the lesson product (Appendix R.)

7.5. Sequence five: Public Places Warnings

Date: Thursday, Jun 15th

Hour: 8:20-9:10 am

Previous knowledge: body systems and likes and dislikes

Previous chunks: I will go to, I will wear, it will be, I have, the _____, protect _____, move_____, I like, and I don´t like.

Lesson objective: express sentences using the chunks *you must* and *you must not* referring to public places requirements and prohibitions.

The activity to analyze corresponds to the production stage. The lesson corresponded to unit 5B “Interpret and express everyday life instructions” (NEPBE 2011). To favor this social language practice, the topic of warnings was introduced using the name of many public warnings which are found in different public places with the intention to get learners attention and understanding of the topic.

In previous lessons, learners were presented such topic by a reading about zoo warnings which had the purpose for learners to fill some gaps which were expressions with *must* and *must not.* The purpose was not achieved for all the students and to do not get stuck in this task, the reflection in action done was the learners who finished share their answers on the whiteboard. In the practice stage learners were shown different signs and followed drills and they played with a board game (Appendix S) where they used a dice and small items to use as counters, they move the number of squares shown on the dice, and they were asked to say the meaning of the sign, if they do it correctly they could move forward the number of squares shown on the dice, if not, they had to move that amount back. Learners seem to enjoy a lot this stage they were raising their hand asking for pronunciation correction, which was given with oral examples. As production learners wrote sentences with the meaning in English of the signs they chose from the game board from such sentences was given written and oral feedback.

The class started with a bingo game (Appendix T), learners were given bingo boards and a piece of paper from where they made paper balls, this activity was faced with some unconformities from learners, because they wanted to go with the bingo cards slowly but the ones who were paying attention in previous lessons and

had a better knowledge of the meaning of the signs wanted to go faster with the intention to solve the problem it was made a reflection in action by doing one round slowly and another round faster. In the presentation stage the learners read individually and in silence some sentences about Facebook rules then they read them aloud taking voluntary turns, when one of the students was reading aloud the sentences other students were translating the sentence without been asked, this was acceptable, but they were told to raise their hand. In the practice stage with the intention for learners to notice the meaning of some public places signs they worked individually filling some sentences gaps which were about the meaning of different public places signs (Appendix U), in this activity learners found difficulty with some vocabulary this situation was faced doing reflection in action using the dictionary although there was lack of dictionaries, therefore, learners were told to work either with a peer or in trios due to lack of dictionaries.

As production learners worked individually adding three Facebook rules in their notebook. Before instructions, students attention was called by saying, “*eyes on me!”* So they answered “*eyes on you!”* the instructions were written on the whiteboard and were read them aloud following with a question related to the instructions´ understanding “*what are you going to do?”* such question was directed to some learners in a randomly way and some did not understand the interrogative, but their classmates helped them translating the question aloud. During the writing´ process some learners seem without worries although the majority had vocabulary doubts, so they raised their hands and asked for some translations which were given due to the use of the language by asking for it in English using the question *"How do you say ___ in English?*” The work was checked as they finished giving oral and writing feedback. Unfortunately, only some students attended to the writing corrections given.

8. How Lexical Approach was reflected on students´ language writing skills development?

In this investigation were taking into consideration Lexical Approach categories together with writing process and aspects, which were used considering learners´ school grade, and English background. Although some elements from both were discard because of the context and the changes made to the objective in the way students were able to be comfortable but challenged at the same time. Comfortable in the way they did not feel stress but challenged because it was not a piece of cake.

Lexical approach is based on chunks which were part of the process through chunk boxes, readings, audios, and between specific activities that were selected from the book “Implementing Lexical Approach: Putting Theory into Practice” by Lewis (1993), which were a suggestion from the author when implementing such approach. With intent to answer the interrogative stated above the activities from the production stage, which were mentioned previously were evaluated following a criteria (Appendix V) for the sentences which learners wrote during the process. Also, students were given writing mistakes codes, and they were also pasted on the wall as a reminder. In addition the mistakes were marked with the codes SP, P, (?) a question mark if it was no understandable and WW was also written due to wrong word. At the beginning the codes were written on the top or besides the exercise to students identify their mistakes, later the mistakes were underlined or circled writing the codes above or under the mistake; the reason was that students did not correct their mistakes in the previous lesson so it was thought that if they were marked, then they could be able to correct it.

As Penny Ur recommend, the first activities given to learners were checked without paying too much attention to writing aspects with the intention to give to

learners the inspiration of writing without worrying a lot for their mistakes, so they can learn from their own writing experience. In addition, Scrivener mentions a mental process when involving writing inside the classroom.

“There is more time to think, to reflect, to prepare, to rehearse, to make mistakes and to find alternative and better solutions” (Scrivener, 2005)

During the process at the beginning students tasks were checked but they were not given writing feedback because there was intended to focus on the collocation boxes, for example from the firsts productions it was taken some decisions such as working the chunk article + noun.

In the first activity applied the purpose was for students to express their next vacations plans through sentences using the chunks *go to, it will be*, and *wear* with the auxiliary will. In such task students had spelling and punctuation mistakes and the majority of the tasks were understandable but did not have cohesion and the chunks were either complete in most of the tasks.

In the second activity, the purpose was for students to express sentences using the chunk *I have* describing the number of body parts they have using either articles or numbers and nouns as well. In these tasks, students missed the chunk, which was expected to be used, and they also continue having spelling and punctuation mistakes. From these tasks, students received not only writing feedback but classmates’ feedback also by having whole-class interaction and having as examples their sentences. This exercise seems to be understandable for the students who passed to the front to correct the sentences. The reflection on action is to select the students who do not raise their hand to participate in correcting the board sentences with classmates and teacher help if necessary.

In the third production, the purpose was for students to express sentences using the chunk *move* and *protect* while describing one of the human body systems functions. In this activity, the majority of the students did not turn in their homework giving different excuses as “I forgot it” or “I could not do it.” The productions that were collected had no mistakes because they were done using a website translator. The task was made through a paragraph without using any chunk seen in class. As a result, for students, the chunks *move* and *protect* were not understandable or unnecessary. For this activity could have been done a whole-class product where students complete some sentences with the chunks and then have asked them to do a team or individual product.

In the fourth production the objective was for students to write sentences expressing their interest and disinterest by using the chunk *I like____ but I don’t like ____.* This activity seems to be exciting and understandable for students. During the activity, students were monitored, and they asked for some translations which were written on the board so, that could help the rest of students. For this task, the ,majority of students wrote the whole chunk but others preferred to write only about their like. In addition, students still had punctuation and spelling mistakes, but the lack of cohesion has a minimum. I believe the majority of mistakes done were because of pressure due to the class hour, which was 50 minutes before the break, so they were hurried. Besides, some students preferred to finish the activity than going to break, because they were engaged in the activity. Also, from my point of view, this chunk is more often use in real-life situations, and this could be the reason for students interest in such chunk.

Furthermore, the last activity was about public places warnings which the objective was to express sentences using the chunks *you must,* and *you must not* referring to public places requirements and prohibitions. Although the objective made reference to public places, it was decided to use the Facebook page name to

engage students, so they were asked to write rules must be followed when using that page. Some of the students seem to write fluently while others had difficulties organizing the sentences. For this last product, students had punctuation, spelling, and wrong word mistakes which were marked but not correct due to like of time.

In the last lesson 32 students were applied an exam that included one or two chunks seen during the whole process, where the students either had to complete or write chunks (Appendix W) the exam had 8 incomplete chunks and 2 instructions to write chunks according to the topic given. Unfortunately, the results were not the expected but there was noticed on students some knowledge about chunks, 30 students could complete most of the chunks although among that number were found one or two incomplete chunks or with lack of coherence these were missing either the subject or the verb and in a mínimum case articles were missing too. To sum up, students results indicate that few students understood or remember the chunks seen in class. These students showed specific characteristics like attention in class, folloed and finished every activity given, also asked doubts and did corrections from oral or writing feedback. While others reflect misunderstanding but also these students only remember chunks that were from their interest such as like and dislike topic. In addition these students also participate and try harder and some did corrections. The results also showed that few students did not have any writing improvement.

For this study only was possible to work the end writing objective Penny Ur suggests so micro and macro leves. As it has been mentioned it is possible to have both writing process *means* and *end*. In the group it were worked both, the activities aim was to work out some specific chunks with a specific tense as well as the writing aspects. Moreover, writing does not only means either to copy down some notes or answer some exercises, it is something further that needs more attention and guidance. Attention and guidance have a process to follow and in

agreement with Harmer description respecting writing is that such skill has a disadvantage because of the fact it is involved in a process that takes time to be develop and is about re-drafting and re-editing and between that, the interaction between teacher and learners has to be consider.

“There are times when process writing is simply no appropriated, either because class time is limited or because we want students to write quickly as part of a communication game” (Harmer, The Practice of English Language Teaching, 2007)

Surely, the writing steps could be follow without pressure and time, so learners could get to know how writing works and practice as much as it is possible receiving feedback from the teacher and correct it and even when it would looks ready, check it again, so then look for a reader.

IV. Conclusion

9. Conclusion

“However hard we work at it, we cannot predict what learners are going to learn at a given time” (Dave, 1990).

As a teacher, one always have high expectations towards the results one have an ambition. However, it is known that to get good results, it has to create, plan, apply strategies, reflect, have a positive attitude, and the most important believe in yourself. Also, it is known that one would not always get the expected results and learning even though there was made much effort. But as long as you keep on trying and enjoy the journey, you will be a teacher still. Regardless of the circumstances, when one train, there is always left knowledge, even if such knowledge is not shown at a given time. One has to considerate each student has a learning style, also a personality, previous knowledge, positive or negative emotions and feelings, interests, which either contribute or could affect their learning process. I believe the students always will learn something, maybe they show it up as soon as they discover it or later, but they will. In addition, in this process was taken into account the NEPBE 2011 purposes and its contents were crucial to guide students through the lessons in a meaningful way. Although these purposes and contents have to be adapted considering students English language level as well as the lack of material, such situation allowed me to put into practice my didactic competences designing, creating activities so it was able to work in class.

In the classroom, were met challenges from students where it was practiced some teaching competencies, for example, doing reflection in action and on action in favor of accomplishing the intended learning. The lack of attention and bad behavior were faced with eye contact, different class arrangements, engaging them through dynamic activities such as bingo, game boards, and topics from students interest. Students frequency absents were attending with feedback or explanation before they had to do certain activities. Also, the students who did not do corrections when they were told to do it or did not finish the tasks could be given personal attention after class, if there was not an opportunity during the lesson. The instructions could have been given with only verbs and written on the board

most of the times. Moreover, lexical chunks could have been selected since the beginning of the practices and given to students as an extra knowledge with the intention, to do not exhaust students with a foreign language but to motivate them by expressing themselves in a foreign language through lexical chunks with a combination of learning and acquisition.

In addition, this approach had the intention to do small changes in the classroom to introduce the lexical approach, with the purpose for students to learn a foreign language in a practical form. Nevertheless, strong implementation of the lexical approach was shown in this process. According to Lewis (1993), the strong application implies radical changes. I know from experience, supported by the work done with the lexical approach some drastic changes seem to appear in this process. The majority of the activities, as well as the productions, were related to chunks. I thought the selection of the chunks had to be according to NEPBE unit contents. So my mistake was have applied the lexical approach following the NEPBE, because I thought I had to follow such program with the use of the lexical approach through its exercise types. I think I should not have had worked them together due to students English background. Also in agreement with Lewis for this process is needed a large mental lexicon.

“*Grammatical knowledge permits the creative re-combination of lexis in novel and imaginative ways, but it cannot being to be useful in that role until the learner has a sufficiently large mental lexicon to which grammatical knowledge can be applied*” (Lewis, 1993).

Since the activities worked for this process, students had difficulties in filling the collocation frames due to lack of vocabulary. It was noticed that the lexical approach could have been worked better with third grade because, in my opinion, their English level must be higher than first-year students. Also, as a teacher

trainee, such approach was practiced every practices period only, so students seem to start over and over again every time I returned for my practices; as a result, I think it was not helpful.

“Lexical Approach involves a big change on the teacher´s understanding of the language, but only small, consistent changes in the classroom so that the Approach can be introduced without serious upheaval” (Lewis, 1993).

The lexical approach has allowed me the opportunity to familiarize and practice a different teaching manner, which is about to practice the English language more easily with the help of chunks. As we have seen, lexical items can be used as a language structure. Chunks can be filled with different but specific words or as expressions that are used in only one form, to write and speak in an understandable, manageable, and fluency form. Unfortunately, the knowledge known about this approach was learned while applied it at the same time. Consequently, this process was saturated because of the activities design and used as I was discovering and understanding the approach. My suggestion is to work the approach once you have had analyzed, understood the approach, and know the students English level as well. So the approach can be organized, planned, and applied with the confidence of expecting positive results.

Moreover, during this process was regarding the lack of motivation towards a foreign language from individual students. The context has to do a lot on students motivation as they are surrounded by people who did not complete the basic studies, surrounded by vandalism, and drugs. For students, there are not high expectations of education. Besides, there was also noticed lack of attention from parents to students due to work; therefore students skipped school regularly, did not fulfill with homework either if they were asked to bring a color sheet of paper. Also, there is a lack of attention from school to the English subject due to lack of

English textbooks which are necessary and helpful for teachers and students. The textbooks are necessary in order students can follow sequenced activities which were done by experts, approved by the SEP and based on NEPBE 2011. They are helpful for teachers in order to have sequenced lessons and for students to have a more precise notion of the knowledge they should acquire at the end of each unit and allowed them to work autonomously. If you are looking for students successful, they need some necessary tools. There is sometimes required to do some necessary paperwork to dispute something which is needed, but if there is not notice this need, there is any chance to do better.

Apart from that, what made harder this process was been in charge of the three grades of secondary school due to mental exhaustion having different ideas to design each of the activities of the three grades. Moreover, at the end of the day being in charge of the three different grades was not the worst thing as it seemed since the beginning because I had the opportunity to learn the different contents, competences during the practices more than what it could have been expected to be learned by only being attending one grade.

Additionally, the results from this process were not the expected ones, but the students showed learning still. From this experience, it was noticed that most students understanding has to do with their interests. Students showed more attention in class in the last two topics which were *likes and dislikes* and *warnings,* as consequence students remember and used either in a writing or oral form these last chunks. Education is based on students learning development; therefore, it is suggested to be analytic and think about students needs and interests in order to favor their learning. When planning, teachers must contextualize the contents to students interests and context as well. Also, secondary school teachers have a 50 minutes interaction with a group of students five, three, two times a week, and they give personal attention to a few of them as

possible as it is. Due to students age all they need attention and feel part of the school and from experience for teachers is impossible to give personal attention to all of the students who conform a group, therefore, is suggested to have a physiology department where a big part of students can form part of, if suggesting this is to have in classes participative students, students with a different thinking far from finish the secondary school only and look for a job.

For the time being, life is challenging; therefore, one needs to prepare students to confront the difficulties our country is facing, we have many changes which I describe as positives and negatives toward education. Students need to fulfill themselves, and I believe we can give students the necessary tools for success. *Plan de Estudios (2011)*, as well as *Aprendizajes Clave (2017)*, are in concordance intending to foster education quality, although there is a slight difference about education center, due to students learning. Also, the book *Planes y Programas* focus is to prepare students to confront real-life and stand out. As a teacher, I would like to contribute to students successful process enjoying teaching and applying the strategies learned and discover more, as have a good communication teacher- students and student-teacher. In agreement with the programs, it is necessary to work together with students, parents, and teachers for students to be successful in life.

To sum up, this research was a learning experience where there was discovered emotions which were not felt before, they were both positive and negative, and it is what contributes to the learning process. Teaching is a profession which demands much effort, organization, creativity, and most important patience. Also, an update is strictly essential for students learning, so one can engage students in innovate activities. This process was also enjoyed being part of the students learning process. Being a teacher trainee gave experiences will never be forgotten. More

than have the opportunity to work with students and guided them as much as we might have grown as a person.

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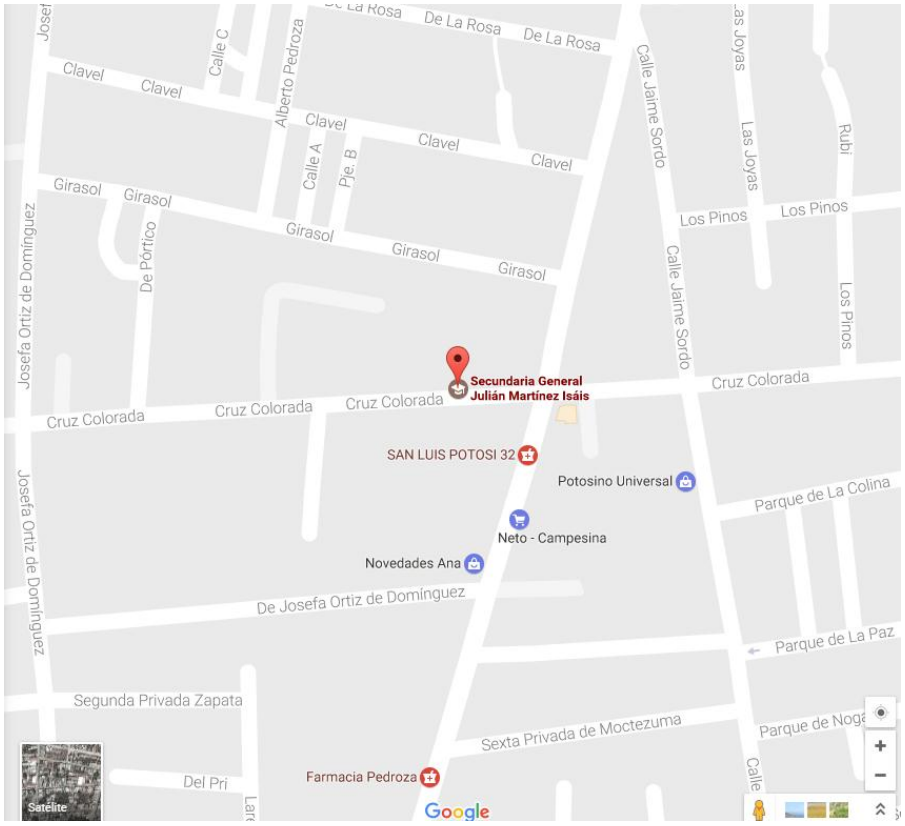
APPENDICES

“THE USE OF LEXICAL APPROACH TO DEVELOP EFL STUDENTS´ WRITING SKILLS IN THE FIRST GRADE GROUP “E” OF A SECONDARY SCHOOL”

APPENDIX A



“THE USE OF LEXICAL APPROACH TO DEVELOP EFL STUDENTS´ WRITING SKILLS IN THE FIRST GRADE GROUP “E” OF A SECONDARY SCHOOL”

APPENDIX B

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

1. ¿Cuál de las siguientes actividades disfrutas más?

a) Escuchar música b) Ver películas c) Bailar con buena música

2. ¿Qué programa de televisión prefieres?

a) Reportajes de descubrimientos y lugares b) Cómico y de entretenimiento c) Noticias del mundo

3. Cuando conversas con otra persona, tú:

a) La escuchas atentamente b) La observas c) Tiendes a tocarla

4. Si pudieras adquirir uno de los siguientes artículos, ¿cuál elegirías?

a) Un jacuzzi b) Un estéreo c) Un televisor

5. ¿Qué prefieres hacer un sábado por la tarde?

a) Quedarte en casa b) Ir a un concierto c) Ir al cine

6. ¿Qué tipo de exámenes se te facilitan más?

a) Examen oral b) Examen escrito c) Examen de opción múltiple

7. ¿Cómo te orientas más fácilmente?

a) Mediante el uso de un mapa b) Pidiendo indicaciones c) A través de la intuición

8. ¿En qué prefieres ocupar tu tiempo en un lugar de descanso? a) Pensar b) Caminar por los alrededores c) Descansar

9. ¿Qué te halaga más? a) Que te digan que tienes buen aspecto b) Que te digan que digan que tienes una conversación interesante

10. ¿Cuál de estos ambientes te atrae más?
a) Uno en el que se sienta un clima agradable
b) Uno en el que se escuchen las olas del mar
c) Uno con una hermosa vista al océano

11. ¿De qué manera se te facilita aprender algo?

a) Repitiendo en voz alta b) Escribiéndolo varias veces c) Relacionándolo con algo divertido

12. ¿A qué evento preferirías asistir?

a) A una reunión social b) A una exposición de arte c) A una conferencia

13. ¿De qué manera te formas una opinión de otras personas?

a) Por la sinceridad en su voz b) Por la forma de estrecharte la mano c) Por su aspecto

14. ¿Cómo te consideras?

a) Atlético b) Intelectual c) Sociable

15. ¿Qué tipo de películas te gustan más?

a) Clásicas b) De acción c) De amor

16. ¿Cómo prefieres mantenerte en contacto con otra persona?

a) por correo electrónico b) Tomando un café juntos c) Por teléfono

17. ¿Cuál de las siguientes frases se identifican más contigo?

a) Me gusta que mi coche se sienta bien al conducirlo b) Percibo hasta el mas ligero ruido que hace mi coche c) Es importante que mi coche esté limpio por fuera y por dentro

18. ¿Cómo prefieres pasar el tiempo con tu novia o novio?

a) Conversando b) Acariciándose c) Mirando algo juntos

19. Si no encuentras las llaves en una bolsa

a) La buscas mirando b) Sacudes la bolsa para oír el ruido c) Buscas al tacto

20. Cuando tratas de recordar algo, ¿cómo lo haces?

a) A través de imágenes b) A través de emociones c) A través de sonidos

21. Si tuvieras dinero, ¿qué harías?

a) Comprar una casa b) Viajar y conocer el mundo c) Adquirir un estudio de grabación

22. ¿Con qué frase te identificas más?

a) Reconozco a las personas por su voz b) No recuerdo el aspecto de la gente c) Recuerdo el aspecto de alguien, pero no su nombre

23. Si tuvieras que quedarte en una isla desierta, ¿qué preferirías llevar contigo?

a) Algunos buenos libros b) Un radio portátil de alta frecuencia c) Golosinas y comida enlatada

24. ¿Cuál de los siguientes entretenimientos prefieres?

a) Tocar un instrumento musical b) Sacar fotografías c) Actividades manuales

25. ¿Cómo es tu forma de vestir?

a) Impecable b) Informal c) Muy informal

26. ¿Qué es lo que más te gusta de una fogata nocturna?

a) El calor del fuego y los bombones asados b) El sonido del fuego quemando la leña c) Mirar el fuego y las estrellas

27. ¿Cómo se te facilita entender algo?

a) Cuando te lo explican verbalmente b) Cuando utilizan medios visuales c) Cuando se realiza a través de alguna actividad

28. ¿Por qué te distingues?

a) Por tener una gran intuición b) Por ser un buen conversador c) Por ser un buen observador

29. ¿Qué es lo que más disfrutas de un amanecer?

a) La emoción de vivir un nuevo día b) Las tonalidades del cielo c) El canto de las aves

30. Si pudieras elegir ¿qué preferirías ser?

a) Un gran médico b) Un gran músico c) Un gran pintor 31. Cuando eliges tu ropa, ¿qué es lo más importante para ti? a) Que sea adecuada b) Que luzca bien c) Que sea cómoda

32. ¿Qué es lo que más disfrutas de una habitación?

a) Que sea silenciosa b) Que sea confortable c) Que esté limpia y ordenada 33. ¿Qué es más sexy para ti? a) Una iluminación tenue b) El perfume c) Cierto tipo de música

34. ¿A qué tipo de espectáculo preferirías asistir?

a) A un concierto de música b) A un espectáculo de magia c) A una muestra gastronómica

35. ¿Qué te atrae más de una persona?

a) Su trato y forma de ser b) Su aspecto físico c) Su conversación

36. Cuando vas de compras, ¿en dónde pasas mucho tiempo? a) En una librería b) En una perfumería c) En una tienda de discos

37. ¿Cuáles tu idea de una noche romántica?

a) A la luz de las velas b) Con música romántica c) Bailando tranquilamente

38. ¿Qué es lo que más disfrutas de viajar?

a) Conocer personas y hacer nuevos amigos b) Conocer lugares nuevos c) Aprender sobre otras costumbres

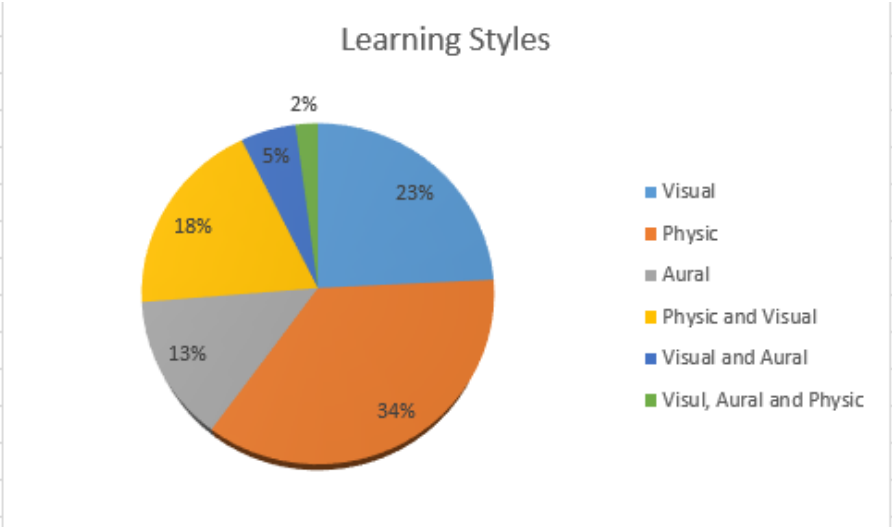
39. Cuando estás en la ciudad, ¿qué es lo que más hechas de menos del campo?

a) El aire limpio y refrescante b) Los paisajes c) La tranquilidad

40. Si te ofrecieran uno de los siguientes empleos, ¿cuál elegirías?

a) Director de una estación de radio b) Director de un club deportivo c) Director de una revista

APPENDIX C



ENGLISH EXAM **1st. GRADE** **1st. PERIOD**

NAME _____ **DATE** _____

I. COMPLETE THE CONVERSATION.

Juan: Good morning, Teacher!
Teacher: _____
How are you?
Juan: _____
Teacher: Very good.
_____
Juan: It's Martinez.
Teacher: What's your telephone number?
Juan: _____
Teacher: _____
Juan: I'm from Hacienda. La Unión
Teacher: How old are you?
Juan: _____
Teacher: Thank you Juan, sit down.
Juan: You welcome.

- Where are you from?
- I'm twelve years old.
- Hello Juan!
- It's 27-34-33
- What's your last name?
- Fine, thanks. And you?

II. WRITE THE WORDS IN THE CORRECT COLUMN.

MEXICAN ITALIAN ONE PAPER MAY COLORS JANUARY FRIDAY JULY EIGHT SUNDAY PEN BOOK THREE CANADIAN SEPTEMBER AMERICAN TWO MONDAY GLUE SATURDAY

DAYS	NUMBERS	MONTHS	NATIONALITIES	SCHOOL ITEMS

III. MATCH.

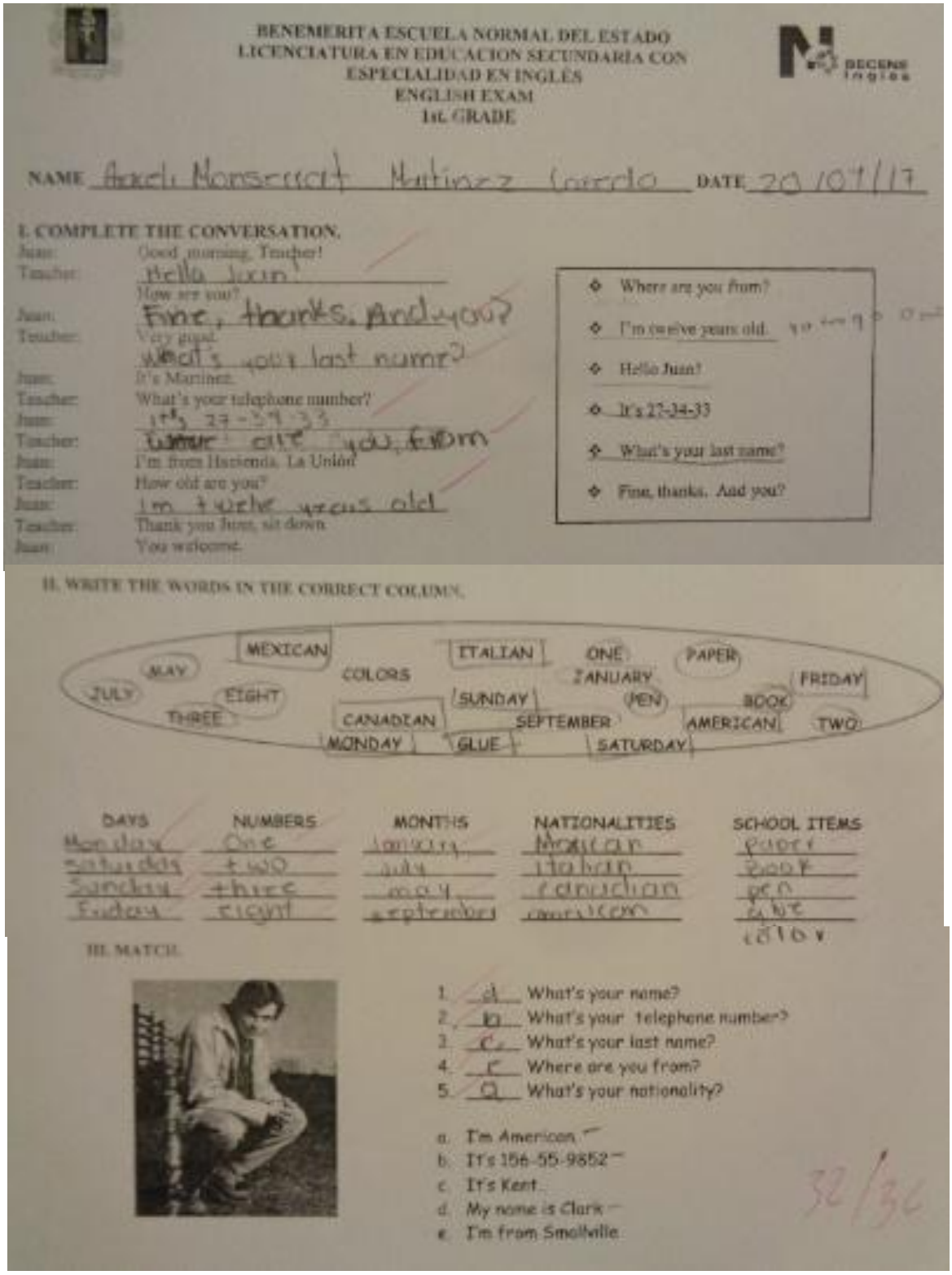
1. _____ What's your name?
2. _____ What's your telephone number?
3. _____ What's your last name?
4. _____ Where are you from?
5. _____ What's your nationality?

a. I'm American.
b. It's 156-55-9852
c. It's Kent.
d. My name is Clark
e. I'm from Smallville

APPENDIX D

“THE USE OF LEXICAL APPROACH TO DEVELOP EFL STUDENTS´ WRITING SKILLS IN THE FIRST GRADE GROUP “E” OF A SECONDARY SCHOOL”

APPENDIX D



BENEMERITA ESCUELA NORMAL DEL ESTADO
LICENCIATURA EN EDUCACION SECUNDARIA CON ESPECIALIDAD EN INGLÉS
ENGLISH EXAM
1st. GRADE

NAME Aceli Monserrat Martinez Loredo DATE 20/07/17

I. COMPLETE THE CONVERSATION.

Juan: Good morning, Teacher!
Teacher: Hello Juan!
How are you?
Juan: Fine, thanks. And you?
Teacher: Very good.
What's your last name?
Juan: It's Martinez.
Teacher: What's your telephone number?
Juan: It's 27-34-33
Teacher: Where are you from
Juan: I'm from Hacienda. La Unión
Teacher: How old are you?
Juan: I'm twelve years old
Teacher: Thank you Juan, sit down.
Juan: You welcome.

- Where are you from?
- I'm twelve years old.
- Hello Juan?
- It's 27-34-33
- What's your last name?
- Fine, thanks. And you?

II. WRITE THE WORDS IN THE CORRECT COLUMN.

MEXICAN, ITALIAN, ONE, PAPER, MAY, COLORS, JANUARY, FRIDAY, JULY, EIGHT, SUNDAY, PEN, BOOK, THREE, CANADIAN, SEPTEMBER, AMERICAN, TWO, MONDAY, GLUE, SATURDAY

DAYS	NUMBERS	MONTHS	NATIONALITIES	SCHOOL ITEMS
Monday	One	January	Mexican	paper
saturday	two	july	italian	book
Sunday	three	may	canadian	pen
Friday	eight	september	american	glue
				color

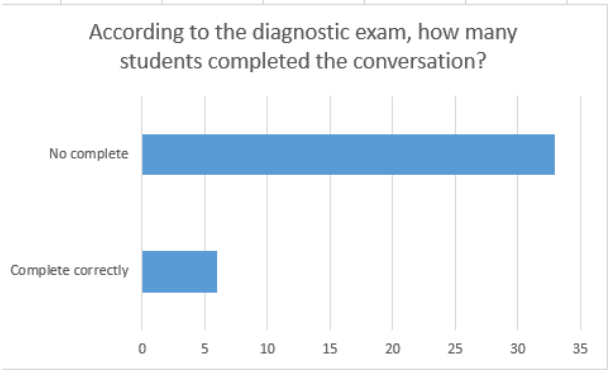
III. MATCH.

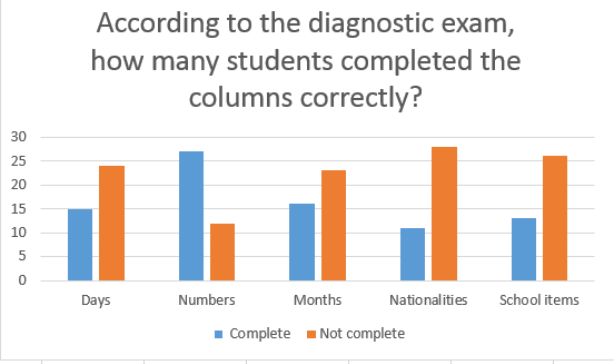
1. d What's your name?
2. b What's your telephone number?
3. c What's your last name?
4. e Where are you from?
5. a What's your nationality?

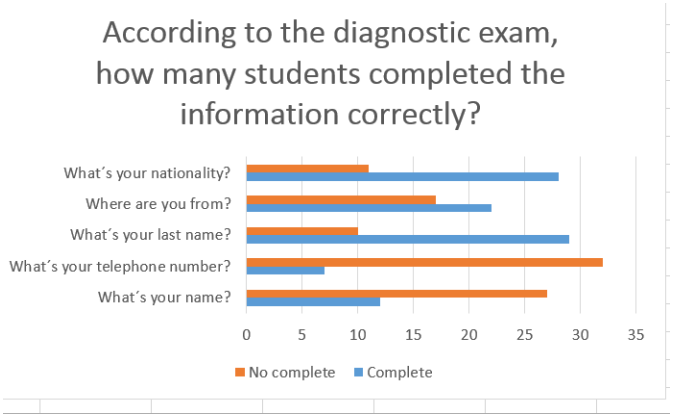
a. I'm American
b. It's 156-55-9852
c. It's Kent.
d. My name is Clark
e. I'm from Smallville

32/36

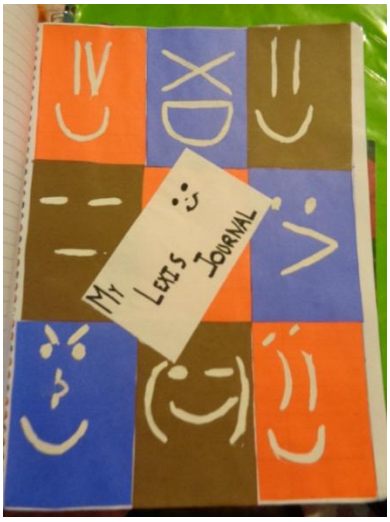
APPENDIX E


According to the diagnostic exam, how many students completed the conversation?
No complete
Complete correctly
0
5
10
15
20
25
30
35

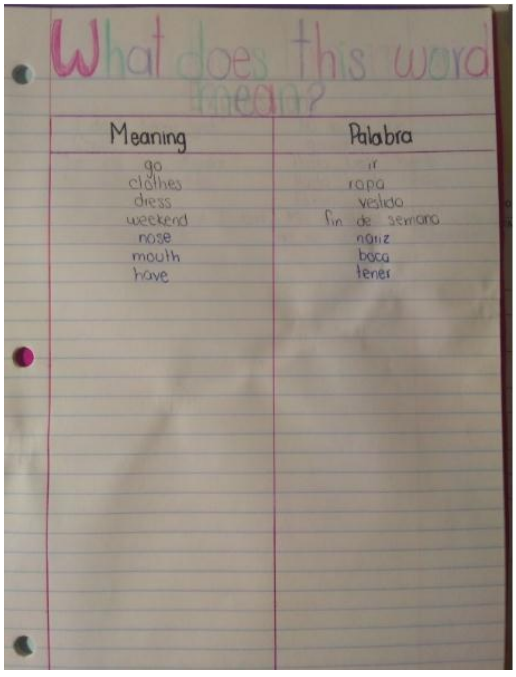

According to the diagnostic exam, how many students completed the columns correctly?
30
25
20
15
10
5
0
Days
Numbers
Months
Nationalities
School items
Complete
Not complete

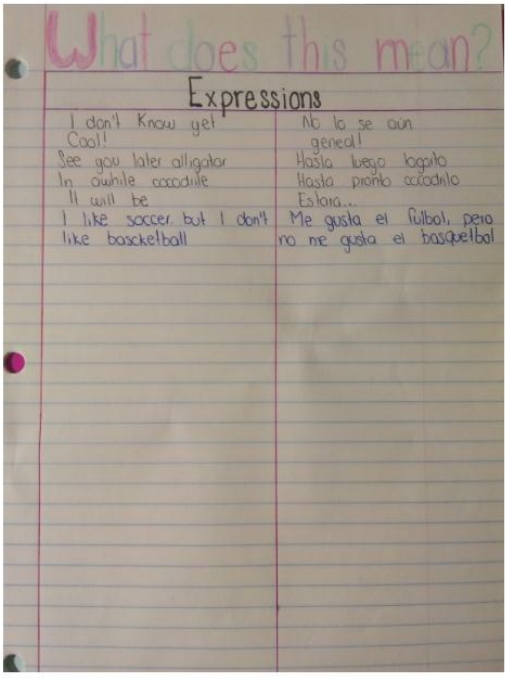

According to the diagnostic exam, how many students completed the information correctly?
What´s your nationality?
Where are you from?
What´s your last name?
What´s your telephone number?
What´s your name?
0
5
10
15
20
25
30
35
No complete
Complete

APPENDIX F



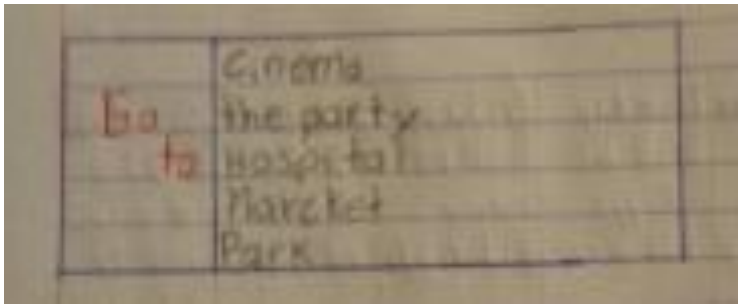
APPENDIX G

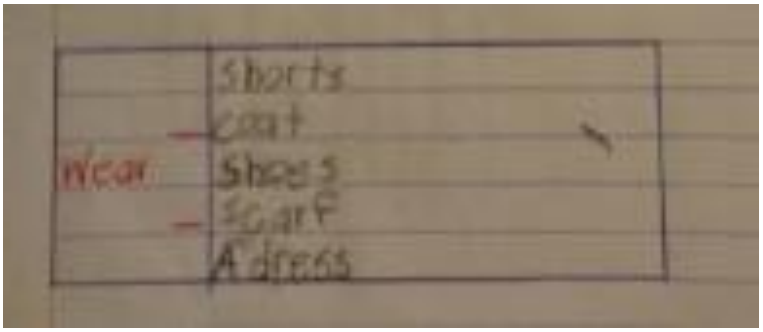


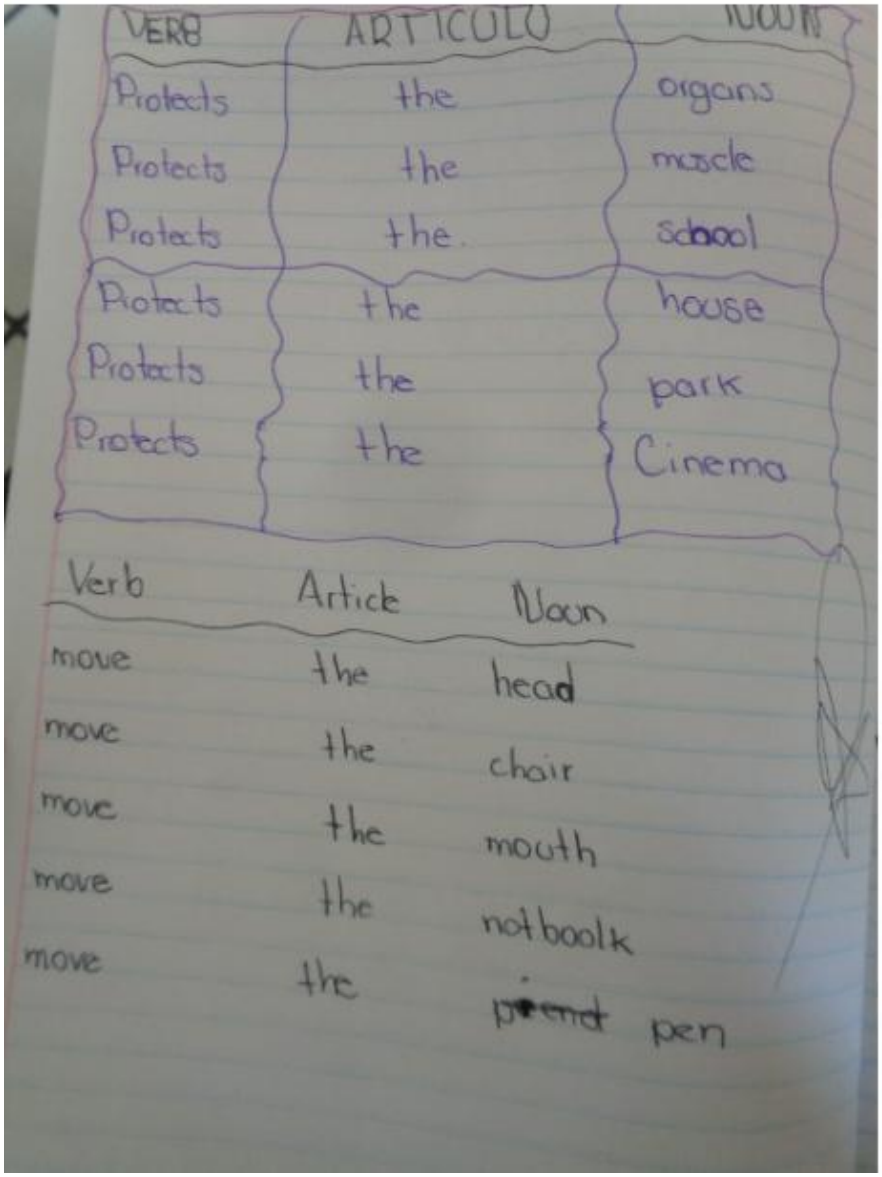


APPENDIX H

APPENDIX I







APPENDIX J

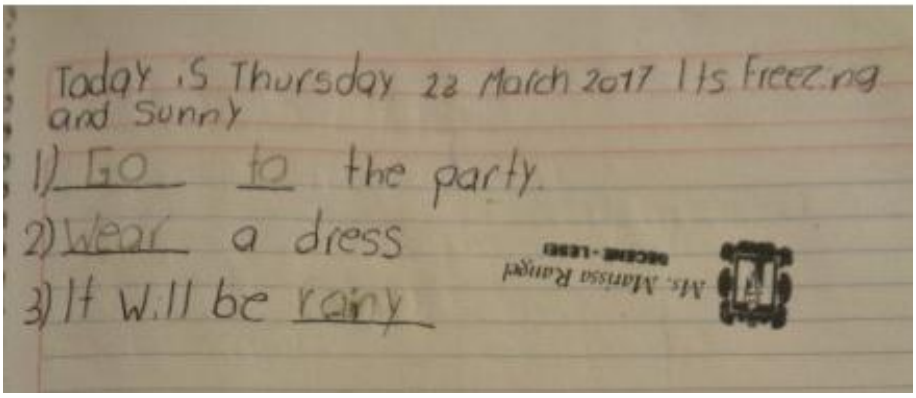
APPENDIX K

APPENDIX L

ESL/EFL Lesson Plan

Lesson Number: Lesson No. 4 **Topic: Weather Forecast**
Objective/Aim: Ss should be able to write their city weather forecast of three days.
Personal aim: guide ss on the use of chunks as well as use different strategies when facing misbehaviour.
Previous topics seen in class: Ss have seen narrative elements, and physical appearance adjectives.

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up 4 min	*Good morning! How are you?* *Let´s listen to a song!* *Now, help me to sing it!* *Hand in your homework!*		Appendix 1.0 (lyrics) Appendix 1.1 (song)	Whole class	Activate previous knowledge	Problem: Ss may be shy and do not want to sing and follow the instructions. Solution: T will help providing the song´ lyrics as well singing with them.
Presentation **5 min** **5 min** **3 min** **5 min**	*Will it be rainy today?* (T will point out to the sky and paste different flashcards) *Look at these questions!* *What picture represents rainy?* Instruction: 1) **Match** the questions to the pictures. Volunteers? To come to the front. It is correct? 2) **Copy** the questions with the correct picture. 3) **Repeat** Now, here you have these pictures! 4) ***Listen*** *and* ***circle*** *the correct answer!* *The audio is about...weather, weather forecast or a Ty. program?* 5) ***Listen*** *one more time!*	Listening Speaking	Appendix 4.0 (flashcard) Whiteboard Markers Appendix 4.1 (questions) Appendix 4.2 (flashcards) Appendix 4.3 (audio)	Whole class	Ss notice particular words used when asking about weather forecast. Ss pick out the majority correct answers after the second play.	Problem: Ss may not want to participate doing the match on the whiteboard. Solution: T will select ss. Problem: T may lose the attention of ss after had asked them to discuss their answers! Solution: T will apply class, class strategy.
	6) ***Discuss*** *what the answer are.* *The audio is about...?*					
Practice 10 min	*Now,* 7) ***Listen*** *and* ***circle*** *the correct answer.* *Will it be sunny today? Yes? No?* *Listen again* *Share your answers with a partner.* *Will it be sunny today? Yes? No?* *X do you agree?* *Who says Yes? Who says No?* *Why? So Monday will be…?* *Tuesday will be…?* *The audio is about present, past or future tense?*	Listening	Appendix 4.4 (worksheet)	Individual work Pair work Whole class	Identification of weather forecast.	Problem: technical problems. Solution: T may have to read the audio script. Problem: Class! Class! Strategy doesn't work no more. Solution: T will do eye contact to those who are not paying attention.
Production 10 min	*Will it be rainy tomorrow?* 8) ***Write*** *San Luis Potosi weather forecast for the* ***next three days****!*	Writing	Ss´ notebook	Individual work	Use future tense.	Problem: ss may not know some words. Solution: ss will be told to use their dictionary.
Wrap-up 5 min	*Now, let´s sing together!*		Appendix 1.2	Whole class	Identification of farewells.	Problem: ss may lose the lyrics paper. Solution: T will ask them to copy them in their notebooks.



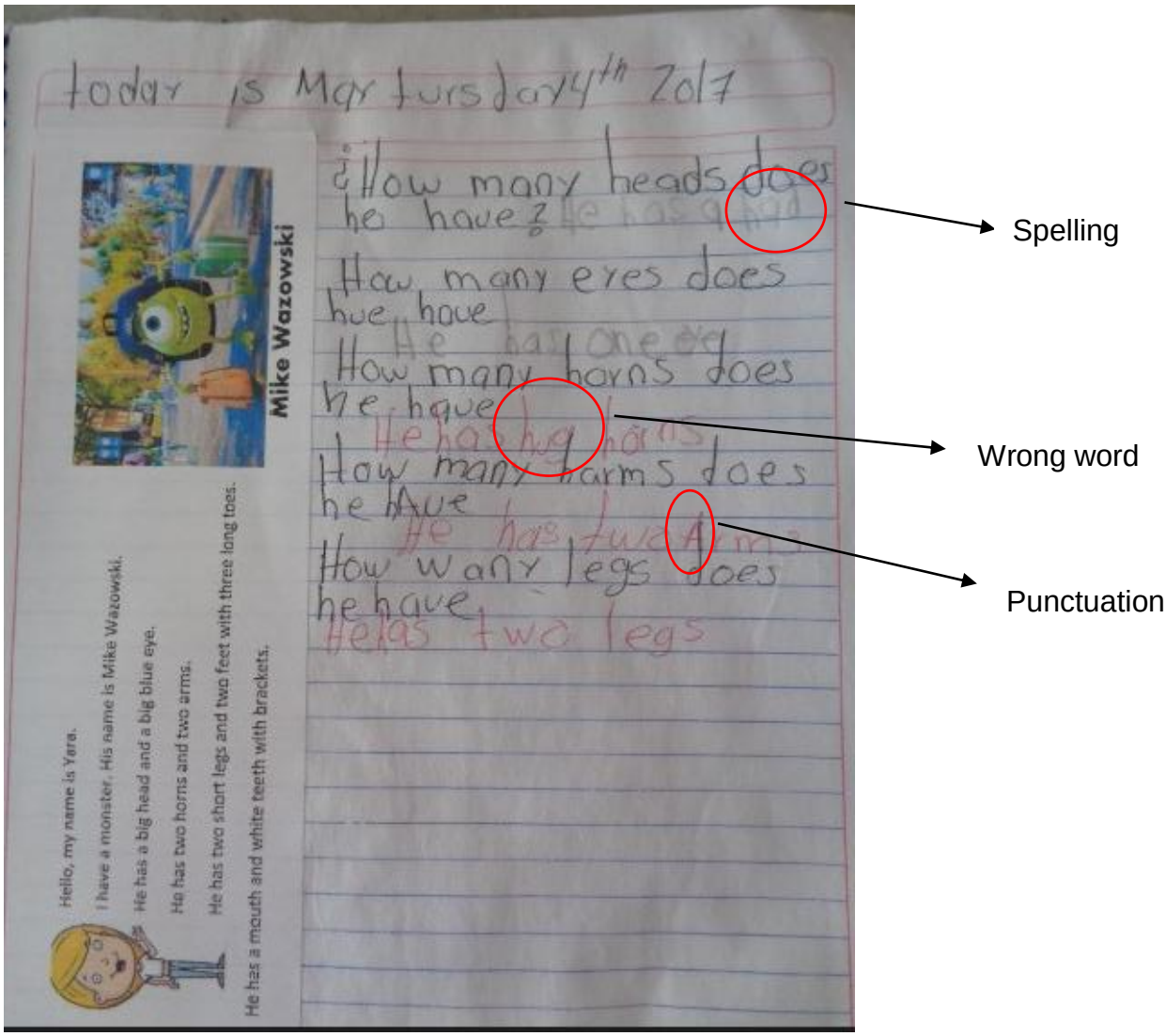
APPENDIX M

APPENDIX N

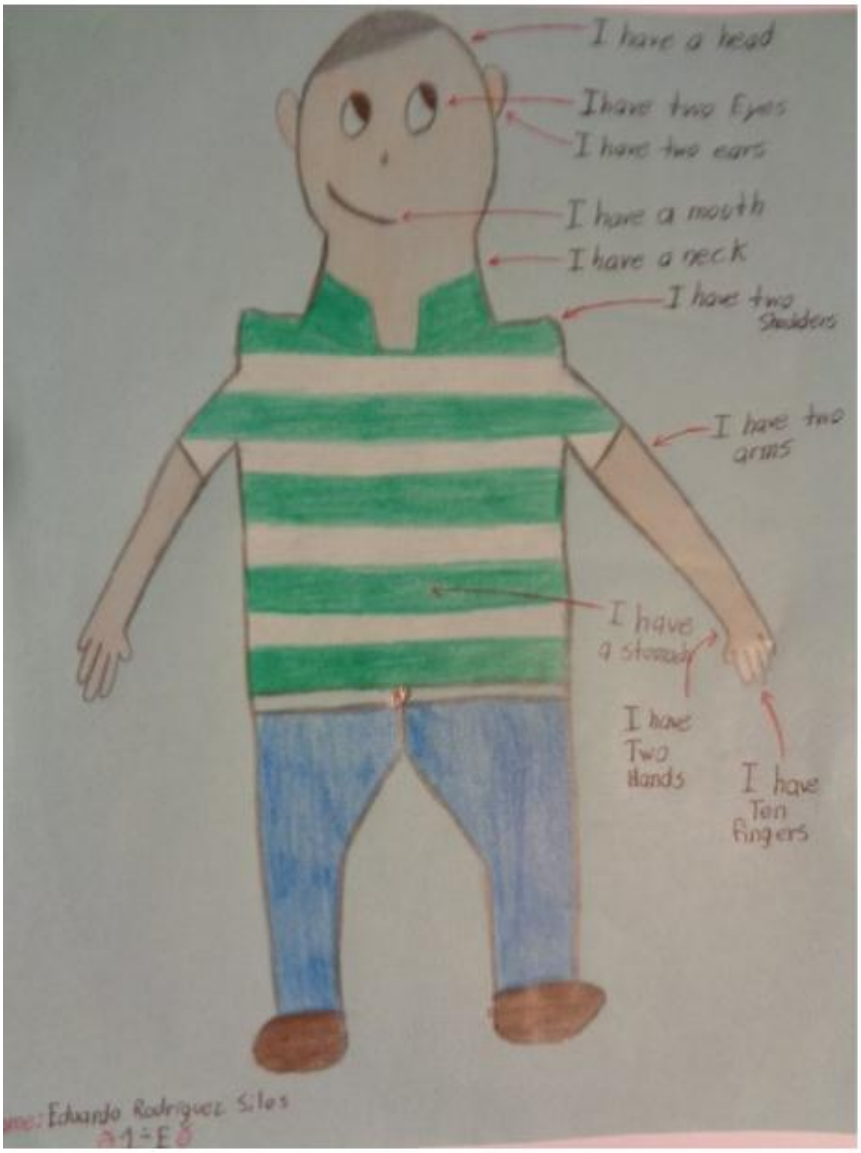
Lesson Number: Lesson No. 3 **Topic: body parts**
Objective/Aim: Ss should be able to express the human body parts using *pronoun + have/has.*
Personal aim: start the lesson as soon as I arrive the classroom and present chunks.
Previous topics seen in class: Ss have seen physical appearance adjectives and forecasts.

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up 5 min	*Let´s listen to a song!* *Sing with me!* *Now, only this role repeat!* *Now, this other role!* *Now, girls only!* *Boys only!*		Appendix 1.0 (song)	Whole class	Activate previous knowledge	Situation: ss want to keep doing the activity, Solution: T will let them know that after the lesson task we they can continue doing the activity.
Presentation 2 min 2 min 2 min 2 min	*1) Read the title* *What the text will be about?* *2) Listen and fill the gaps* *Finish?* *Listen again!* *Finish? Compare your answers with the person next to you.* *T will ask to ss to complete the sentences on the board then do choral repetition:* *I have a _____* *I have _____* *He has _____* *She has a _____*	Listening Reading	Appendix 1.1 (audio) Appendix 1.2 (ws)	Whole class Individual work Pair work	Identify demonstratives.	Problem: ss are restless due to last activity. Solution: T apply eyes on me strategy.
Practice 10 min	*1) Fill in the gaps!* *T will ask for instructions clarification.* *2) Draw a monster following the instructions.* *Share your answers!* *Repeat!*	Writing Drill	Appendix 1.3(ws) Whiteboard Markers	Pair work Whole class	Use of verb to be correctly	Problem: ss are standing and talking. Solution: t will do eye contact and ask them to sit down. And tell that they have one minute less.
Production 20 min	3) Draw yourself 4) Describe the number of body parts you have. Share it!	Writing Speaking	Whiteboard Markers	Pair work	Use of demonstratives and verb to be.	Problem: ss may not know the body parts name. Solution: they must use their notes.
Wrap-up 5 min	*Bring to sign it!*		Ss´ work	Whole class	Feedback	

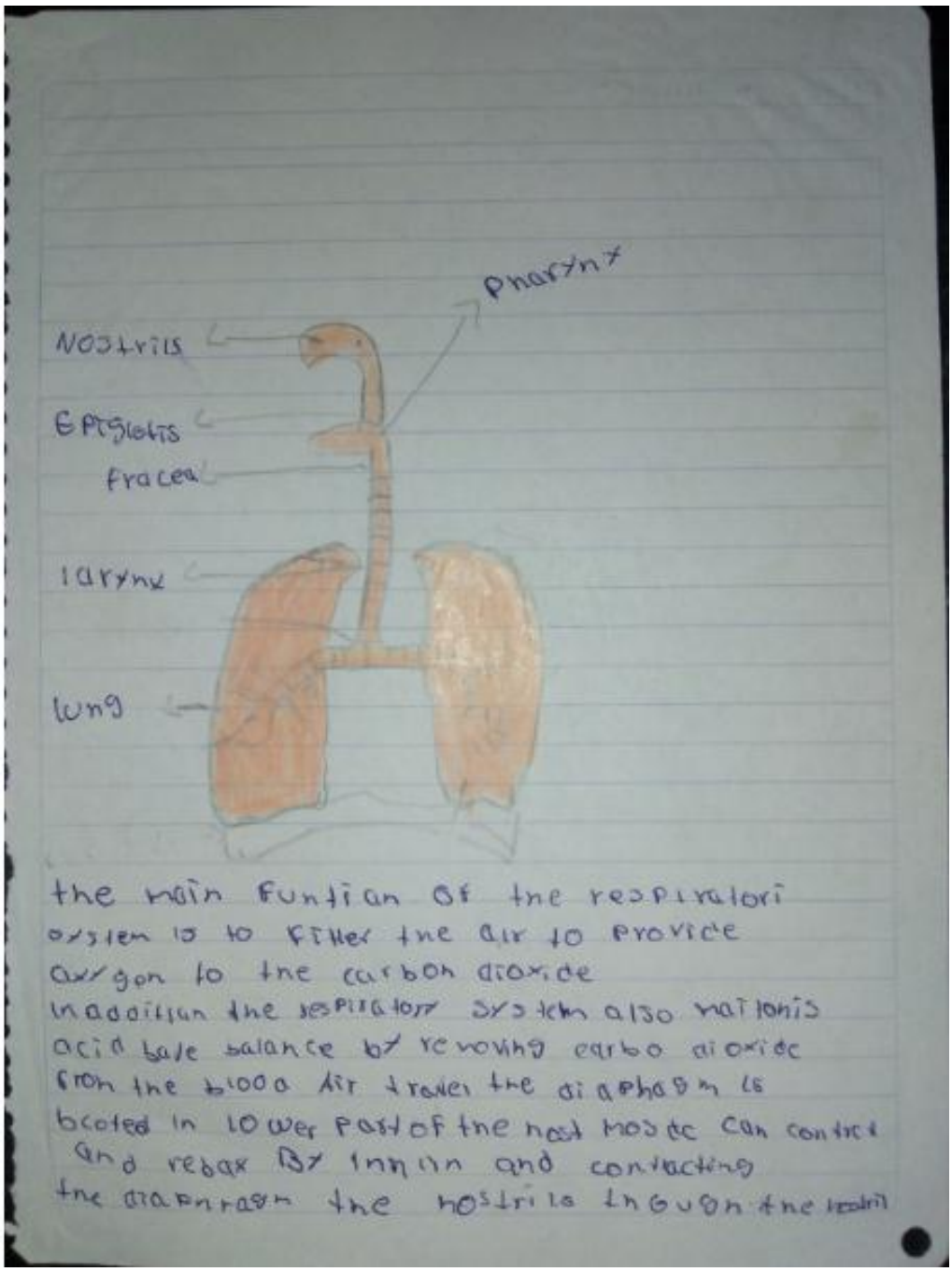
APPENDIX O


today is Mar tursday 4th 2017
¿How many heads does he have?
How many eyes does hue have
How many horns does he have
How many harms does he have
How wany legs does he have
He has two legs
Mike Wazowski
Hello, my name is Yara.
I have a monster. His name is Mike Wazowski.
He has a big head and a big blue eye.
He has two horns and two arms.
He has two short legs and two feet with three long toes.
He has a mouth and white teeth with brackets.
Spelling
Wrong word
Punctuation

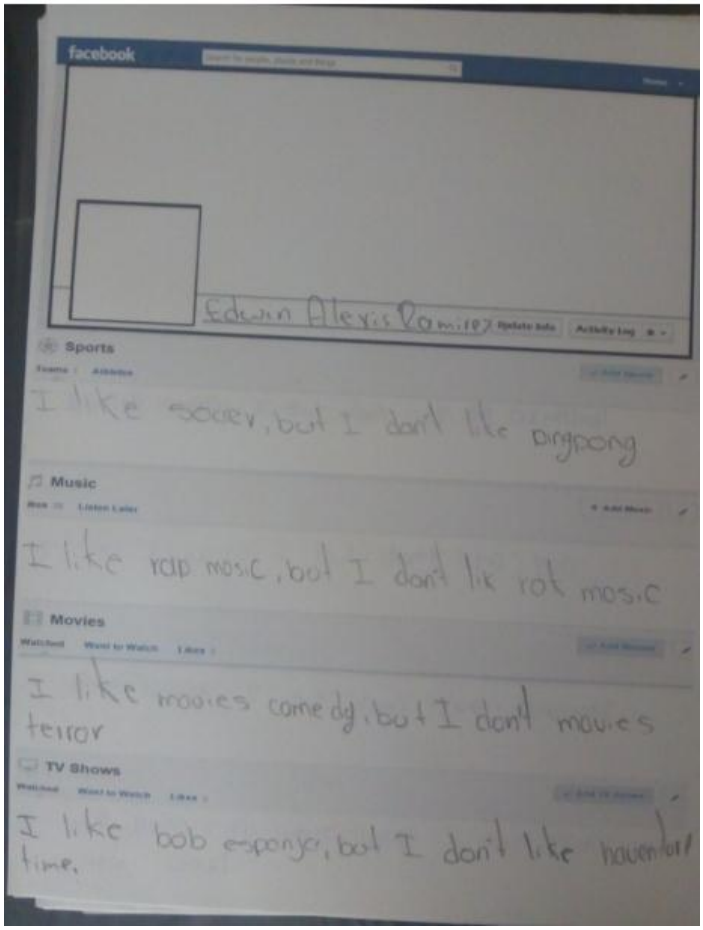
APPENDIX P


I have a head
I have two Eyes
I have two ears
I have a mouth
I have a neck
I have two Shoulders
I have two arms
I have a stomach
I have Two Hands
I have Ten Fingers

APPENDIX Q


Pharynx
Nostrils
Epiglotis
Fracea
larynx
lung
the main funtian of the respiratori
system is to filter the air to provide
oxygen to the carbon dioxide
in addition the respiratory system also maitonis
acid bale balance by removing carbo dioxide
from the blood air travel the diaphagm is
bcoted in lower part of the nost mosde can contract
and rebax by innlin and contracting
the diaphragm the nostrils through the nostril

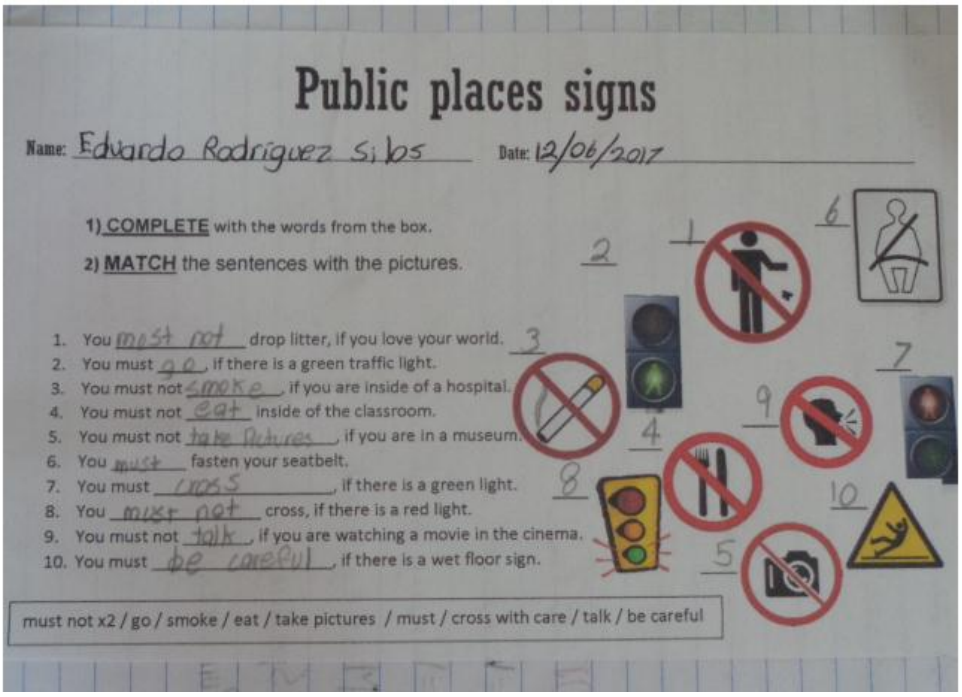
APPENDIX R



APPENDIX S

APPENDIX T

APPENDIX U

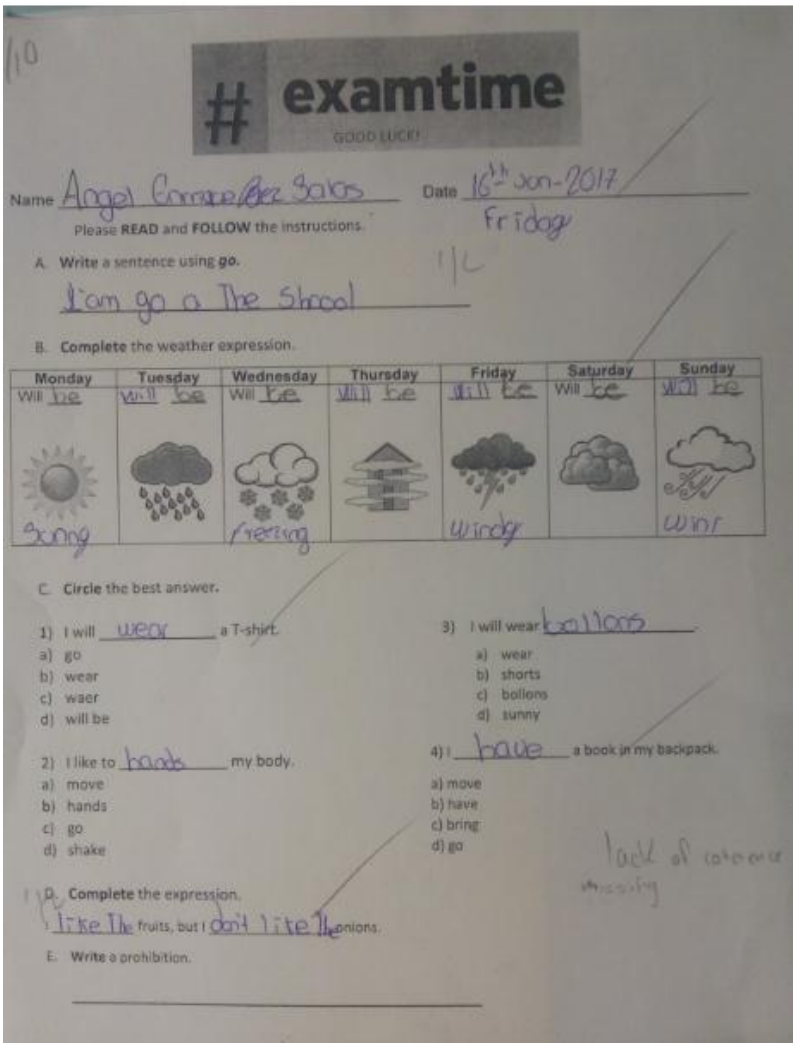


APPENDIX V

Products Evaluation Criteria

Aspects to evaluate	Excellent 3	Good 2	Insufficient 1
Writing a sentence	The sentence is free of spelling and punctuation mistakes. It is coherence.	The sentence has not more than 2 either spelling nor punctuation mistakes. It is understandable, but not coherent.	The sentence has more than 2 spelling or punctuation mistakes. It is hard toundestand.
Chunk in a sentence	The chunk is complete and used correctly.	The chunk is not complete, but it is used correctly.	The chunk is not complete either correctly.

APPENDIX W



examtime

GOOD LUCK!

Name Angel Gonzalez Salas Date 16th Jan-2017 Friday

Please **READ** and **FOLLOW** the instructions.

A. **Write** a sentence using **go.**

I am go a The Shool

B. **Complete** the weather expression.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Will be	Will be	Will be	Will be	Will be	Will be	Will be
Sunny		Freezing		Windy		Wind

C. **Circle** the best answer.

1) I will wear a T-shirt.
a) go
b) wear
c) waer
d) will be

2) I like to hands my body.
a) move
b) hands
c) go
d) shake

3) I will wear ballons.
a) wear
b) shorts
c) ballons
d) sunny

4) I have a book in my backpack.
a) move
b) have
c) bring
d) go

lack of coherence

D. **Complete** the expression.

I like The fruits, but I don't like The onions.

E. **Write** a prohibition.

_____