



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

TITULO: Drills to improve students use of the english language in an EFL class with first grade students

AUTOR: Aranza Gallegos Roque

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CLASS WITH FIRST GRADE STUDENTS.”**

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ARANZA GALLEGOS ROQUE

ASESOR (A):

MTRA. DIANA KARINA HERNÁNDEZ CANTÚ

SAN LUIS POTOSÍ, S.L.P.

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Aranza Gallegos Roque

Nombre y Firma

AUTOR DUEÑO DE LOS DERECHOS PATRIMONIALES

Nicolás Zapata No. 200
Zona Centro, C.P. 78000
Tel y Fax: 01444 812-11-55
e-mail: cicyt@becenesp.edu.mx
www.becenesp.edu.mx



**BENEMÉRITA Y CENTENARIA
ESCUELA NORMAL DEL ESTADO
SAN LUIS POTOSÍ, S.L.P.**

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MTRA. MARTHA IBÁÑEZ CRUZ.

LIC. DIANA KARINA HERNÁNDEZ CANTÚ

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Certificación ISO 9001 : 2015
Certificación CIEES Nivel 1
Nicolás Zapeta No. 200,
Zona Centro, C.P. 78230
Tel y Fax: 01444 812-5144,
01444 812-3401
e-mail: becene@beceneslp.edu.mx
www.beceneslp.edu.mx
San Luis Potosí, S.L.P.

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INTRODUCTION

INTRODUCTION

This document focuses on the application of drills, which is a strategy chosen to practice with students in 1° of secondary school. This strategy consists on the memorization of the pronunciation and structure of sentences to be able to communicate in a second language, in this case English. There are three types of drills: Mechanical, Meaningful and Communicative. Each type of drill has different applications that consist of specific characteristics.

For this analysis, I only worked with Mechanical drills that according with Richards and Rodgers (1999) are the activities who have a complete control of the response. An observation and a survey was used in order to detect the most favorable way students learn the language. The results indicated some factors that I felt needed to be considered in my teach such as the needs of the students regarding the English class, the level of the students, their participation and motivation during the class, and additionally their point of view was considered which according to their opinion, drills is the most effective strategy of learning.

I used these answers to the survey and the results of the diagnostic test to search for different possible activities that could be carried out in order to increase the students' pronunciation when they use English during the classes. In addition, I chose to work with drills according to students needs of the, because in my opinion, these strategies are still not very well known or used by English teachers, so the students are not very aware of these activities, consequently, my students were more engaged into the classroom activities.

Another reason for choosing drills as a strategy to teach English, was to expose students to a fun way for doing Mechanical activities and consequently result in the achievement of the class goals. This is a very important aspect because considering students opinion, it is common to find comments like "I do not like English", "I do not understand", "it is very difficult", "It is boring", just to mention some of them. I tried to teach my classes focusing on the English pronunciation in order for them to feel more confident

using the language and to help them see the importance of English showing them different contexts where they could or already use it.

In a course I attended focused on the application of drills, it was mentioned that this strategy could be used for any classes, even for the complete hour and that it was completely effective. After that, a debate arose where we wondered how effective it could be for us and for the students we have in our classrooms with different mentality, needs and ways of working. Some of them said that they did not agree, that there was no learning nor communication, because students only memorized the pattern. I did not agree completely with this statement about drills, however seeing it from an objective point of view, the comment that could be made according to the objective of this strategy.

When I started studying English, I learned by listening and repeating or with similar activities, to learn basic knowledge and to improve my communication in English. This is why I did not see it as an ineffective way or as a strategy that could not improve communication and the use of English during the class. Additionally, this strategy could help students that have a basic level of English providing a base for learning.

Above I mentioned that the goals and ways of working with drills are similar to the way I learned, therefore I thought that it is an activity that could get the attention of students and make them participate during the class. I noticed that some students were afraid or uncomfortable to participate. I understand how that feels because when I was learning English I did not know anything. I used to feel uncomfortable and without confidence to participate. Therefore, with drilling activities, I could establish some self confidence, resulting in a good work environment and as a consequence in an effective class. It could also help students change their perception of the English class and the use of the language, and therefore increase their motivation because they are starting to have the correct pronunciation of the English language.

It must be reminded that there are three categories of Drills, this study was more focused on Mechanical drills, their characteristics and what activities we can use within this category. Also the progress of the students with the help of this strategy, trying to defend the idea of why, the use of the drills can help students who are beginning with the use of English. In addition, since it is a new way of working for the students, the reactions

and results obtained from the first and second time we worked with this strategy are compared and analyzed in the second chapter.

The purpose of this document is to show how effective Mechanical drills were during my teaching practice to help the students with the English pronunciation resulting in an increase of confidence to participate during class. Another purpose considering a personal level is to be challenged while searching and gathering information about this strategy to defend the ideas and process it raised.

The way this essay was done was based on action research where Huang states “Action research is an orientation to knowledge creation that arises in a context of practice and requires researchers to work with practitioners.” (Huang, 2010:1), and following this definition, what was done first was an observation of the situation, I took the class profile so I could identify the best strategy that could be used to cover the needs of the classroom encompassing the English class.

When the students profile was finally known, I identified that the strategy of drills fit and helped them reach the class goal. Then a documental investigation was carried out about the history of this strategy, where it comes from and about what it consists of. Finally, when information regarding drills was obtained, it was possible to begin with the application of this strategy to obtain the results, progress or difficulties. This information is reflected in this document in order to analyze what worked or failed, in order to modify the content according to their needs, obtain a result and analyze it.

From the beginning, there were some difficulties, mainly it was that I had to carry out the lessons with the school curriculum although the students did not have the needed level. For this reason, working with a language other than their mother tongue, made it difficult to understand some activities.

Another difficulty that was faced and why I choose this topic was because the students did not participate in class. Simanjalam (2008) mentioned several authors such as Moreover, Black (1995), Lee (2005) and Furthermore Tsui (1998) who said that students’ participation in class could be from asking something about the class,

interacting with their classmates, writing notes in their notebook about the class, among other points. However, the participation that is most considered is where the students provide answers to activities and/or questions asked by the teacher, but the students of this classroom had difficulty participating during the English class.

Some reasons why students had this attitude during class was because they did not have enough confidence to use another language. They did not know how to pronounce words in English. They were afraid of making a mistake or feared the comments or teasing that their classmates might make. Some activities became difficult and they did not want to pay attention nor work.

Another situation during the practice stage, was that when I was giving my classes, there were times that I forgot my students' English level. For this reason, in some cases my instructions or activities were not clear or understandable, so the activities had to be adjusted to the classes to fit their level. Therefore, I had to find other ways to work or modify them according to their level so that they could understand it or in some cases the same students started to help each other.

During the preparation of this document and the school practices, certain competencies were developed, which must be fulfilled according to the Graduating Profile from Normal education. One of them was acting in an ethical way in the classroom, creating an environment that allows coexistence and learning, working with the Plans and Programs, as well as the development of critical and creative thinking in order to solve problems that arose during the class, such as difficulties in understanding the language, activities or managing the group during classes.

Finally, the results of this investigation, may be useful in the future, to observe that the strategy that was studied, was effective or not or if it could be improved as it is practiced in a more continuous way adapting it to the students' needs. Another profile that was developed was where the teacher applied the communicative skills. Adequately expressing in an oral and in written way in both languages at the time of giving the instructions in English, and achieving the goal that students could understand without the need to translate it into their mother tongue.

CHAPTER

I

1. TOPIC OF STUDY

During this chapter, I am going to talk about some characteristics of the school in which the teaching practice was developed. In addition, I took into count some characteristics of the group of study and how the students learning process was affected, additionally how much of this affected my teaching practice when I wanted to apply and work with this strategy.

Another point that I considered was the use of Drilling strategy to improve the pronunciation of the English language in first year students. In reference to the origin of this strategy, what it is about, its characteristics, its categories and examples. Finally, the key questions provided a guide to analyze my practice and focus on the main topic of this essay; pronunciation.

1.1 Nucleus and Topic Line

Within my first two weeks of observation, I noticed that some students did not want to participate during English class. In this period, students showed difficulties when they wanted to participate, it could be because they were "afraid of making mistakes" or because they said that they did not feel confident to do it because of the response that the teacher could have. I knew this because I asked to the students how they felt during the English class and their comments were "we only work with the activities from the book" or "I do not know how some words are pronounced for that I prefer not to talk".

Another point that I noticed was at the moment that I started with my practice they were asking if they could participate because they were not used to doing it and when I elicited some of them to participate, their comments were: "the others are going to laugh", "I do not want to", "I do not know English" or "No, because you can get mad because I do not know". For these reasons, I talked to them and told them that it was okay to make mistakes as long as they learned from them, however, they still did not have enough confidence to participate on their own.

According to the class profile and some needs that I identified from this classroom, the nucleus of the essay that I decided to work was “the didactic competence in teaching specialty” while the topic line was “Analysis of teaching practice”. The reason why I chose this topic was because I wanted to work with “The use of drills to improve students use of English as a Foreign Language (EFL) with first grade students”.

The use of drills, is a strategy that I used during my teaching practice to improve the participation of my students and reinforce the pronunciation of English vocabulary, since in the first instance it is a strategy of memorization and repetition and according to the results from the surveys carried out, the majority of the students preferred activities of listening and repeating. At the same time, they wanted to know how to write what they were saying when they were in the English class. For these points, the drilling activities fit in their learning preferences, characteristics and needs.

1.2 School Context and Geographical Location.

The following study took place in the Secondary School Technical Number 1 (Escuela Secundaria Técnica Número 1 ETI) which is located in Mariano Jimenez Street #899 in San Luis Potosí, San Luis Potosí with the code center 24D5T0001R2. (APPENDIX A)

According with the INEGI, the type of support of the school is public. Around the school there are many services such as stores food, shops, cafeterias, and stationary paper shops. Also we can find a Fire Station, Hospital, Market, the Ciudad Judicial, an Oxxo, a Middle School, Elementary Schools, a Kindergarten and a Sport Center.

According to the results of the interview to the teachers, the school did not have any safety element (police transit and road signs) but there is always movement in the area and for that reason it could also be safe for students”.

1.2.1 Current Physical Condition of the School.

The school has two principal entries, the first one is in the principal view of the school on Mariano Jimenez Street but this one is only for teachers, secretaries, principal, vice principal and some parents that need to talk to the teachers. The second entry is for the students, behind the school on Manuel Talavera Street, where teachers check that students use the uniform correctly.

There is a main court that is roofed and it is where “Honos a la Bandera” or some civic events are held, including conferences or presentations. In the center, we can locate the patio with some flower beds and enough space where students play or walk during the break. There we can find a small cafeteria that students use at break time to buy food such as hamburgers, tortas, tacos, water, chips, candy, etc.

In the school there are various services such as electricity, running water in the bathrooms, telephone and internet but only the teachers have access to the main computer in the computer classroom. There is only access to Internet in some places, as some teachers said in the Consejo Tecnico Escolar (CTE) and they took it as a good point because even when the cellphones are not allowed in the school, some students carry them, however, they do not usually take them out because they cannot check the social media. Between these points, the negative one about the limitation of the internet is that if the teacher needs it to show some videos, activities or something concerning the class, they have to book the computer classroom that are on the first floor or the last floor. This can take a long time to go to the classroom and this means less time for the class, so the teachers need to be careful with this and be cautious.

There are a total of 15 classrooms, a library (with outdated books), 2 laboratories (one for biology and the other for physics and chemistry), computer classroom, music classroom and 5 workshops. There are 3 rooms for the coordinators, a teacher’s room for each subject, a general teacher’s room, vice principals and principals office and secretaries “office”, this is where they can make copies and print documents.

“The school has two media classroom, library, laboratories and areas of educational assistance and has enough material to work as books, computers, laboratories with their specific equipment, desks and chairs in addition they are in a good condition”. These were the words of some teachers during a talk on the CTE, but many of them expressed their nonconformity with the maintenance of some rooms. According to the principal, everything was in good condition to be used by students and the teachers could work with that materials and space during the classes and use them for support and reinforcement, but the agreement was that they would check those spaces.

In the school there were five classrooms designated for each grade. It was estimate that in each classroom there were between 20 and 30 students to give a total of 220. Since the school had three floors, the grades were located on each floor (with some exceptions), but this is not in the case of my study group in this project which is 1° “E”.

The classroom of 1° “E” was located between the small cafeteria and the main court. It did not have other classrooms around or a teachers’ area inside like other classrooms, for that, it was normal for students to be inside the classroom even when it was the change of subjects. The only disadvantage was that the elementary school is behind the classroom and when the bell rings, the students and teachers get confused with the hours. Finally, in the classroom, we can find the small library but only with Spanish literature, there are also 25 tables with their chairs and a white board.

The tables were enough for the students, even, some of them were not taken so, there was no problem to change students from their place or if we needed an extra table, there were many of them in the same classroom. The only thing I had to be careful about was that the way that they were placed. The students were sitting in any order, therefore all the boys were sitting together in one part of the classroom and the girls in the other part so the division was really clear and in some cases problematic, because as they were sitting near their friends, they usually talked among themselves and lost the attention of the class. For this reason, the thing that I had to do was to sit them by number of list or mix them up, most because the first two weeks of observation I saw that the relationship between the boys and girls were not so close, so I decided to change them from their

places in certain time to increase communication and relationship between them as to increase the team work.

I found that the classroom had enough space to do some activities, even to change the tables so they could be around the classroom (in a circle) and in this way had a better movement and development at the time of carrying out the drilling activities. Also I had to take into account that change the tables for the class, it could take more time and class time would be reduced, at the same time it would take a few minutes at the end of the class to return the seats as they were and not to harm the teacher the next hour.

1.2.2 School Personal

The principal of the Secondary School Technical Number 1 is Martín González Verdín and the vice principal is Fabiola Hernández Cristales. At the time this study began, the principal had been in charge for half a year, according with the opinion and words of teachers and students in previous visits, the efficiency and school needs had not been covered or had not been taken into account by the previous principal, but with the new one, they had started to see a greater interest in raising the academic level of the school taking new initiatives, projects and a new organization.

The school had 220 students divided into 15 5 for 1st grades, 5 for 2nd grades and 5 for 3rd grades and each group had between 20 or 30 students. There were a total of 55 teachers divided into secretaries, prefects, coordinators, assessors and personal attendance.

1.2.3 English Academy

The school did not have a specific English academy, it only had four teachers for the English subject where two of them were in the morning shift and the other two in the afternoon. There was not a specific way of working in the English subject, only some “agreements” were made during the week of CTE.

Also there was an introductory course to the new educative model “Aprendizajes Clave, 2018 SEP” where the two English teachers of the morning shift agreed to work with second and third years with the previous program, “Programa Nacional de Inglés en Educación Básica” (PNIEB now PRONI) and with first years with the new plans and programs “Apendizajes Clave. SEP, 2018”. With the program that the teacher will use for first grades, there were expected a total of 38 learnings to be completed for the first year, and these were classified as challenging according to the teacher's consideration. (APPENDIX B) That meant that during the Trimesters, it should be estimated to see a total of thirteen expected learnings in each one to reach the goal of each one.

After knowing what program the teachers would work with, the head teacher was interviewed (APPENDIX C) to find out how they would work., where it was said that the approach they wanted to handle was communicative using different tools such as the book Yes we Can!. As well, they wanted to work with some audios from the book and the dictionary of the students to search the meaning of the new vocabulary. They also showed that it was a good idea to work in the media room with some videos or websites to complete the learning process.

After knowing how it was suggested to work, it was mentioned what was taken into account to obtain the final grades of the students as the work in class, portfolio and exam or final project handled by the teacher, even in some cases an extra work was proposed to help improve students' grades. Another point taken into account was one of the weaknesses of the students which was the use of English in the classroom and the participation with the activities because the exposure with the second language outside the school was usually scarce or null, relying on music or movies that students came in contact with.

1.3 Relevant Social Academic Characteristics

The study group is 1° “E” and had a total of 23 students out of which 14 were boys and 9 are girls. According with a survey carried out, I knew that half of the group did not have the English subject in their elementary school. Even with that point and following the

result from the diagnostic test (APPENDIX D) that was done at the beginning of the school year, the head teacher and I noticed that the English level was better than expected, which became a good point for the class since it meant that the students had an understanding and approach to use the language.

The diagnostic test that was done was The Key English Test (KET) from Cambridge English: Key where the results obtained showed that the student (or whoever performs the exam) could communicate in basic real situations in English. The Level obtained from the students from 1°E was Elementary = A2 on the Common European Framework. (British Council , 2018). According with the Cambridge English Scale (APPENDIX E), the requirements or the necessary points to reach the different levels of English that have to be following are divided into skills:

Reading and Writing: The Reading and Writing paper consists of 9 parts. Correct answers in Parts 1–8 are worth 1 mark each and Part 9 is worth 5 marks. There are 60 possible marks in the Reading and Writing paper.

Listening: Correct answers in the Listening paper are worth 1 mark each. There are 25 possible marks in the Listening paper.

(Cambridge English Language Assessment, 2018: 2)

Talking about the listening skill in the case of my students, after the test, I knew that 100% of them were True Beginners (APPENDIX F) and Beare states that true beginners or absolute beginners are learners which have had no or very little English instruction (Beare, 2018, paragraph 1). For the listening test, an audio was played while the students had to identify some colors but some comments of the students was that the audio was very fast or they did not understand. This even when the audio was not fast and clear, however, it was someone native who was speaking, so the accent could be new to them and thus make the activity a little more complicated. After going over the information, I worked more with this skill because it was important for them to understand

the language not only writing or reading also listening and comprehension of the language to reach communication.

In the writing and reading skills, 26% of the students are A1- while the 56% of the students are True Beginners and the other 18% of the results are unknown because the students did not go to the school on the days of the exam. (APPENDIX G). According to the results and the information from Introductory Guide to the Common European Framework of Reference (CEFR) for English Language Teachers, “True Beginners are those who have difficulty to understand and use basic phrases and familiar expressions, introduce themselves or ask and give personal information such as where they live, likes and dislikes between more using the English language”. (Cambridge University Press, 2013:5).

If we compare the results, we could notice that the level of the students was better in the reading and writing skills than the listening skill. This could be because it is the skill they usually have more contact and practice with, for this reason, the comprehension of the activities could be easier for them during the class.

After getting this information, I saw that the English level of the students did not match with the one that they should have in the middle school according with the English program. This can be justified by the fact that the subject of English is not taught in all elementary schools or there was not enough support in the learning of English. Another point to recall was the lack of interest and motivation of some students in the English language that they used to show. Therefore, the contact with the language was very basic or in some cases null.

When the academic or the information of the English level of the students was known, a survey was done (APPENDIX H) where the students answered some questions about personal information or preferences as how they used to learn and some characteristics that fit with themselves. They were also asked questions to know about their learning style, and according with the results, the majority are Auditory and Visual.

Following those results (APPENDIX I), the most common learning style was kinesthetic and auditory, but at the same time we found that the other part of the students

were multiple skills. This helped me find more focused strategies according to their needs and ways of learning, so that students could learn in a simpler and somehow more didactic way.

Aarhus (2010:6-7) defines each learning style as the following:

- Auditory: is the learner who prefers learn by only listening to other people, some activities or tools that we can use with them are readings, presentations between more and is difficult for them to take notes because they lose their concentration.
- Visual: is the learner who learns by seeing, they prefer work with pictures, tables, videos, etc. and they often create mental images from what they are learning.
- Tactual and/or kinesthetic: this learner needs to use their five skills when they are learning. Usually they take notes, make drawings, play with the pen, just to mention some. They need to use move their body. Some examples from activities that we can use might be walk around while reading or talking to other people, play games to activate the whole body.

Many kinesthetic people need to be actively involved with the material while they are learning. For the class we can apply role playing games or case work. These ones are ideal work methods for this group of learners.

When I identified the learning style of the students, I was able to look for activities that would get their attention. When they were in class, I could make the L2 learning easier for them, more entertaining and even they can have a meaningful learning when the topics seen in class could be remembered or related to something specific to allow students to retain more information until it takes root. In addition, if activities are appropriated according to their learning style, we can make students feel more comfortable when they were learning the language and even feel more motivated to participate or taking part of the class.

In the same survey, there were some personal questions asked to students that allowed me to be more aware of specific needs and circumstances. The first aspect was related to students contact with the second language in their lives starting with their elementary schools. What was noticed was that in the majority of students had not had English classes prior to secondary education (APPENDIX J). This could be one of the

reasons why the English level in the students was lower than expected and it was harder for them to learn the content established and consequently for the teachers to carry out with the English program.

Taking this into account, I had to be careful at the moment of carrying out the activities that I would apply. As the head teacher used to work with the book *Yes we Can!* (SEP,2018), these activities are adequate according to “Aprendizajes Clave Para La Educación Integral. Lengua Extranjera. Inglés. Educación básica Plan y Programas de Estudio, Orientaciones Didácticas y Sugerencias de Evaluación” (SEP, 2018), but as I mentioned before, the true level of the students was not at the level it is marked in the program. For this reason some activities could be a little more complex or not understandable for students, therefore, if I had to work with the book activities, first I had to adapt them according to their level, as well as to take into account the learning styles of the students in order to have a better understanding of the activities and reach L2 learning.

The next point that I asked them was about their favorite subject and the results showed that English is the least “favorite” subject for the students (APPENDIX K). This affected motivation during the classes because of the lack of interest towards the language. In this case, I believed that the teachers “goal” was to teach, motivate and increase interest of the subject to make the learning process easier, by enabling them to pronounce words, phrases and ideas correctly, this might help them to be less inhibited and enjoy the learning process.

During my years of practice in the Normal del Estado, I noticed that the subject of English is not a favorite for the students in different schools and different grades. Besides, the comments I have heard are "it will not be useful", "it is boring", "it is difficult", among others, and as I spent a few days in the elementary school, the comments of this type in the first year students were constant.

As the topic of this document is the use of a strategy to improve English pronunciation, could be related with the motivation to use the L2 during the English class, for the same reason I felt that using those kinds of activities, I would get students attention and help them participate with correct pronunciation, while the interest in the subject

increases. This could be because the activities encourage students to participate, to repeat some sentences or words with the corresponding pronunciation and create confidence in students.

The following point in the survey focuses on the preferred way to work (APPENDIX L). This information was useful to help me know how I could carry out the activities to reach effective learning; the options were between individual, pairs or group work. The students chose pair and group work as their favorite class preference and I used this to my favor considering that Dobao quotes Ohta (2001), in stating that “Because no two learners have the same strengths and weaknesses, when working together, they can provide scaffolded assistance to each other and, by pooling their different resources, achieve a level of performance that is beyond their individual level of competence”. (Dobao, 2012: 41) By working in pairs and in small groups I was able to use the strong students to help the weaker ones and thus learn from each other.

In my opinion, the different styles to address class activities whether it be individual, pair or group work, have their own strengths and weaknesses, and from personal experience as well as Ohta’s idea, when we work in pairs or groups, students can support each other to solve doubts and dialogue until an agreement is reached or the solution to the problem is found. In the individual work, students can be aware of their own knowledge and the weaknesses and that they have to work towards achieving a goal.

The information obtained from students helped me to have more knowledge, considering their interests and opinions. At the same time I found out about the contact with the English Language in their lives, what I could expect from them when we were working as a constant participation or performance during the activities of the class. Following this, I adapted the lesson plans to reach the goals of the activities according with their needs and working ways.

Working in pairs or teams would be positive because they knew and felt comfortable working this way to carry out the activities. Also as most of the students were visual and auditory, working with drilling activities was going to be a good option to increase their English level at the same time that the activities were more fun and

entertaining to have a meaningful learning and increase their participation and motivation during the English class.

1.4 Description of the Case Being Studied

During the observation period, I noticed that in the English classes, the students did not show interest in participating in the activities, but at the same time, they were not encouraged to do the activities and did not participate in English. I could also prove this point at the time of practice because when I was the one who was giving the class and doing the activities, they made comments asking if they had to participate or if they were allowed to do so.

Other comments were that they did not want to participate considering that their classmates could make fun of them, because they did not know or because they did not want to be reprimanded by the teacher because they did not know. As Shore states, "Class participation is an important aspect of student learning. When students speak up in class, they learn to express their ideas in a way that others can understand" (Shore's, 2018, paragraph 6). Therefore it is important for students to participate during the classes to increase their comprehension and identify how they are learning a Second Language (L2). Recognizing that if they participate using the L2 with the correct pronunciation, they can work on their confidence.

Another point considered for the choice of this topic, was that according to the results obtained with the survey, the students mentioned that a better way of learning for them was by listening and repeating, thanks to these activities they could know how to pronounce the English words and then they knew the meaning.

Dialogues and drills form the basis of audiolingual classroom practices. Dialogues provide the means of contextualizing key structures and illustrate situations in which structures might be used as well as some cultural aspects of the target language. Dialogues are used for repetition and memorization. Correct

pronunciation, stress, rhythm, and intonation are emphasized. After a dialogue has been presented and memorized, specific grammatical patterns in the dialogue are selected and become the focus of various kinds of drill and pattern-practice exercises.

The use of drills and pattern practice is a distinctive feature of the Audiolingual Method.

(Richards and Rodgers, 1999: 53)

According to Richards and Rodgers, (1999) knowing the needs of the students and their learning style, the use of Audio Lingual Activities or Drills, could be a good strategy to reach a positive response to increase their English level. In addition, when students memorize the structures of the sentences, they reduce the possibilities of making mistakes and in this way, they do not lose the motivation and increase the confidence to use the L2 facilitating the comprehension of what and how they are speaking.

1.5 What Is Known About the Topic

The use of Drills comes from as a strategy of learning a second language. Between the two World Wars, the use of English was necessary to communicate with the necessary services as medical services or food services, and they need to learn the language immediately. For that reason they found a technique where they could learn the structure from common sentences but in many contexts and they called Audio Lingual Method (ALM) where there was an intensive practice of the language rather than intensive theory. This method was focused in the basic patterns and grammatical structure so they needed to repeat the sentences over and over. Richards and Rodgers cited Hockett (1959) "It is the basic pattern that constitutes the learner's task. This requires to drill, drill and more drill, and only enough vocabulary to make such drills possible" (1999:46)

The audio lingual method is an oral approach because it makes students use specific grammatical sentence patterns changing words for specific situations creating simulations of the use of the English language in a real scenery. “The audio lingual method (ALM) refers to the method compressed on the chain drill to mastery the target language by memorizing and repeat, and the wrongness of speaking is avoided.” (Alemi and Tavakoli, 2017: 2).

During the ALM, are activities that are not only presented in drilling short pattern, there are also dialogues, which students have to listen, repeat and memorize the structure and idea of how to use some types of patterns in some sort of situations as greetings, exchange of opinions, likes and dislikes, presentations, personal information. These activities, emphasize students proper pronunciation, intonation, stress and rhythm, the use of grammar by incorporating repetitions until they can use the structures correctly to transmit desired information and therefore reach basic class interactions in the target language-L2.

1.5.1 Drills as Part of the Audio Lingual Method

As previously stated, the ALM is an oral approach where students use the vocabulary in real situations via memorizing, thanks to this, a technique was formed where the main objective was to listen and repeat the structure of sentences and we know them as Drills.

Drills means listening to a model, provided by the teacher, or a tape or another student, and repeating what is heard. The use of drills is a technique that is still used by many teachers when introducing new language items to their students. The teacher says (models) the word or phrase and the students repeat it.

(Tice, 2004. paragraph 5)

When the teacher carries out drilling activities, it is to make students learn the intonation of new vocabulary, specific structures of some sentences, even memorize necessary or common conversations as native speakers only changing some specific words or structures with the purpose to make the students have conversations to express their ideas in real situations using the L2. Showing these changes and even uses without going into detail with the grammar, only focusing on practicing the pronunciation of the language.

According with the “Aprendizajes clave para la educación integral, Lengua extranjera. Inglés. Educación”, the students should have eleven features of the discharge profile, and one of them is “The students communicates with confidence and efficiency. Uses different context with multiple purposes and interlocutors. Describes experiences, conclusions, desires, opinions, aspirations in English” (SEP, 2017:11) that means that the students should have the capacity to express their ideas after practicing the language during the classes and if it is possible out of the classroom, simulating a real scenario in a correct context.

To help with this learning process, I found drilling activities as a good tool to help students to learn grammar and rules for the sentences without focusing on that. The focus it is in the practice of language, and following that, there are three types of Drills that fits depending on the students’ needs: Mechanical drills, Meaningful drills and Communicative drills. (Paulston & Eruder, 1976: 4-8)

1.5.2 Categories of Drills.

Drills are divided into three categories, Meaningful, Communicative and Mechanical drills. (Richards and Rodgers, 1999) Mechanical drills are the ones who have a complete control of the response, this means that there is only one answer and the students cannot get wrong with it. Into the most common drills in the category of Mechanical drills we have: Substitution drills and Repetition drills.

The mechanical memorizing drill is used to help students memorize the pattern without mistakes. Sometimes we can change the cues to include more vocabulary but the

change is not significant that the students only need to memorize the pronunciation, intonation and in some cases the writing of what they are learning.

In meaningful drills there is still a control of the response, only to be focused in one answer (the correct answer) and a choral drilling to help students to express their ideas in more than one way. There will be one answer but now, the students are going to be able to supply some information according with the situation. Also, as there is only one correct answer, the mistakes of the students can be less, the motivation and the interest in the class. To realize this drill, is necessary that the students know the structure about what they are saying and have the enough vocabulary to change the parts of the drill according to answer what is necessary.

In Communicative Drills, we can say that there is no a control of the responses. This is not true because in some point, the students should have more drilling activities where they could answer between many options and at the moment of been able to share their thoughts, they already know what they need or want to say. For this drill, the students have to have a base to be able to guide themselves and to know how to work, at the same time that the vocabulary must be related in the same way.

During the classes, first I started with the drilling activities to practice the vocabulary, also to make the students begin to get used to the way of work in those activities, then with sentences and substitution sentences with a context and finally with dialogues. For this reason, I worked with the Mechanical drills to introduce the way to work in this type of activities. This is a new technique and way to work for them, as they are used to work with the book activities only and have more dynamic activities can be new for them. Also, I had the idea that I could not work with them with another drill at the beginning because of their level, but as I worked in this document and at the end of it, noticing several points.

Into the categories of drills (Mechanical, Meaningful and Communicative), we could found more types of drills. Richards and Rodgers (1999: 53) states that there are many types of drills as Repetition, Inflection, Replacement, Restatement, Completion, Transposition, Expansion, Contraction, Transformation, Integration and Rejoinder.

In the Repetition drill, the student has to repeat an utterance aloud as soon as he has heard it from the teacher. It is usually done without looking the text on the board, worksheet or book, but the teacher can use a pictures or images to help the students to create an image and relate the meaning of what you are repeating. After a student has repeated a statement, he may repeat it again and add a few words, then repeat that whole statement and add more words.

During my classes I started with this type of drill to introduce the working way and the vocabulary to the students and that they will begin to get used to these activities.

- In the Inflection drill one word in an utterance appears in another form when it is repeated.
- In the Replacement drill, one word in a statement is replaced by another, after the teacher repeats a statement, he repeats it again but changing a word and this is like an example of the students having to repeat the sentence, they have to change the word that is indicated.
- To increase the “difficult” for my students with these activities, the Replacement drill is the next step for them. For the Restatement drill, the student rephrases an utterance and addresses it to someone else, according to instructions that the teacher indicates.
- With the Completion drills, the student hears a statement that is complete except for one word, then repeats the same statement but now in completed form with the information that is indicated.
- During the Transposition drill, the student have to focus that in the statement, a change in word order is necessary when a word is added to create another similar statement.
- The Expansion drill is when a word is added to takes a certain place in the sequence.
- In the Contraction drill, a single word stands for a phrase or clause to create the new statement according with the information given.

- With the Transformation drill, a sentence is transformed by being made negative or interrogative or through changes in tense, mood, voice, aspect, or modality.
- This drill in my opinion is really useful and we can use it or at the beginning to introduce the topic or different ways to say a statement as a review after saw in each class the positive, negative and interrogative form.
- During the Integration drill, two separate statements are integrated into one. This can also be useful to raise the level of complexity of using the L2 to have complete sentences.
- Finally with the Rejoinder drills, the student makes an appropriate rejoinder to 3 given statements. It is (at my point of view) a more complex Integration drill and can show the best understanding of the L2 to the point of being able to create a dialogue.

According with the needs and class profile of my students from 1° “E” I decide to use the Repetition and Replacement or Substitution drills to facilitate the comprehension of the language and the participation. In addition, during the first months of practice I used all of them, however, as I advance, I dedicated one practice for each Drill, following a sequence of "level of complexity".

The objective with the drills is to make students memorize pronunciation and structure of some sentences, words and dialogues, reduce mistakes and increase confidence at the moment of using the second language in an EFL classroom. Tice, from British Council said that the use of drilling activities could help students and teachers too. In the case of the students, the use of drills provide a focus on accuracy at the moment to have an intensive practice in hearing and saying particular words or phrases because the learners would began to imitate the intonation.

Another point is that the drills are a useful technique to increase students' motivation and participation because they provide a safe environment for learners to experiment with the language. This may help to build confidence particularly among learners who are “not risk-takers” at the moment where the students can know the correct form or pronunciation of a word or phrase.

Talking about the grammar during the learning process of the L2, the drills help students with the memorization and atomization of common language patterns and language chunks. If we work with drilling activities, we help them with the grammar because they are following steps and specific structures.

For teachers, the use of this strategy can help us with the classroom management, enabling us to vary the pace of the lesson or to get all learners involved also to help us recognize if our students are having problems with the new vocabulary, the pronunciation or the grammar. The drills can be a technique that the teacher could use during the classes and how is not common in some schools, can be a new activity for them getting students attention. How the drills are activities to learn and memorize, it is not recommended to use them constantly because the type of activity that it is, it can become a monotonous and a boring activity for the students.

Talking about the teachers and the students, drills help them to provide an opportunity for learners to get immediate feedback on their accuracy in terms of teacher or peer correction. During these activities, if the student makes a mistake, it may be easier for the teacher to identify and correct it. Similarly, in some cases, if students reach the level of being able to be aware of their own mistakes because they are use to the pronunciation, they can correct themselves or to each other. "Many learners want to be corrected." (Tice, 2004, paragraph 14).

For drills to be meaningful, learners need to understand what they are being asked to say. Drilling may follow a language focus stage particularly if you are dealing with spoken language. It may be too much, however, to expect learners to get it right immediately so you may want to introduce drilling later for remedial purposes. Or you may do it after a fluency task as a correction strategy.

(Tice, 2004, paragraph 24)

As Tice said to achieve better and effective understanding of the new vocabulary we have to use this technique with a previous knowledge. Following this I thought that in my case, the use of repetition drill during the presentation stage and the other drills the practice stage it could be the best option. This because is where the students start to been in contact with the vocabulary that is going to be used during the class and then they practice how they supposed to use it to have their product to reach the production or the goal of our classes.

1.5.3 Feedback During The Drills

The feedback is the way that we, as teachers, correct our students' mistakes. It has a really important role in the learning process because we can make the students aware of their mistakes and correct them. Not only we as teachers can correct them, also between classmates can be an intervention. During the classes, mistakes are very common and more if our students are learning a new language with which they are not familiar, therefore, they should be corrected. According with Tedick & Gortar (1998: 1), there are many types of feedback as Repetition, Elicitation, Metalinguistic clues, Clarification request, Recast and Explicit correction.

- The explicit correction is when the teachers indicating that the student's answer was incorrect and then provides the correct form.
- During the recast feedback the teacher, without directly indicating that the student's answer was incorrect, implicitly reformulates the student's error, or provides the correct answer.
- For the clarification request the teacher use phrases like "Excuse me?" or "I do not understand," to indicates that the message has not been understood or that the answer has some kind of mistake.
- In the metalinguistic clues the teacher is not providing the correct form but he ask questions or provides comments or information related to answer as, "Do we say it like that?" "That's not how you say it in French," and "Is it feminine?".
- With the elicitation, the teacher directly elicits the correct from the student by asking questions as "How do we say that in English" by pausing to allow the

student to complete the teacher's sentences or by asking students to reformulate the answer.

- In the repetition, the teacher repeats the student's error and adjusts intonation to make the student get the mistake and can correct it.

Klimova argue with the quote of Dignen (2014) that “Feedback is the most important communication skill, outside or inside the classroom because it is around all the time; it is an opportunity to motivate; it is essential to develop performance; and it is a way to keep learning.” (Klimova, 2015: 1)

Adding what Tice said about “Many learners want to be corrected”, I think that it is true. Anybody want to do something wrong or earn something in the incorrect way, with mistakes, and when our students get wrong, we as teachers have to correct that mistakes to not let them keep it doing it, however, the way we do it has a great impact on the way our students learn and on their motivation and confidence.

I had to be careful when I wanted to give feedback or correct students. This is because if I do it in a rude way, I can make that my students do not want to participate again and the motivation and confidence in the classroom can be lost and it is the opposite about what I wanted to achieve. What I want to reach with my students it was to increase the participation and learning of L2, and giving them correct feedback when we were working with drilling activities, could help me to get that goal.

1.6 Key Questions

During the following practices of school, I need to work with the information I could gather about the topic of study to have the conclusion of this document, and to get the conclusion, these are some key questions that I would try to answer about drills and feedbacks:

How did the drills help students with the use of English in class?

How did students incorporate feedback in classes?

CHAPTER

II

2. TOPIC DEVELOPMENT

As I mentioned in the previous chapter, the theme developed for this study was “Drills to improve students use of the English language in an EFL class with first grade students”.

In this chapter, I am going to present the development of some classes, where I implemented the drills strategy to obtain the necessary results to be able to answer the key questions presented in the previous chapter. The drills which I focused on for this study, as I previously mentioned, were Mechanical Drills such as Repetition and Replacement or Substitution. I am going to talk about the development of the classes, the activities that I applied, the responses of the students when we were working with these activities for the first time and the comparison between two classes where the same drill was used.

Through the analysis of the lessons that I am going to present how I intended to understand and learn about drills and their effects on the use of English and if they were useful to increase the English level of the students. Another point that I wanted to study was if students were able to incorporate feedback in the classes. The way in which this analysis was presented, was by answering the final questions after presenting both classes using the same drill, thus being able to compare both classes as a conclusion.

2.1 Class number one. Repetition Drill.

The first class that I will focus on, took place on November 20th of 2018. This was the second class following the sequence of the lesson planning and the first class where I apply the Repetition drilling. The topic of the class was about Weather predictions and the goal was that by the end of the lesson, students should be able to use “will” to make predictions. (APPENDIX M)

I started the class with a warm up where I gave instructions to the students where they had to listen and follow them. If I told them clap, they had to clap, if I said jump, they had to jump, if I said right they had to raise their right hand and the same if I said left with their left hand. This activity was to get students attention and made use the English language to begin with the activities for the class as Velandia claims in her document saying “Warm up: “Is an effective way to help the students begin to think in English and to review previously introduced material. Different types of warm ups help provide variety and interest in the lesson”. (Velandia, 2008:11).

I used the format of PPP (Presentation Practice and Production) for the lesson plan and following this I started with the Presentation where according with Cotter (2006, paragraph 10) is where the teacher presents the topic of the class in a meaningful context using videos, songs, text, drawing, posters, and more to present the language.

I began the class with a video about the weather to present the vocabulary that we were going to use in the following classes while the students were writing the in their notebooks with a drawing to relate the word to something that was easy for them to remember, doing this, students could have the opportunity to develop meaningful learning.

After the video I showed them some flashcards with the weather and I started with the repetition drill as Brown states “repetition drills require, for instance, that the student repeat a word or phrase whether the student understands it or not.” (Brown, 2000:132), so I used it to practice and focus on the pronunciation of the vocabulary of the video. This activity with the video helped students to listen the pronunciation from a native speaker at the moment when they had to memorize the sound and pronunciation, and then repeat it to formulate some sentences with that vocabulary.

Cajamarca and Piña quote to Ausubel (1963) about the meaningful learning theory that states “meaningful learning involves new knowledge that is related to what the learner already knows, and it can be easily retained and applied” (Cajamarca & Piña, 2010: 16). For that reason, when the students draw the meaning of a new word, it could be easier for them to remember the meanings.

First, I showed them the flashcard, and then I said the word one or twice while the students only listened to the pronunciation. Then I asked for choral repetition of the word and finally in a random way I asked some students to repeat the word of the flashcard that I showed them to practice pronunciation and memorize the word, as was the main goal of the drill activities. For example, I said: Tomorrow will be sunny (showing the flashcard) and then the students repeated the sentence and it was in the same way with the rest of the flashcards. (APPENDIX N).

As it was the first time that students worked with this type of activities, they did not know what to do even when I gave them the instructions and the example. The instructions of the activity were, while I am showing the flashcard and repeating the word, the students had to be quiet and listen until I indicated to repeat the word twice. Then I asked for the pronunciation randomly to students but many of them did not follow the instructions and when they only had to listen, they repeated the word but when I was asking individually to some of them, they did not understand or did not want to participate.

During this drill, I used explicit correction, where Gortari and Tedick state “During the Explicit correction, clearly indicating that the student's utterance was incorrect, the teacher provides the correct form.” (Gortari & Tedick, 1998: 2). Instead of me telling them the correct answer if the students had a mistake, I asked to another students to said it correctly and the first student with the mistake could notice the correct answer and then I asked it again to correct their own mistakes.

In some cases, the error persisted in two or three students that I asked, and in order to avoid asking one by one, a choral repetition was done one more time then I asked again. Quick positive feedback was given as motivational words (praising them) to increase their confidence as “Excellent”, “Great job”, “Right”, “That’s it” or “Ok”, all of this to increase the motivation and confidence of the student at the moment of use the English in the class. I considered that if I pointed out their mistakes or gave direct feedback, they could become shy of afraid to participate.

When I did these corrections, some students were shy or they did not feel with enough confidence to participate because they did not do eye contact or their voice was low or in some cases, the students laughed and said, “I cannot do it” or “I am not good.” For that reason I decided to do the choral repetition or give them some “trust words” when they were right or I high fived them and they began to feel more confident. As Spacey states about the negative correction, that I tried to be very careful with that.

Try not to use negative correction—using a sharp NO, YOU'RE WRONG, for example, or a silent shake of the head—could cause resentment and increase shyness. Aim for a balance between student interaction and correction. You need to keep your students active and enthusiastic, but you must correct thoroughly where appropriate.

(Spacey, 2017, p14-17)

After we finished the activity, I went to the next stage that was the Practice stage where the activities were semi-controlled. In this stage, the students start with the practice of the vocabulary they had seen in the last stage. Cotter suggests that in practice stage, we could work with gap-filled exercises, substitution drills, sentence transformations, split sentences, picture dictations, class questionnaires, reordering sentences and matching sentences to pictures. (2006, paragraph 16)

For this reason, I worked with Replacement/Substitution Drill, where one word replaced another one in a statement. I repeated a statement, then students repeated it again but changing a word and the students have to repeat the sentences again but with the new word (Richard and Rodgers, 1999:53). For this exercise I used the sentence *Tomorrow will be _____* and then the word from the vocabulary, in this case was sunny, cloudy, rainy, foggy, stormy, windy, snowy, among others, and the process was similar as the Repetition drill, but not with a complete sentence.

First, I gave the context of a weather forecast for the next days. I wrote the question “*How will the weather be?*” and following the chart of the forecast I answered *Tomorrow will be sunny*, and I asked for the repetition of the sentence. Then I indicated that I was going to change the weather according with the next picture saying *cloudy* and I repeated the sentence *Tomorrow will be cloudy* then I asked for the repetition of the students. After that, I asked what does Tomorrow indicated and with what other words could be changed, so I gave examples as “Next Friday”, “Next Tuesday” and they started to say more examples.

Then I asked students randomly again while I was changing the word to indicate the students that they had to use it to repeat the sentence given. At the beginning, the students had many mistakes, some of them were because they were not paying attention or because they did not understand how to do the activity, and the few students who understood the activity explained it in Spanish. As Büyükyazı and Solhi establish on their research about the reasons why the teachers let their students use L1 in the class, some statements were:

—Using L1 in the classroom lowers the anxiety level of the learners and the learners feel more relaxed. —They can explain something unclear and difficult, and they can also easily ask questions about some parts/points they haven’t understood. —Using L1 helps the learners avoid misunderstandings. —It depends on the learners ‘level; I usually allow the low level or beginners to use their L1, but as their level improves I restrict its use.

(Büyükyazı & Solhi, 2011: 5)

Following what Büyükyazı and Solhi state, in reference of the use of Spanish in the classroom, “They can explain something unclear and difficult, and they can also easily ask questions about some parts/points they haven’t understood. —Using L1 helps the learners avoid misunderstandings”, because at the moment that students did not

understand the instruction or a word and they use their L1, they clarify their doubts and increase the confidence between them.

Aside, this situation made me reformulate the way in which I gave information, by the use of body language or giving examples. All of this to avoid translation of the activities or instructions from the second language to their mother tongue because what I wanted to reach was to help them understand the second language. And finally they had to complete the sentences in their notebook to have work evidence and to know how they had to write it.

They use their hands, they mix languages, they create words, they circumlocution or describe something they do not know the word for. In short, they use communication strategies. The paper reports on how language transfer is used as a communication strategy and what its potential learning effect is amongst second language learners of English when performing oral tasks in a Malaysian ESL classroom.

(Robertson, 2009: 192)

For the practice stage where I worked with semi-controlled activity, the type of feedback that I used was recast feedback. In this kind of feedback, the teacher does not indicate that the student was wrong and stakes out the question again (Tedick & Gortar, 1998: 1). According with this, when the student had a mistake, I asked them if they were sure or right but I did not say the correct pronunciation or answer.

As it was the first time that I worked with this activity, the students did not know how to react, even in some cases they did not know what their mistake was, but it was until their classmates who had detected it said the correct answer or explained to the other partners. When they finished, the students took out the newspaper that I had asked for it in the previous class concerning the weather forecast of the week of any state to start with the next stage that was Production, where the activities are free and the students recycled the information of the last stages.

There are many activities to use in this stage, it could be role-play, find someone who, interviews, among others but the main aim of this stage was for student to have a product as interviews, sentences, charts, games and other evidence using the English language. "Personalization activities and board games are all meaningful activities which give students the opportunity to practice the language more freely." (Cotter, 2006, paragraph 20). As my students were not used to work with extra material than the textbook, had shown them the video and flashcards, getting their attention and helped them to relate the vocabulary with things that they were used.

The activity was a type of role play and interview, where in pairs the students had to ask about the weather the following day that they had chosen and they had to answer it as in the examples and write it in their notebook. While they were doing the activity I was walking around the classroom to check their pronunciation and see if they had doubts to help them.

The majority were working correctly and from 24 students only four asked how the activity was to help develop the activity or they wanted the explanation again. Their "argument" was "I do not know English and I do not understand anything". In these cases, I explained the procedure again but only for them and at the moment of explaining it again at a personal level, they were more aware of what to do. As Brown states, "If you are teaching (EFL) in a non-English-speaking country and your students all speak the same native language, you may profit from occasionally using their native language to explain simple grammatical points." (Brown, 2007: 124) As I was working in this type of environment, where it was considered an EFL classroom, sometimes it is necessary to explain in their native language to help them understand the activity.

Before the class ended, I asked for the students notebooks to check the exercise and I gave feedback of the class playing hot potato. I asked student with the ball to provide examples of the weather and how it would be the following Friday. They had to say any weather they wanted but with the correct form. In this stage I noticed that some students understood the activity also at the moment of use other words relate with the topic

because some of them were saying examples that we did not see in the class, as “next week” or “the next month”.

After the first class with my students, I noticed that the main challenges were the ones I faced during my practice. Getting familiarized to the instructions and participation in English. In addition, the kind of drilling activities that I had to apply for this document, were activities that they were not used to work as well as to participate with the reading or working on the board for project to expose their knowledges.

Considering that this was the first time that we worked with this activity, the participation and the results were not so clear, but the main objective of the drills which were to memorize the structure was a good technique for their needs and class profile, because as I mentioned, they preferred to work in a more structured way, where they would listen to the teacher how the words were pronounced so they could be able to repeat them.

Another point was that in elementary school was the first place where they studied English. This could be another reason why their confidence at the moment of use the English language was low and they were afraid of making mistakes, but drilling activities helped them to reduce their mistakes and increase their confidence in the classroom.

2.2 Class number 2. Repetition Drill.

On December 3rd 2018 according to the lesson plan, this class was the number four, and the number 2 where Repetition drilling was carried out in order to compare the effectiveness of the use of this strategy in the English class. The objective of this class was that by the end of the lesson "the students should be able to predict a future event using will". (APPENDIX O)

To start the class, in the warm up activity as Velandia states “We could say a warming up activity is a motivating starting point that will lead students to become animated to work efficiently in the language class.” (Velandia, 2008:3) I reviewed previous knowledge about making predictions using will with weather, so I divided the classroom

into two teams to do a sentences contest. Randomly, among the same classmates, they chose a member of their team to go to the board.

When the students were in front, they had to turn their backs to the board and I pasted a picture of the weather. When I said they could turn around, they had to write a sentence like the ones that we had been working on the previous classes using will, for example, "Tomorrow will be sunny" or "The next Friday will be hot", depending on the image that they had. If someone after 40 seconds did not know the correct answer, a classmate could help them writing the sentence but I had to tell them that they could pass.

During this activity, the students were very excited because it was possible to observe that they were competitive so they made an effort to write everything correctly. At the end of the activity, although it was not graded, the sentences of the students were correct. The most exciting thing for the students was when both students wrote at the same time but by a matter of seconds one won. When they went to participate in the activity, very few students were left without writing anything or wrote it as they pronounced it.

Also, when someone made a mistake, the same classmates who were sitting, they started shouting the right answer, but because some started shouting loudly, the control of the class began to get lost. For this reason, called their attention telling them that if they started screaming loud, I was going to cancel the activity and the point of the activity, in this way the students calmed down and they started to raise their hand ask between their classmates to be quiet. When we finished the activity, some students wanted to continue playing but we had to continue with the activities but I told them that if they worked well and we finished the activities that I planned for that day before the hour end, we could continue with a similar game.

For the presentation stage, the activity of Repetition drill was carried out, where the student listened and repeated the pronunciation of the new vocabulary that was presented. This time the vocabulary was about sports, so we worked with flashcards. (APPENDIX P) I showed them the flashcard with the image and the name and repeated it twice while the students kept silent and listened to the pronunciation. After they heard

the word, we did a choral repetition twice more and finally I randomly asked the students to repeat the word that I told.

When I chose the students randomly, I tried to choose those who were distracted, doing other things or talking. Some of them answered correctly, showing me that their learning style could be auditory and as Gilakjani states “Auditory: These individuals discover information through listening and interpreting information by the means of pitch, emphasis and speed.” (Gilakjani, 2012:3). For this activity, if some students made a mistake with the pronunciation, I asked to another classmate who might probably have the correct answer, and then went back to the first student who had made the mistake so he or she could correct it.

After asking 3 students, the error persisted, so I went directly to the explicit correction where Gortari & Tedick states the teacher “clearly indicates that the student's utterance was incorrect, so he provides the correct answer” (Gortari & Tedick, 1998: 2) and corrected the pronunciation error by repeating the word correctly so that the students could hear it again and repeat it as it was.

When we finished the drilling activity, I pasted the flashcards on the board. I did this so that students could write the sports in their notebooks and draw a picture. This could help them relate the word in English with their meaning without writing the word in Spanish and using translation.

After an oral practice of the new vocabulary was done, on the board, I pasted the flashcards of the sports and we played hangman. I draw the lines of the letters that the word had and some clues. Before this activity, I asked the students to close their notebooks so in this way they could not see the notes and could force themselves to think and pay attention to what they were writing.

When I asked for volunteers, they were raising their hands and were making a lot of noise, they also started shouting the answers and arguing between themselves because they wanted to pass but they could not do it because they were shouting. When the students themselves realized that they could not participate and that they were making a lot of noise they started to say to each other to be quiet because otherwise I

was going to cancel the activity. This showed that the students began to have some of autonomy and self-control when they realized that they started to lose the control and remembered the indications given when I started the practice where if they started to shout or have a similar attitude, the activity will be canceled.

As classes passed, the group became more autonomous with respect to behavior; among themselves they corrected or controlled each other. This was not a problem at the beginning because it was very rare when they started to make disorder, however, in this class, students demonstrated that it was not necessary that every time they lost control, I had to call their attention, since between them they can help me.

In this day, the students were more active and distracted, the activities were being carried out even with more disorder than usual. When something similar used to happen, I felt that I had to have complete control of the students' behavior and that if they were in silence it was better for learning. However, considering Vygotsky's Sociocultural Theory, the activities that are carried in the classroom should be socialized in order to give the learner time to internalize the information and thus learning to take place. This is how a foreign language learner can appropriate the language and retrieve the information stored whenever needed in a communicative setting.

For this reason, during classes I did not try to keep the group in complete silence. It was okay if they wanted to participate saying the right answer or sharing their opinions, but the only thing that I made it clear it was that I did not want them to shout, they had to raise their hand in order to keep the order and organization of the class.

The next activity for the practice stage, was a reading of the book *Yes, we can!* (SEP, 2018: 48) and it was about a conversation between friends saying if they were good or not in different sports and if in the future they could win in a competition. The sentences were "Maria is good at athletics, she will win a competition" or "Pedro is really good at soccer, he will win a game". During the reading, students had to identify the sports and sentences used. When they finished the activity, with help of the list and choosing random numbers, I asked for volunteers to read aloud the sentences they had identified.

Two of five students who participated had a mistake in the pronunciation of the vocabulary that we had already seen before or in previous classes, but now I did not make an explicit correction because a peer correction was made. Some classmates corrected the mistakes of the other classmates, so if one of them made a mistake, I asked if it was correct and asked a student who did not say so that he could say the correct answer.

When we finished the reading activity, now for the production stage, the students had to write sentences like the ones of the reading but now with information about themselves. If one was good at a specific sport, they had to write sentences as the ones in the previous example. First, I gave them an example of me:

- I am good at volleyball, I will win a game.

Following this example, the students had to write a sentence of each sport that we saw. Although they had 10 minutes to do the activity, only 12 of the 20 students who attended classes gave me their complete work. At the beginning, I thought that the activity was not clear, but before 5 minutes left to finish the class, I went over the places of the students who did not give me the job and I saw that they were doing homework of other subjects or were talking to other classmates and especially with those who had finished.

Upon realizing this, I started to ask the students who had not work in class, to pass to the board and share at least one sentence. This to ensure the reason why they were not working. It could be because they had not understood the activity or had a difficulty or if it was because they were talking and they did not want to work. Because of the time I could only call 4 students of the 8 ones who were missing, however the 4 students who passed to write the examples, did it correctly. Following this, I realized that they could do the activity in their notebook but simply did not because they were talking.

By the end of the class, I was able to observe that the repetition drill objective, that was to memorize the vocabulary seen, was achieved, since during the activities, at the moment of use vocabulary and the pronunciation, the students were correct. But, according with the sentences that the students were writing, the final objective of the class which was "predict a future event using will", I cannot assure that it has been completely achieved because of the same situation that not all students showed me the final product.

However, I would not say that it was not achieved since at least 80% of the students who were in the class showed a product and it was correct, following the structure of the sentence seen in the examples during the class.

2.2.1 How did the drills help students with the use of English in class?

Comparing my two classes, I could see that the use of Repetition Drill helped my students with the practice of the pronunciation from the new vocabulary presented during the classes. As I mentioned above, the Repetition Drill requires that the student listen and repeat a word or phrase whether he or she understands the meaning or not. At first side, we could see that it is an easy drill for students' to begin with English pronunciation and memorization of a new vocabulary.

During the first class that I used this strategy for the first time, students still not understanding how it worked. In the moment that they had to listen, they automatically repeated the sentence or word without paying attention to what they were saying or about the correct pronunciation. In addition, as it was the first time working with this activities, in some cases the sentence could be long, however compared to the first classes I observed, when the production stage arrived and while I was monitoring, I could see that the students were trying to use English to communicate their final sentences.

Comparing the first class where I applied this strategy for the second time, the participation and pronunciation of the students improved and increased. At the beginning of practice, less of the 50% of the students participated without fear or without speaking softly, but the second time I used this drill, 80% of the students participated increasing the number of the students.

In the same way, the understanding of how the activity was carried out was different between the first and second time using it. The activity and instruction were, first the students had to listen, then they all repeated in chorus form and finally they were asked randomly. By the second class, they already understood in which part they had to listen and where they had to be attentive for when they were asked. Because repetition drill was only repeating the vocabulary to work with pronunciation, there was still no

effective product to demonstrate the progress of the work. However there was an increase in the use of the second language during the class and the activities being performed.

It was also considered that at the beginning of the practices, the students only spoke in Spanish and did not participate during the group activities, however, the more attention was focused on the pronunciation of the vocabulary, and it was easier for them to speak it when they needed to work.

2.2.2 How did students incorporate feedback in classes?

Since repetition drill was a controlled activity, the feedback that could be useful for them and I used was explicit feedback, where the teacher seeing that there was a mistake, lets the student know and gives the correct answer. The reason why I decided that this was the best kind of feedback was because it was the first time they worked in this way, so they did not know very well how the activity was done. Also they were not used to having activities where they had to use the language in oral way, so the mistakes were obviously more common.

Another reason was that during the drill, when a student made a mistake in pronunciation, before telling that it was wrong and giving the answer, I asked to another classmate, if he or she pronounced it correctly, I came back to the first student who was wrong, if it was not, I passed to a third student and if he or she did not know, I gave them the correct pronunciation or answer, so the student could correct his or her mistake.

In the first class when I corrected them, they did not pay much attention or instead of repeating it correctly, the students just nodded or said "yes, that," until they understood that what I wanted was for them to repeat the correct form. That was more common in boys, while when I corrected the girls they were shy or just smiled nervously and even instead of repeating the answer they said they did not know English or did not want it anymore.

This indicated that they felt shy and their confidence would fall if they were wrong, so I immediately moderated their voice, smiled at them and in some cases told them that it was okay, that they should not feel sorry, that they could and that they should try. As Spacey states, 2017, we should not use negative corrections because we must make our students lose the fear of error and remain lively and confident during the class.

Also Ur said that “Correcting mistakes is part of the language instruction, but too much of it can be discouraging and demoralizing” (Ur, 1991: 171). For that reason, as a teacher, I had to be careful how I corrected students mistakes and how I gave them feedback, all to made sure that students did not lose confidence and could continue with the use of the second language.

After creating an environment where students felt calm and without fear of mistakes, it was when correcting them did not become a problem. When I corrected them, they were already attentive to the correct form of the mistakes they had made and then practiced it so as not to repeat the same mistake again.

When they showed their final product and had to talk, if they made a mistake that had already been corrected, they immediately corrected themselves or laughed, apologized and then said the right answer. Another type of feedback or correction that originated in the course of the classes, specifically speaking of the second class, the students began to do a peer correction. They no made fun of their mistakes and instead helped each other and accepted each other's opinions.

Comparing both classes, during the second class the mistakes of pronunciation or comprehension of the activity were less than the first time the repetition drill was performed. This could be because they already knew how to work and they focused on their pronunciation, at the same time that their own criteria increased, realizing their own mistakes and correcting them

2.3 Class number 3. Substitution drill.

This class was held on November 26th of 2018. As the previous class of this one we had seen the weather, the topic was about relating clothes that could be used in a specific weather, and the main objective was that “at the end of the class, the students should be able to say what kind of clothes they should wear according with the weather”. (APPENDIX Q) Due to school activities and advices from the head teacher, I decided not to do the Warm up stage and only took attendance to start the class activities in order to achieve the goal.

During the presentation stage, I worked with the next type of Drill on which this document was focused: Substitution or Replacement drill.

A substitution drill is a classroom technique used to practice new language. It involves the teacher first modelling a word or a sentence and the learners repeating it. The teacher then substitutes one or more key words, or changes the prompt, and the learners say the new structure.

(Teaching English British Council, 2012, paragraph 1)

For this drill, first we reviewed the weather vocabulary seen in previous classes, then we worked with a sentence: "It will be sunny" where the students had to repeat it in choral form. Then a quick Repetition drill was done to practice the new vocabulary of clothes. For this part of the drill, I decided that instead of pasting the pictures on the board, I kept them with me so that it would be easier for the students to identify what we were talking about. (APPENDIX R) During this drill the students already knew how to work it because it was not the first time that we were working with repetition drills, so the mistakes were minor and some students even tried it more without been shy as the first time.

After having worked with Repetition drills, I started with the Substitution drills. As we had worked with the sentence "It will be sunny", I choose the clothes that were worn when it is sunny, such as "sunglasses, skirt, short" among others, then I added in the sentence "you should use sunglasses" so the complete sentence would be "It will be sunny, you should use sunglasses".

When we finished reviewing the sentence twice, the way of working was the same, I said the sentence, the students listened, then they all repeated together and then I pointed out to the student that he had to repeat the sentence but I also mentioned to them that the garment was the one they had to use and the student repeated the sentence but now replacing the initial garment with the one I had told him. During this part of the drill the mistakes about pronunciation or about the understanding of the activity were not many. The students understood how they were supposed to work and how the structure of the sentence was when they changed some words.

I continued with the drill and the same sentence but now I changed the weather and clothes; it went from "It will be sunny, you should use sunglasses" to "It will be rainy, you should use an umbrella". When I changed the weather, I was asking the repetition of the students but they did not understand or they got confused, only 2 of the first 5 students that I had asked, understood how to change the structure of the weather and the clothes.

The doubt was the same for everyone and instead of going back to ask to other students, I decided to write the sentence on the board ("It will be sunny, you should use sunglasses") while the students wrote it in their notebook. After they wrote it, I explained the structure of the sentence dividing it into two parts: I asked them that the first part "It will be ____" had to talk about the weather, as the same sentences that we saw on the last class, they had to change the weather according with what I showed them, while in the second part "you should use ____" had to say or write a clothes that they could use according with the weather that they said in the first part of the sentence. Following this instruction, students began to ask or give examples:

-Student: "So, if I say snowing in the first part, in the second part it could say gloves or coat, for example?".

When the students were explaining it with their own words, the rest of them began to understand how they had to work with prayer following the written example. Following the student's example, I told them that they were right, and then I needed the complete sentence but in English now. In this way, 13 of the 20 students who had attended, I chose randomly a student who said the sentence correctly "It will be snowing, you should use gloves" and wrote it on the board while the rest of the students wrote it on their notebooks.

After that explanation, I continued with the drilling and now the students had understood the activity. Some of them were raising their hand to participate but as the drill is random and to encourage the other students to participate, I could not let everyone who wanted to participate. Other reason why I preferred to choose them at random was so that the students would not think that there was a favoritism for a specific student and that he was taking everyone into account, and those who did not participate because they did not want to, could participate and learn to use the language.

As the drilling activity took more time that I thought , in the lesson plan I was going to play a song about the weather and the clothes, but I decided to change that activity for another during the practice stage. Milkova suggest that during the lesson plan, the teacher should be flexible, "Be flexible – be ready to adjust your lesson plan to students' needs and focus on what seems to be more productive rather than sticking to your original plan" (Milkova, 2012: 6)

During the activity, the students saw a picture of different days and weather and in another picture they had many clothes. The students had to complete sentences where, according to this information, they had to complete sentences like the ones practiced in the drill. 75% of the students present obtained a total of 10 right answers while the rest of them had around 8 or 9 correct answers, so the result was not low. When the students finished the activity, they were asked to go to the board to share the correct answers and now I accepted volunteers and their participation was taken into account.

Students participation on English language classroom is interacting with teacher or peer in form of answering and asking question, making comments, and join in discussion by giving opinions and responds. Emphasis students attention to the teacher and peers to make sure they understand their questions or opinions so that they can express their thoughts and feeling to make sure their active participation in the classroom and also in the lesson.

(Simanjalum, 2008: 22)

After checking the previous activity, for the production stage, the students had to write different dialogues in their notebooks practicing the sentence structure that we saw during the drilling, but this time they had to choose the weather and clothes that they wanted. In some cases the students used sentences without sense like "It will be sunny, you should use gloves" in which the weather was not related to the clothes. This made me think that the students attention was more focused in the structure of the sentence rather than making sense.

Even with the fact that some sentences of the students did not have sense, I could not consider them wrong because drilling was focused on "repeating structural pattern through oral practice to demonstrate students' ability in using specific language items in a controlled manner (Teaching English for Foreign Language, 2011: paragraph 2), for this reason if the students sentences had the correct structure, it meant that it was correct therefore the focus and main objective of the Substitution drill had been achieved.

Before the end of the class, some students passed to present their dialogue and practice pronunciation. During this presentation, 8 students passed in pairs due the time. It was also possible to establish that the practice of this technique had been successful while the results of these students were favorable. All of them obtained their sentences correctly (the structure of them), while during the oral practice of the 8 students, 5 were able to carry out the dialogue without pronunciation failures and the other 3 in some cases were not clear or they read the sentences as they were written.

During this class I had two goals to achieve. The first objective was for substitution drill where the student had to memorize and learn the structure of a sentence changing a noun. The second objective was for the class where the students should be able to say what kind of clothes they should wear according with the weather. Following the results of the class, both were achieved but not at the same level. Some students were only focused on the sentence structure and not the sense of it writing a weather and the clothes that were not related.

After having had this problem, I had to be careful with the specifications of my instructions, because this time I also focused on the structure forgetting or neglecting that the students could make the mistake of not relating the weather to the clothes. The other mistake that I made during this class was that I wanted to work with a very long sentence since the beginning as the one I used about "Tomorrow will be sunny, you should use an umbrella", thinking that it could be essay for them to understand because it was easy for me.

It was not the first time that the students worked with a drilling activity but it was different since this time it was not just repeating a word or a sentence many times, now they had to work with a longer sentence while they had to change some parts to get a new sentence. That was the main mistake so I had to split the sentence in two, making the sentence easier for them and letting them process and explain it with their own words so the retention and comprehension could be easier for them.

I noticed a change during this class, and it was that the students were more comfortable participating during the class. The fear they had when they had to speak in English or in front of the group was less. It could not be sure at this point of the document if all the students participate and made a correct use of English, however their confidence was better than at the beginning of this study.

2.4 Class number 4. Substitution drill.

This class was held on January 14th, 2019 and is the second one regarding the use of the Substitution drill however, it was the number nine following the sequence in the planning. The topic of the class was the skeletal system, and the objective of this one was that by the end of the class, "the students should be able to identify the parts of the skeletal system". (APPENDIX S)

The class was the second hour of Monday and some students were still sleepy or saying comments as they did not want to work, for this reason I decided to change the warm up. The activity was that the students had to answer questions about general culture of the skeletal system of the human, I needed to wake up them and the activity was simple or did not let the students wake up and start using the English language.

Velandia states, "a warming up activity is a motivating starting point that will lead students to become animated to work efficiently in the language class", (2008: 4). This was effectively seen in this class considering that students enjoyed the warm up activity and participated actively in moving their bodies according to the number that was said. Then, adding a quote from Kay (1995) states that:

It is an effective way to help the students begin to think in English and to review previously introduced material. Helps the teacher to prepare students for a period of concentration may involve physical movement with activities that keep them active by standing up, walking, jumping, matching pictures with sentences or vocabulary, drawing or writing personal experiences or stories, and singing or listening to familiar songs and chants.

(Velandia, 2008: 3)

For this reason, I decided to apply a warm up that activates my students although this time it was not related to the subject of the class, because what I wanted was to get the attention of my students, motivate them and be able to begin with the use of English in the class. The activity was to write on the board the numbers 1, 2 and 3 and each number had a different instruction, whether 1 meant up, 2 sit and 3 clap.

In the activity I told my students a random number and they had to follow the actions that each one meant. What I wanted to achieve with this activity was woke up them and start the class without the need for my students to get bored, lose their interest, get distracted or fall asleep. This activity worked because when we ended the activity, the students were more awake and even they had fun without overtaking the students' loss of control.

When I finally finished the activity, I started with the presentation stage. In this class, I worked with the Substitution drill for the second time to compare both results on the application, the effectiveness and usefulness of this activity. For the beginning of the activity, I wrote on the board the title "My body has" and the students had to read it and repeat it to practice the pronunciation of the sentence. While we were repeating this sentence, some students began to say the meaning and although it was not what I wanted the students to do, I could not deny them that involuntary participation because in some cases, it could affect their motivation. However, I clarify that what I was asking was that they repeat the sentence because I needed them to speak in English so they stopped saying the meaning unless they were asked or the activity needed it.

To present the vocabulary, as in the previous class that I used substitution drill, I wanted to do a quickly practice with the repetition drill using flashcards.

Flashcards can help to focus the students' attention. The teacher can use the pictures to catch students' attention by providing direct experiences to enrich their visual element. Relating to teaching English vocabulary, these pictures can play as effective stimulation as to elicit the key responses by using specific structures.

(Rahmasari, 2016: 6)

This time I decided not to use flashcards with images, I only showed them the word. This was because I wanted the students to be able to work in a different way and have a meaningful learning. As we were talking about the skeletal system, each time that I showed a new word, I pointed the part of my body. For example, if the word "skull" came out, I pointed or put it over my head, with "neck" I pointed my neck, thanks of this, the students were more attentive to know where I pointed to know the meaning. (APPENDIX T)

When we finished with the repetition drill, I started with the substitution drill working with the sentence that we had practiced at the beginning that was "My body has" but now we added the vocabulary that we had practiced. As the students had previously mentioned the meaning, when we worked with the first sentence that was "My body has one skull". The students understood how we were going to work since the beginning, where they were going to describe the parts of the skeletal system, so when I told the student the word "toes", the student said the sentence "My body has ten toes".

In the structure of the sentence, the number according to the new vocabulary what was we had to change also as other parts of the system. While we were working, around five students who I asked for a sentence, only two had a mistake about the number they had to use, however the pronunciation and structure of the sentence were correct.

When we finished the activity, students began to write the vocabulary in their notebooks and related them with the drawings. The reason why they had to write it in their notebook was to have evidence about the work done. Other reason was to have the vocabulary and information and in this way they could review it for a future activity or exam.

In the practice stage, they worked with the book Yes, we can! where they had to write the parts of the skeleton on an image. While they were doing this activity, I pasted on the board a skeleton so they would point to the vocabulary we saw it (APPENDIX U). This activity was similar as the one from the book but I decided to make the material more interactive to elicit the students to participate and get their attention and in this way they would not feel that they were only working on that activity,

When I asked volunteers to pass to the board and answer the activity, between 13 of the 20 students who attended that day raised their hands. Even the students who did not usually participate at the beginning of the practice, so I considered more into account these students so that they would give the answer before the ones that always do. I did this in order to increase the confidence and self-esteem of the students who hardly participate, in this way, they can feel comfortable during the class, and they could use English in a simpler way.

Before 15 minutes to end the class, I was going to make the last stage of production, but I cancelled it because a staff came to give a talk to the students about sexting. Because of this activity from the school, I decided to organize the students in teams and asked them for material as pens, markers, paper craft, among others, this in order that the next class they would realize a project and be taken as the product of the day's class..

The next class was on November 13th at the same hour. Compared to the previous day, the students were more awake and as I missed the last class, I decided to give the instructions, take attendance to let them started with the product. (APPENDIX V) The students had to draw on the paper a skeleton and they were going to write the parts with the vocabulary that we saw the last class. When they had finished of drawing, I passed with each team and they had to describe their skeleton with the sentence "My body has" in an oral and written way. (APPENDIX W)

Because the classroom along with the desks reduced the space for them to work, I chose to take them to the courtyard do the activity, taking advantage of the fact that it is the only classroom on the ground floor and near the court. The behavior of the students also helped a lot to carry out this activity and that they could work outside the classroom because they are students that if you make the activity clear to them, they get to work and in some moments they played among them, but they also got to work.

During this activity, I was "Monitoring" that can also be described as being aware of what one is doing." (Esfandiari & Panahandeha, 2014:3) If the students had doubts, while I was checking their work, they used to ask me or some of them came to talk about another topic. In some cases, I talked with them to create a good atmosphere and relation

with the students but I was not there long because they were distracted or left their classmates to work alone.

I went on to review their work and I graded them as team work with a rubric as the teams were finishing up, (APPENDIX X). It was taken into account that the drawing and the parts of the skeleton were correct, the correct structure of the sentences and that the pronunciation was correct or at least similar.

At the end of the activity and following the rubric, what I gave more importance to was the structure and pronunciation of the sentences and the correct vocabulary, and according to it, of the four teams that presented, three got their final score because the fourth team did not finish working because they "did not agree how work". While the rest of the students obtained the complete points that were handled (which were 9) or the minimum were 7 points because they had even practiced pronunciation before going on to expose.

There was only one particular case with a student. She has had problems with the English subject due to pronunciation or a slight case of dyslexia according to the social worker. She was the only one who had difficulties with pronunciation but the rest of the students responded very well to the activities realized. Although the activity of one class was interrupted, the final product was done with positive results. This was because the students had already worked with the substitution drill and it was easier for them to understand the activity.

In the same way, during this classes, the correction of mistakes from my part were practically null, due to the fact that students used to do peer correction, more during the presentation stage and the drilling activity. If a student had a mistake, their classmates told them that they were wrong or said the correct answer. When they were doing the presentation of their product, if someone had a mistake with the pronunciation, I used to ask them "How?" and leaned a bit forward, as Gortari & Tedick states that clarification feedback, the teacher use phrases as "How?", "Excuse me?", or "Sure?" to indicates that they could have some mistake.

The objective of the class was to identify the parts of the skeletal system while the objective of substitution drill was to memorize the structure of the sentence by changing some part either grammatical or a noun. According to the results of the final product presented by the students, both were achieved when they said their sentences to present their skeletal system.

2.4.1 How did drills help students with the use of English in class?

For these classes, I worked with substitution drill. As students had already worked with the repetition drill, they already had an idea about how to work with drills where first they listened, then they repeated all together and finally in a random way, however, unlike repetition drill, the way in which substitution drill was worked it was with a complete sentence where they had to change the noun.

For the first class, although we had already worked the drills, as we had a longer sentence, the students had more complications understanding when they had to change the noun or the vocabulary that I asked. The structure of the sentence was "Tomorrow will be rainy, you should use an umbrella" and their answer was either they understood the first or the second part of sentence, but when they worked with all together, it was complicated for them. The option that I took was divide the sentence in two parts, first teach them the first part where they had to change the weather and then the second part about the clothes.

After I explained the sentence divided in parts and step by step, the students showed a better understanding of the activity. Even when we were working, they were writing or formulating new sentences using new vocabulary such as "This Friday" or "The next week".

This happened for the first time. They usually followed the examples that I gave them or those they could find in the book. However, during the production of this class, they showed that they had acquired more vocabulary by themselves than we had seen since they were able to give new and congruent examples. Also they were talking with

their classmates and comment new examples but with new words and then tell them the meaning and where they saw it (movies, video games, Facebook, among others).

Speaking about the second class, we worked with new vocabulary about the parts of the skeletal system. For this class I worked on my last mistake of has with a long sentence and now I worked with a shorter and easier. This helped students understand the sentence in a better and faster way. Although during that class the result of the drill could not be fully observed, the next day during the presentation of their project, I observed that the students' confidence and language had improved.

The most notable case that I observed was one of the students. Since the beginning of the practice, she had more difficulties to participate and when she did it, she had some mistakes. When we did written work, focusing on the structures of the sentences, she used to forget to write some nouns or words, but for this point, her pronunciation and participation improved as well with the writing of sentences.

When the students finished the work, they started making jokes with comments about what would happen if someone had an extra toe. When they were saying this I asked them how they say it, and they started saying "My body has eleven toes", and other students continued with the game saying "Yes, well, my body has three arms" among other examples, where I did not intervene or qualify them.

2.4.2 How did students incorporate feedback in classes?

They became more independent when they had a mistake or had to correct it, also the confidence had increased because they often used English and paid more attention to correct the pronunciation, Comparing both classes, for the second class the mistakes were less and my intervention in some cases became null because they used to correct themselves. Not all the students showed results that stood out but comparing how they were at the beginning, the participation, vocabulary and confidence increased.

Other point that I observed was when they were corrected, they were not intimidated or ignored what was I said to them, now they were putting attention and

corrected themselves their mistakes. It was no longer necessary to constantly encourage them, but in some cases, they showed little shyness but they still participated and when they realizing that their answer was correct, they were happy and continued working.

These practices helped me to have more knowledge about drills. When students work in a language that was different from their mother tongue, they might have many difficulties; it could be because of lack of confidence, learning, among others. The drills helped students in these aspects; they could build the confidence for the students, so they stopped of having fear of the jokes of their classmates for mispronouncing English or not knowing how to say some sentences.

Although drills are not the only thing that helped them with trust, there were rules and agreements such as they had to have respect among peers, among others that are imposed in the classroom from the first day you start working with them. This is because, according to the Plan de Estudios 2011, the teacher, must create in the students certain competencies for life. One of them is the competence for coexistence where, "Its development requires: empathy, relating harmoniously with others and nature; being assertive, working collaboratively; making agreements and negotiating with others; growing with others; recognizing and valuing social, cultural and linguistic diversity". (SEP, Plan de Estudios 2011, 2011: 38)

For secondary school students who are going through puberty, the words that others say about them are often very important. For this, it was important to create an environment in the classroom where they could feel comfortable because apart from their home, school or classroom, is the second place where they spend more time. Also the drills, helped them with the learning of pronunciation and memorization of sentence structure, helping to create that environment that affects the fact that students could feel motivated and confident to learn English.

Also the way that I corrected their mistakes was important. There were times when I could forget that being a teacher is the most complicated task, not only because we have to teach, also because we do not work with machines, we work with people, and at the secondary level, they are people that the way they are taught and corrected, spoken or treated, affects a lot in their learning process.

CONCLUSIONS

CONCLUSION

During this document, the main study was the strategy of drills, which was efficient during the English class to help students to improve their English level and at the same time that they obtained greater confidence when they had to participate in the classes speaking English. In the same way, I observed how the students' mistakes were corrected and how it affected them.

Before beginning this document, it was observed that the students had certain difficulties in using the English language during the class. One of the reasons that the students mentioned during the survey was that they did not have an English class in primary school, so during secondary school it was their first time seeing English as a class.

Another point that I noticed during this study was due to the activities that were carried out from the book, it was not possible to practice enough the language or participate during the class. When they had the opportunity to participate, they did not want to do it and when asked their comments were "I do not know how to speak in English", "others will make fun of me if I am wrong", among similar comments.

These were some reasons why the topic of this document was chosen by the need and characteristics of the students. During the observation period, the students answered an interview about the easiest way for them to understand and learn English. About 16 of the 20 students who answered that question mentioned that they preferred to listen and repeat what they had to say and know the meaning of what they were talking about.

Before starting the fourth year of the bachelor's degree, the school offered us a course of Rassias Method and according with the web page The Rassias Center the main goal is:

To make the participant feel comfortable and natural with the language in a short period of time. This is accomplished through a specific series of teaching procedures and dramatic techniques which seek to eliminate inhibitions and create an atmosphere of free expression from the very first day of class.

(Dartmouth, 2018)

During this course, they taught us this strategy that we could use in class with our students. It consisted of the students listening to and repeating the words or phrases that the teacher modeled. I liked this strategy, because I thought it could be a traditionalist strategy because you only have to hear and repeat, however as there were different strategies, when applied, they could attract attention and make the student have fun, learn and feel comfortable during the class and using the language.

When I met the students whom I would be working on this document and seeing their opinions and needs, I thought that this type of strategy could help them because it fits with the class profile and mine. This was because when I was the student and I saw someone practicing this strategy, I thought and felt that it was easy to learn a new language.

At the beginning of this document my thought was that drills were a good strategy to help student with their learning, the mistakes could decrease and the confidence increase and as the practices passed and this study could be carried out. It was indeed a good choice for the students and myself seeing the progress some students had. I cannot say that the strategy worked for everyone, but they did have a noticeable advance on the use of English and participation with my students

Drills is a strategy where the teacher shapes what is going to be said while the students listen and then repeats. This helped the students to be more confident with their English speaking pronunciation and participation, since they listened how they had to say the words and from there they memorized it for future activities. In addition, as the students were following the structure and the pronunciation, the mistakes became minimal. Sometimes there were confusions in the way they had to work, but it was

because the first time that we worked with activities like this, or in some cases, the instructions were very long, so it was complicated for the students understanding.

However, when students had mistakes and I corrected them, they used to say words like "aja" or "yeah, that" and they ignore the correction, but as the practices passed, students understood that if they were corrected, it was for them to repeat the answer correctly. Even in some cases, in advanced classes, they corrected and helped each other when they did not understand a word or when they did not know how to work.

There were times when the mistake was mine because I forgot the English level of the students. The language that I used in those cases it was more complex or the activities had a higher level. To avoid these mistakes again, I used a more a simpler language level for them or took little more time to explain, simplify the instructions or help them with the activities. I had to be conscious about that they did not have my level and I need to adequate my level to them.

Another point that I realized during this practice, was the importance of the classroom management and the rules since the first moment. I observed it because since the beginning that I explained how we were going to be working, the rules (as the respect with their peers, not make jokes of the mistakes and help each other, among other) the way of working of the students and environment that was created during the classes and the activities carried out, from games or activities outside the classroom as well as inside it, were possible to achieve them.

Following the main objective of drills, and the results of the work that the students did, it is possible to observe that they were effective for my students and me. They helped students memorize the structures of the sentence in order to create conversations that could be used in a real context. It minimized their mistakes and increased students confidence and helps with their English pronunciation. In my opinion it is an effective and new strategy for the students, it helps them in several aspects and more if they are students who do not yet have much contact with the language.

A section in the first chapter of this document mentioned that, there are three types of drills: Mechanical, Meaningful and Communicative. This document was only focused on Mechanical drills, and it is true that the activities that were carried out were more directed, but as they were more controlled activities, students are still unable to communicate their ideas freely without a specific guide.

For this reason, I believe that once the student is able to carry out activities correctly thanks to the Mechanical drills, after that they already memorize the structure of the sentence, it would be good to work with the other types of drills, until arriving at the Communicative drill, where the student will have reached a certain level of use of the language and will be able to carry out sentences and conversations in a freer way.

Although during talks, it was commented that memorization was not a good learning strategy and I think the same, it is not good to only memorize, but it could be a good help for those who are learning and are afraid to have mistakes. Also because I learned English as in this way until I reached a point where I could communicate naturally.

I support this strategy, as long as its use is not exceeded. Other types of activities can be carried out to expand vocabulary and thus expand the communication of students in the classroom using the second language. Also not only work with one type of drill, we could use the others and in this way, beef up our students knowledge.

As a teacher trainee, despite having done this study on these techniques, in order to implement them all I still need to work more. Investigate what kinds of different activities I could use to enhance language use and English learning and how I can minimize mistakes and build confidence in students, without the activities being memorization and leaving my safety zone.

Due to the fact that it is an evolutionary work, in which one always has to update oneself with activities, courses, strategies, always trying to renew the way of teaching in order to obtain better results, new questions arose that in the future I hope to be able to answer as:

- How do I know that students are ready to work with other activities to communicate?
- What other strategy could be developed to further expand the English language in the classroom?
- Is it possible to work with Communicative and Meaningful drills with students who are just having contact with the English language in a class setting?
- A question that also arose during the preparation of this document was whether this activity could work only because of the needs and profile of the group.

Since they commented that they could and liked to learn better this way, listening and repeating, this type of strategy was really suitable for them, so, other of my doubts is, What would be the results, answers and attitudes at the moment of working with this type of exercises, with students whose preferences and ways of learning are different. If the ways of working and results with these students would vary a lot.

In general, this complete process has helped me to apply new strategies in my classes and to question their importance within the learning process. I do not doubt that there are other ways that could be more communicative but what do students need and what do we have time for to apply in the class sessions, these are all aspects that I have not resolved and I expect to continue asking myself in my future practice as an English Teacher.

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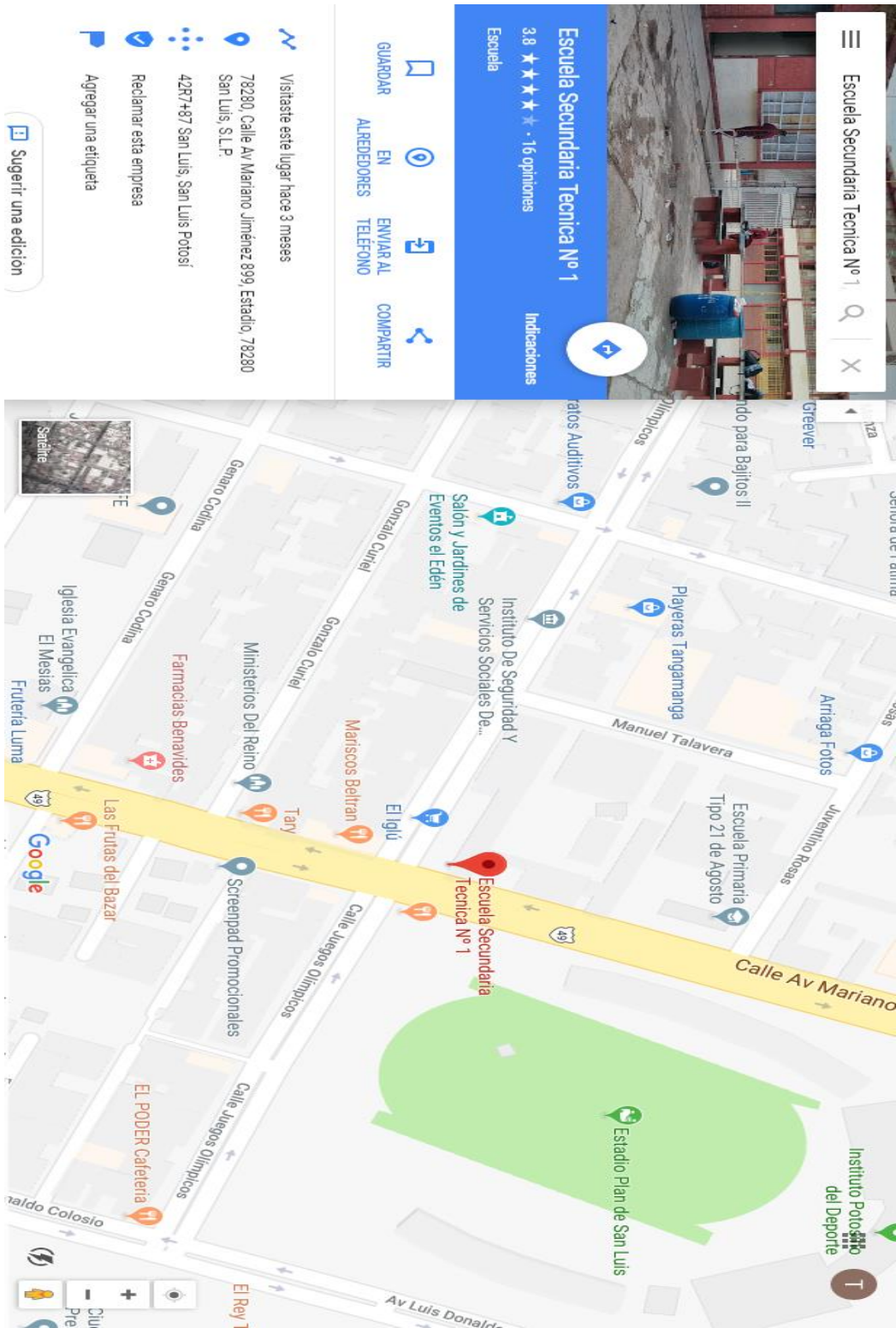
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APPENDIX

APPENDIX A

Location of the school and direction. Picture from Google Maps.



APPENDIX B

Expected learnings for secondary grades. SEP 2018.

APRENDIZAJES ESPERADOS “Aprendizajes Clave. SEP, 2018.”
<ul style="list-style-type: none">• Escucha y revisa diálogos sobre servicios comunitarios.• Entiende el sentido general y las ideas principales.• Intercambia información sobre servicios comunitarios.
<ul style="list-style-type: none">• Revisa cortometrajes mudos.• Comprende sentido general e ideas principales.• Produce diálogos e intervenciones.
<ul style="list-style-type: none">• Escucha y revisa gustos y aversiones en diálogos de entrevistas.• Entiende el sentido general y las ideas principales en los diálogos.• Expone cumplidos, gustos y aversiones en diálogos escritos.• Expresa cumplidos, gustos y aversiones en un diálogo.
<ul style="list-style-type: none">• Busca y consulta información.• Compara pros y contras de ideas y propuestas.• Construye argumentos para defender ideas y propuestas.• Escucha y expresa pros y contras para construir consensos.
<ul style="list-style-type: none">• Selecciona y revisa cuentos clásicos.• Comprende el sentido general y las ideas principales de cuentos clásicos.• Compara variantes en la pronunciación y en la escritura.• Expresa sucesos clave de forma oral.• Reescribe sucesos clave.
<ul style="list-style-type: none">• Revisa ejemplos escritos de pronósticos.• Identifica formas de expresar acciones futuras al escucharlas.• Formula y responde preguntas para comprender pronósticos.• Escribe enunciados que expresan futuro para componer pronósticos.
<ul style="list-style-type: none">• Selecciona y revisa tiras cómicas.• Interpreta el contenido de tiras cómicas.• Intercambia opiniones sobre expresiones culturales en una discusión.

- Selecciona y revisa diccionarios bilingües.
- Entiende el uso de componentes textuales de diccionarios bilingües.
- Escribe instrucciones.
- Edita instrucciones.

- Revisa y comprende información sobre aparatos del cuerpo humano.
- Propone y contesta preguntas sobre aparatos del cuerpo humano.
- Escribe notas para describir esquemas.
- Edita esquemas en equipo y con la guía del docente.

- Selecciona información.
- Lee información.
- Ensay a una exposición.
- Presenta una exposición.

APPENDIX C

Teachers interview.

LESEI BECENE- 7th & 8th Semester

TUTOR QUESTIONAIR

NAME: _____ SCHOOL: _____

1. What is the main aim of the English program?

2. What type of material do you use in your classes? Who selects them?

3. What other resources are available in your school?

4. Is there any particular approach or methodology that must be followed in your school?

5. Are there any particular practices that you have to follow?

6. How is the English academy organized?

7. How is learning evaluated?

YOUR LEARNERS

8. What grades do you usually get?

9. How big are your groups?

10. What are their interests?

11. What are their learning straights and weaknesses?

12. What are they like as students? Are they cooperative/quiet/load/disciplined?

13. What type of exposure to English do they have?

APPENDIX D

Diagnostic test



BENEMERITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO
LICENCIATURA EN EDUCACION SECUNDARIA
CON ESPECIALIDAD EN INGLÉS
DIAGNOSTIC EXAM
FIRST GRADE



NAME: _____ Group: _____ Score: _____ Date: _____

Read the question. Listen and write a name or a number.

There are two examples.



Examples

What is the new girl's name? Kim

How old is the new girl? 8

1 Which picture are May and Sam looking at?



A

B

C

2 What are Mrs Good's class doing this afternoon?



A

B

C

3 What is Mum's favourite fruit?



A

B

C

Questions

1 What is Kim's family name?

2 Where does Kim live? in Street

3 What number is Kim's house?

4 What is the name of Kim's horse?

5 How old is Kim's horse?

Listen and tick (✓) the box. There is one example.

What animal has Alex got in his bedroom?



A



B



C

4 Which dog is Anna's?



A



B



C

5 What is Lucy wearing?



A



B



C

Listen and colour. There is one example.



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

Example



s n a k e



Questions

1





2





3





4





5





Look and read. Write yes or no.



Examples

There are two armchairs in the living room. yes

The big window is open. no

Questions

1 The man has got black hair and glasses.

2 There is a lamp on the bookcase.

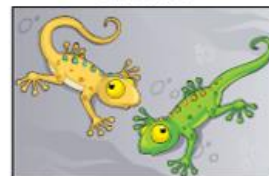
3 Some of the children are singing.

4 The woman is holding some drinks.

5 The cat is sleeping under an armchair.

Read this. Choose a word from the box. Write the correct word next to numbers 1-5. There is one example.

Lizards



Lots of lizards are very small animals but some are really big.
Many lizards are green, grey or yellow. Some like eating (1) and some like eating fruit.

A lizard can run on its four (2) and it has a long (3) at the end of its body.

Many lizards live in (4) but, at the beach, you can find some lizards on the (5) Lizards love sleeping in the sun!

Example



animals



tail



balloon



trees



legs



spiders



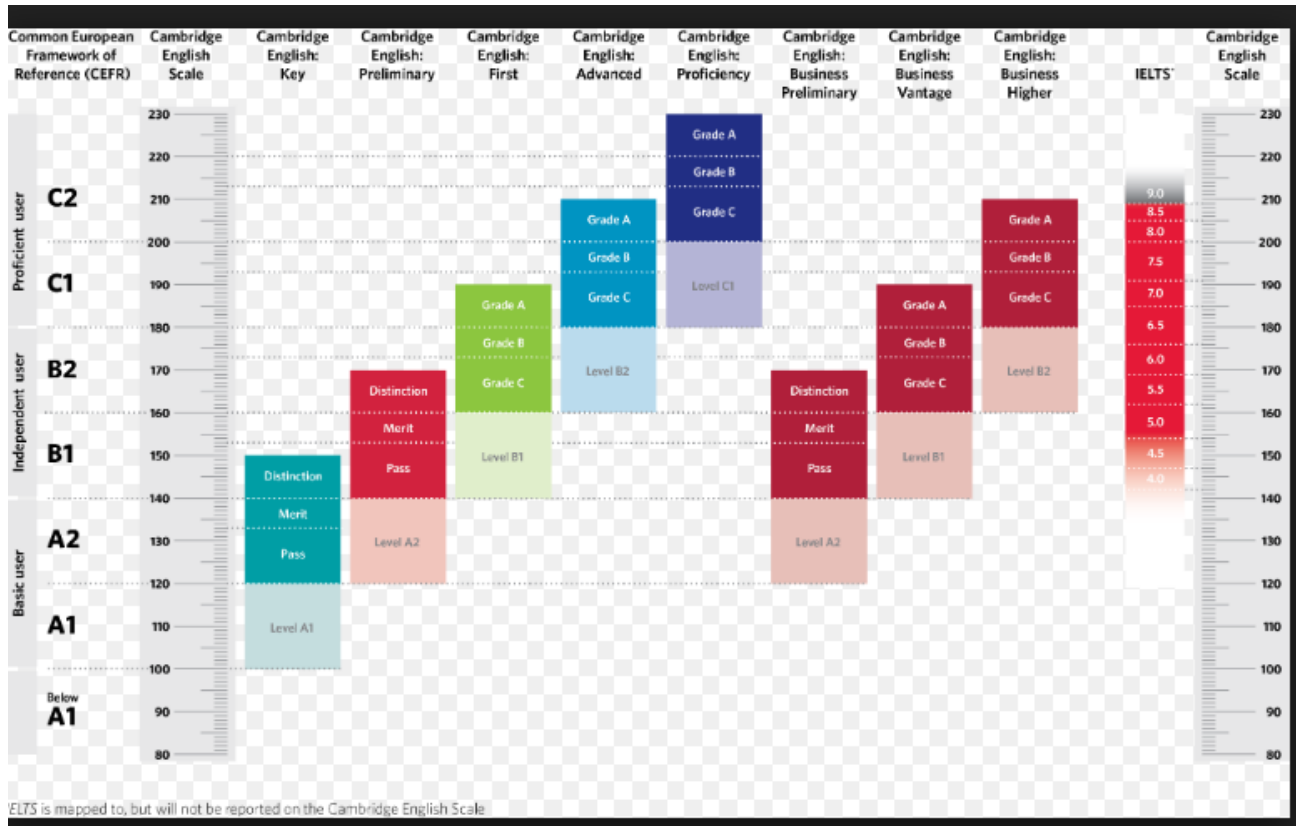
teacher



sand

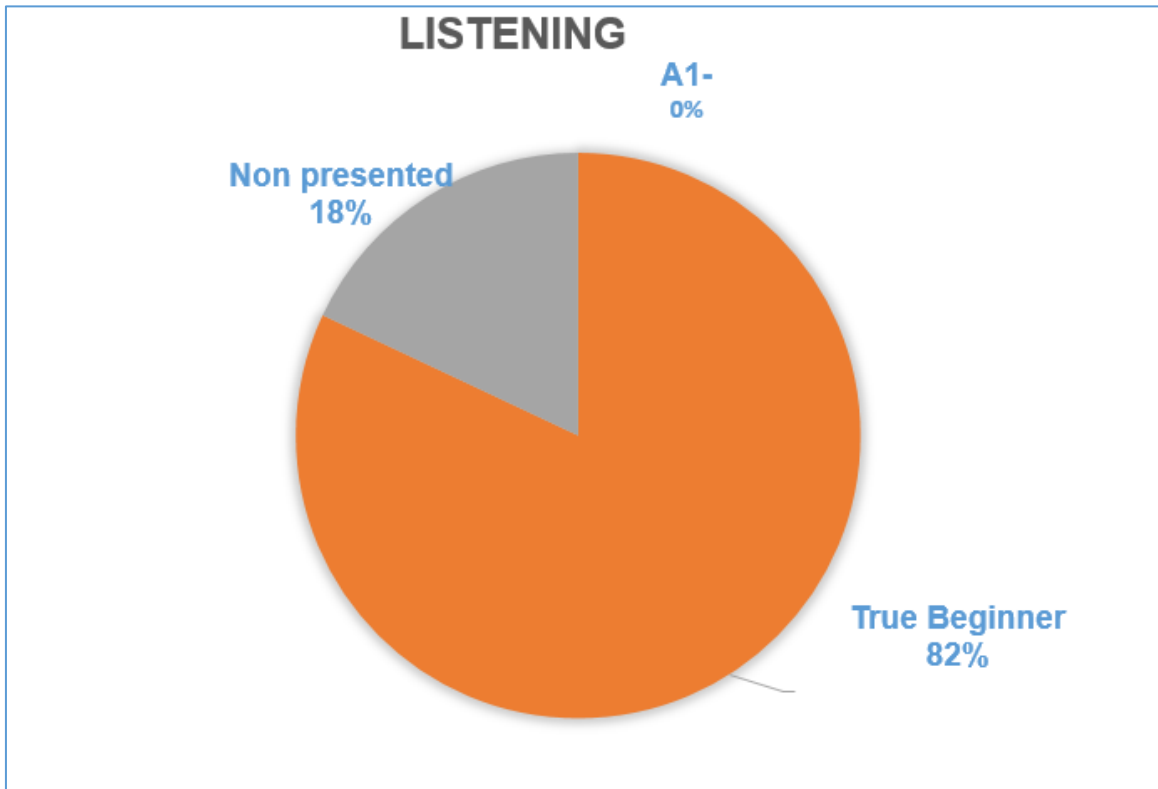
APPENDIX E

English levels according with the Cambridge English Scale.



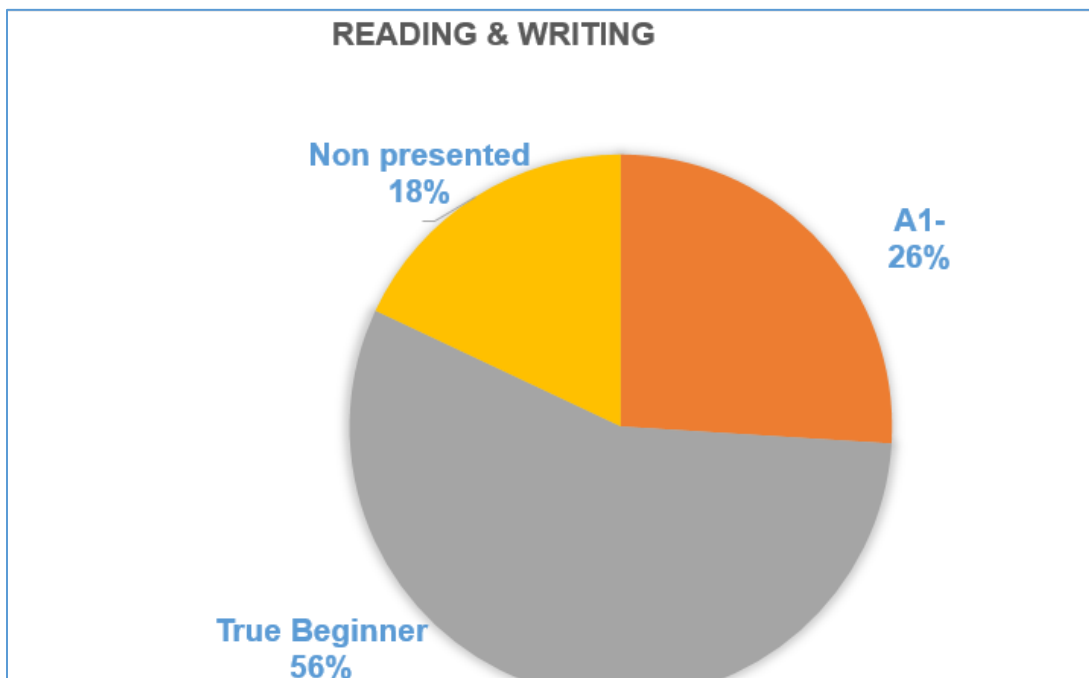
APPENDIX F

Percentage of the level of students in Listening skills.



APPENDIX G

Percentage of the level of students in Reading and Writing skill.



APPENDIX H

Survey for the students. Survey about learning styles.

Nombre: _____ Grupo: _____

Contesta lo más honestamente posible.

1. ¿Cuál es tu materia favorita?
a) español b) matemáticas c) inglés d) artes e) otra: _____
2. ¿Has estudiado inglés antes? ¿Dónde?
3. ¿Qué te gusta hacer en tu tiempo libre?
a) leer b) escuchar música c) salir con amigos d) ver series/películas
4. ¿Qué actividades te gusta hacer en el salón de clases?
5. Te gusta más:
a) trabajar en equipos b) en parejas c) individual
6. ¿Qué tipo de música escuchas?
a) rock (inglés/español) b) pop (inglés/español) c) banda d) reguetón e) otro
7. Piensa que el inglés es (puedes marcar más de una)
a) aburrido b) útil c) divertido d) no lo necesito e) otro:
8. ¿Cuál es tu promedio?
9. ¿Cuál es tu rutina para hacer tareas?
10. ¿Qué es a lo que le dedicas más tiempo?
a) redes sociales b) tareas del hogar c) tareas escolares
d) estar con amigos e) otro:
11. Prefiero ver las películas/series
a) idioma original y subtitolado b) traducida al latino c) indiferente
12. ¿Cómo me es más fácil y rápido aprender inglés?

Elige opción a) b) o c) según tu criterio personal

1. Cuando estas en clase y el profesor explica algo que está escrito en la pizarra o en el libro, te es más fácil seguir las explicaciones:
a) escuchando al profesor. b) leyendo lo escrito. c) te aburres y esperas a hacer algo.
2. Cuando estas en clase:
a) te distraen los ruidos. b) te distrae el movimiento. c) te distraes con explicaciones largas.
3. Cuando te dan instrucciones:
a) te pones en movimiento antes de que acaben de hablar y explicar lo que se va a hacer.
b) te cuesta recordar las instrucciones orales, pero no hay problema si te las dan por escrito.
c) recuerdas con facilidad las palabras exactas de lo que te dijeron.
4. Cuando tienes que aprender algo de memoria:
a) memorizas lo que ves y recuerdas la imagen (por ejemplo, la página del libro).
b) memorizas mejor si repites rítmicamente y recuerdas paso a paso.
c) memorizas a base de pasear y mirar y recuerdas una idea general mejor de los detalles.
5. En clase lo que más te gusta es que:
a) se organicen debates y que haya dialogo.
b) que se organicen actividades en que los alumnos tengan que hacer cosas y puedan moverse.
c) que te den material escrito y con fotos, diagramas.
6. Marca las dos frases con las que te identifiques más:
a) cuando escuchas al profesor te gusta hacer garabatos en un papel.
b) eres visceral e intuitivo, muchas veces te gusta/disgusta la gente sin saber porque.
c) te gusta tocar cosas y tiendes a acercarte mucho a la gente cuando hablas con alguien.
d) tus cuadernos y libretas están ordenados y bien presentados, te molestan los tachones y correcciones.
e) prefieres a los chistes que a los cómicos.
f) sueles hablar contigo mismo cuando haces algún trabajo.

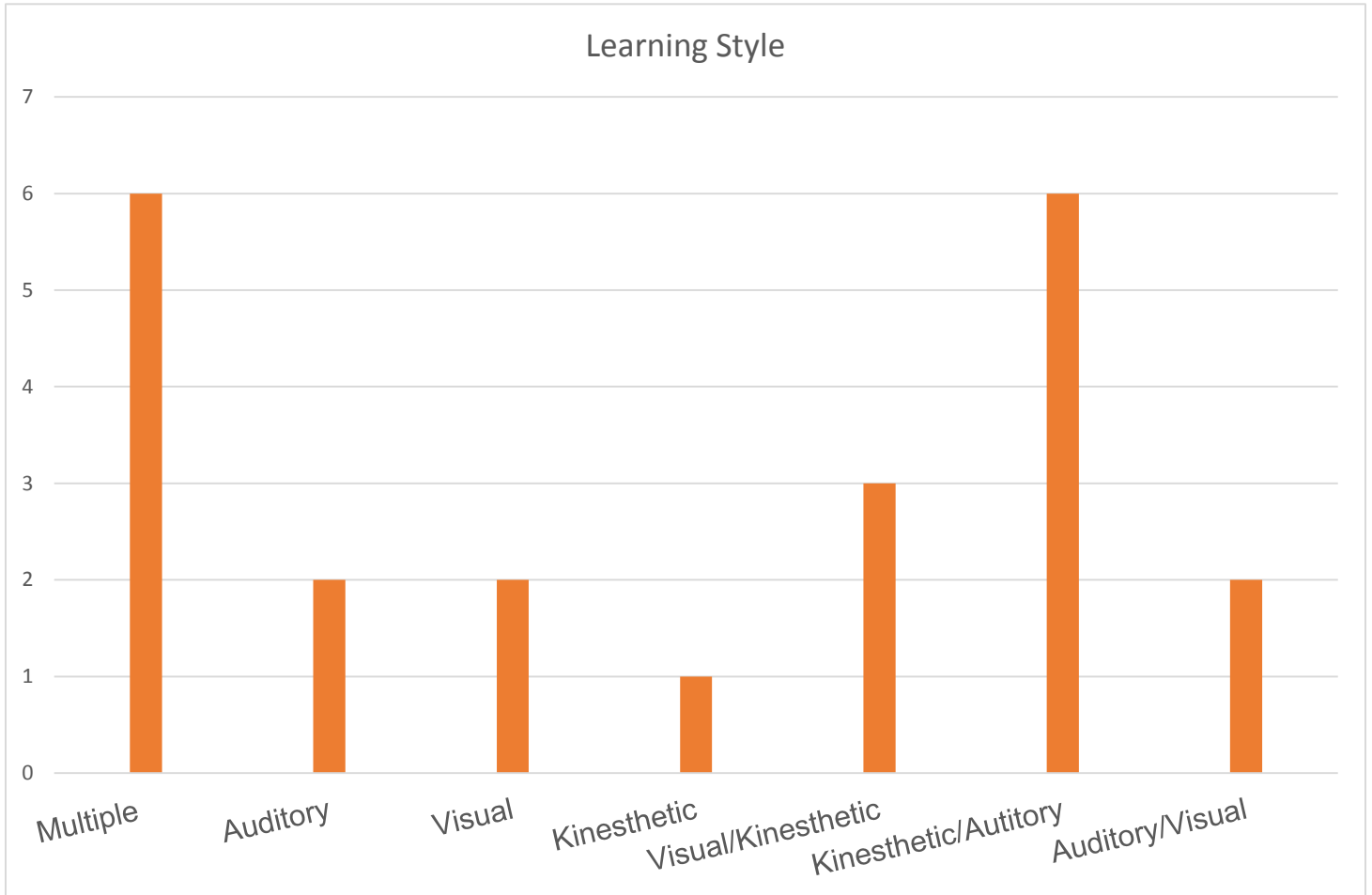
La que más aparece es la que define.

- | | | |
|-------------------|----------------|----------------|
| 1. a) auditivo | b) visual | c) kinestésico |
| 2. a) auditivo | b) kinestésico | c) visual |
| 3. a) kinestésico | b) visual | c) auditivo |
| 4. a) visual | b) auditivo | c) kinestésico |
| 5. a) auditivo | b) kinestésico | c) visual |
| 6. a) visual | b) kinestésico | c) kinestésico |

No.	Respuestas	
1	Letra	
2	Letra	
3	Letra	
4	Letra	
5	Letra	
6	Letra	

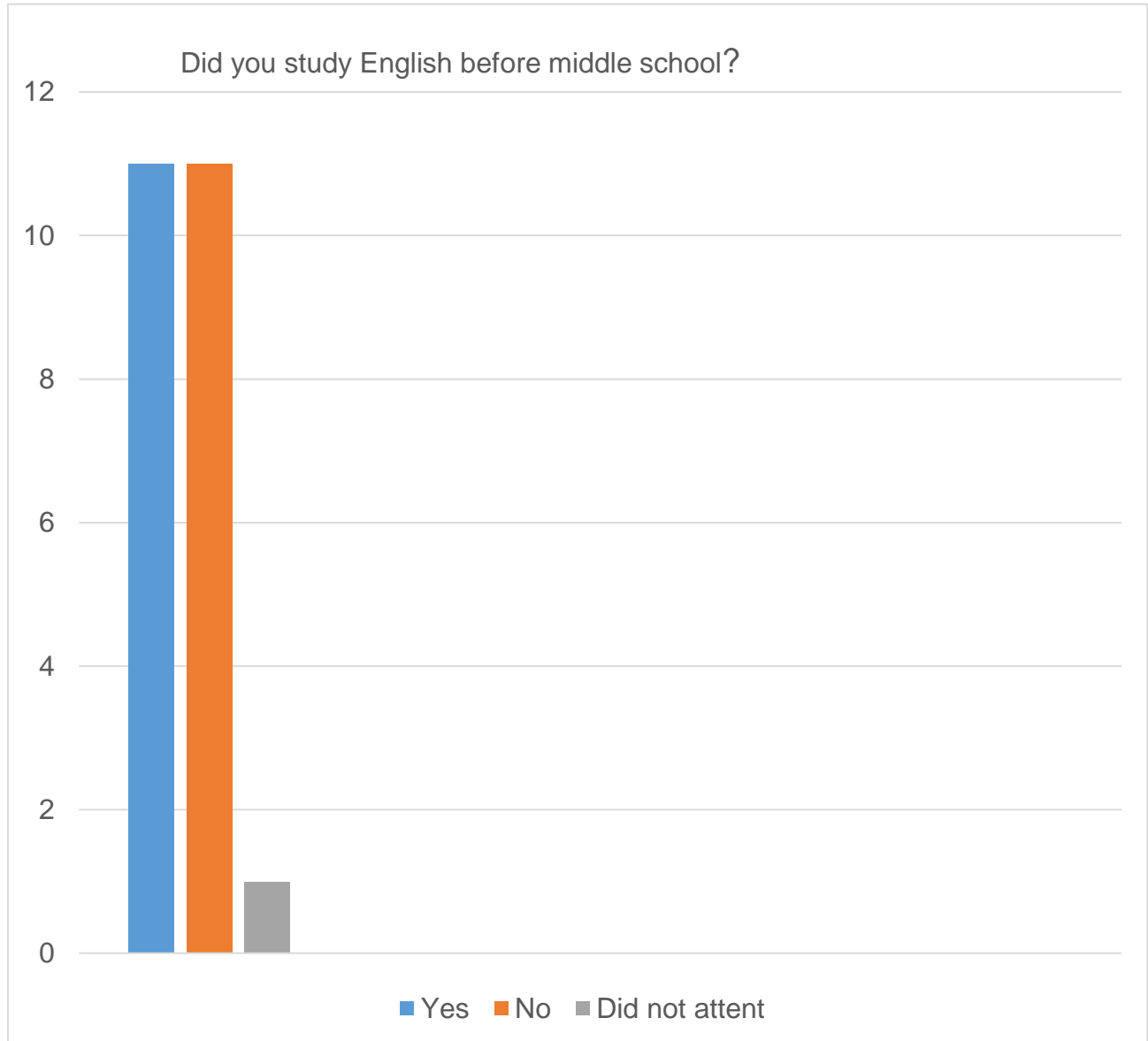
APPENDIX I

Percentage of the learning styles of the students.



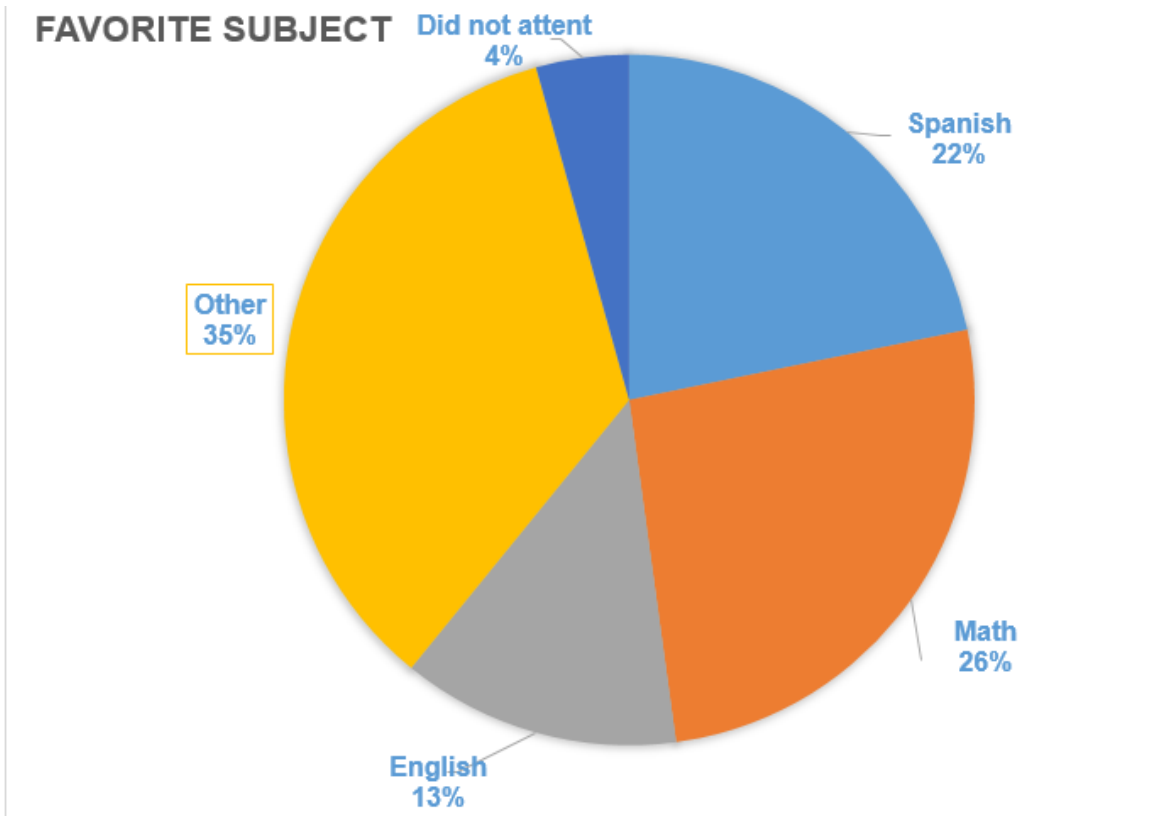
APPENDIX J

Percentage of the students who had English subject in middle school.



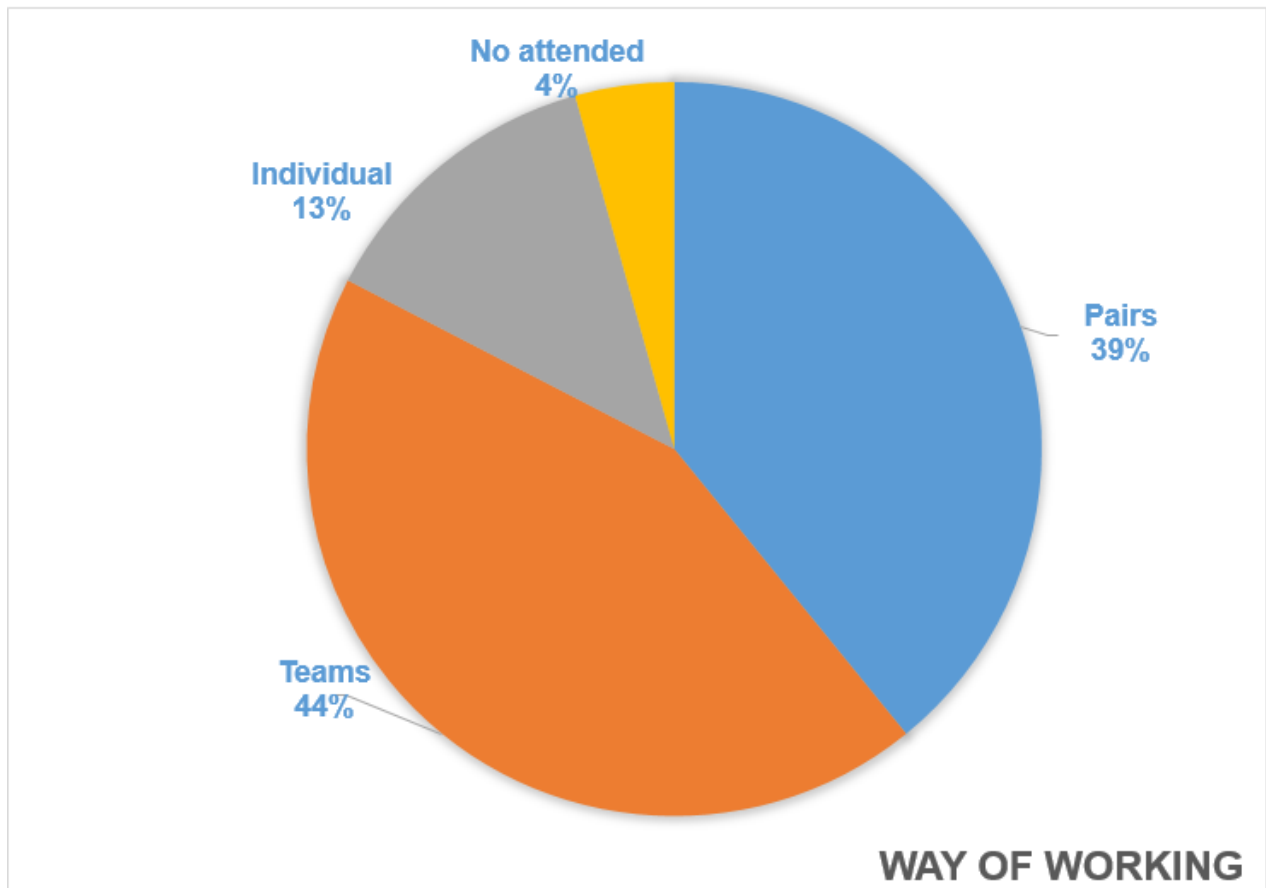
APPENDIX K

Percentage of the favorite subject of the students.



APPENDIX L

Percentage of preference in how students work



APPENDIX M

Lesson Plan. Class number one. Repetition Drill.

Social Practice: Recreational expression			
Environment: Literary and ludic			
Specific competency: Produce constructive forecast for others.			
Objectives: By the end of the lesson, the students should be able to use the future tense will and going to make predictions of weather.			
Stage / Time / Interaction(s)	Stage Aim	Procedure	Material
Warm up 5min Sts-Sts	Beginning with the use of L2 in the classroom. Practice listening skill	The T is going to say some instruction to the sts (clap, jump, right hand, left hand) and they have to follow them.	
Presentation 10min T-Sts	Students will identify the text that indicate predictions and the use of will and going to.	The T will play video about the weather and then sts are going to write the new vocabulary about whether they could find. Then the sts are going to share their opinion with a brain storm, saying the vocabulary that they could hear. Now, the T will paste some vocabulary about weather (rainy/ sunny/ snowy/ stormy/ windy/ cloudy) (repetition drill) and they are going to write them on their notebooks with a draw.	Speaker Video https://www.youtube.com/watch?v=CXKj7bm4Ops Flashcards
Practice 15min T-Sts	Use will and going to, to make predictions of weather.	Then the T will write on the board a sentence; Tomorrow will be sunny and will elicit to the sts to repeat it. Then she will practice a drill, where the sts have to change the weather and the future tense according with what the T will say: Tomorrow will be sunny (Rainy) Tomorrow will be rainy. The sts have to write the sentences.	Flashcards
Production 10min Sts-Sts	Students write and speak about the weather.	The sts are going to work in pairs with their newspapers/information about the weather in the week. They are going to work in a dialog to say how the weather will be in the week.	Sts information
Wrap up 5min T-Sts	Review	T will ask to the sts the vocabulary seen in the class and for examples playing hot potato.	Ball

APPENDIX N

Flashcards used on the first class.



APPENDIX O

Lesson Plan. Class number two. Repetition Drill.

Objectives: By the end of the class students should be able to predict a future event using will.			
Stage / Time / Interaction(s)	Stage Aim	Procedure	Material
Warm up 5min Sts-Sts	Beginning with the use of L2 in the classroom.	Teacher will start the class with a game to make a review of the weather vocabulary. The sts are going to give the back to the board and the T is going to paste one of the flashcards about the weather and then, the sts have to write the weather and the sentences how we saw the last classes.	Board Markers Pictures
Presentation 10min T-Sts	Students will learn new vocabulary about different sports.	Teacher will present vocabulary of different sports. Teacher will apply drill to students practice the pronunciation of the vocabulary. Then they are going to play hangman to practice de writing skill.	Flashcards
Practice 15min T-Sts	Students will related different activities the sport below.	Students will read five dialogues of a group of friends talking about their sports in the book “Yes we can! 1” page 48. Then students will say what kind of sports they practice.	Book
Production 10min Sts-Sts	Students will write a prediction of a future event using will	Students will write a sentences about the future of each person in the previous dialogues using will. For example: <i>Pedro will swim faster in the swimming competition.</i> Finally, the students will share their sentences with a partner.	
Wrap up 5min T-Sts	Review	Students will play hot potato and the last student with the ball will say a word of the new vocabulary that they learned in the previous classes.	Ball

APPENDIX P

Flashcards used on the second class.



VOLLEYBALL



BASEBALL



BASKETBALL



**WEIGHT
LIFTING**



SOCCER



ATHLETICS

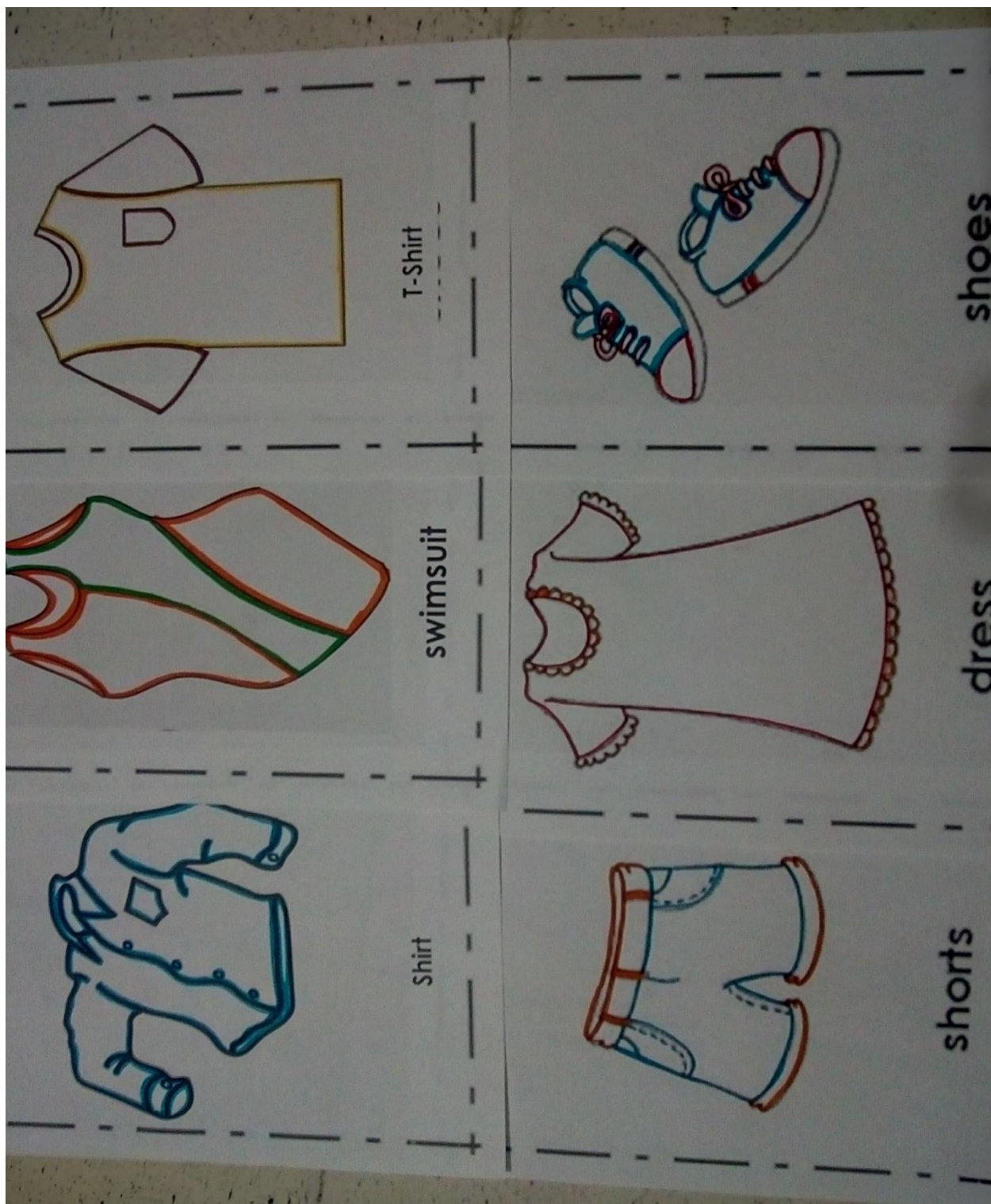
APPENDIX Q

Lesson Plan. Class number three. Substitution Drill.

Objectives: By the end of the lesson students should be able to say what kind of cloths you should wear depending of the weather.			
Stage / Time / Interaction(s)	Stage Aim	Procedure	Material
Presentation 15min T-Sts	Practice the new vocabulary and the sentences.	The T will present vocabulary about clothes and apply substitution drill to students practice the pronunciation and how they can form sentences for the topic of the day.	Flashcards (sweater, boots, scarf, gloves, hat, t-shirt, dress, jeans, sneakers, sandals,)
Practice 20min T-Sts	Say what kind of clothes you can wear depend of the weather. Students practice listening and speaking skills	Teacher will play a song of the clothes that we can wear in the different weather and students will mentioned the clothes that they listened. Then the T will write on the board a sentence, for example: <i>It will be sunny, so you should use a rain coat or "Don't forget to" so the sts are going to complete the sentences,</i>	The Weather and Clothing Song! (ApXK)
Production 10min Sts-Sts	Describe the clothes that a person wear depend of the weather.	Then the sts will make a "conversation" with a partner and what they will say what kind of clothes they can wear according with the weather with the similar sentences as the last activity. Then they are going to share their scrip in front of the classroom.	Sts dialogue
Wrap up 5min T-Sts	Check answers.	The T will explain the activity for the next class. Where they have to make teams of 4-5 and for the next class they are going to make a role play where they have to present the weather as the news. The sts have to bring the information and material for the next class.	

APPENDIX R

Flashcards used on the third class.



APPENDIX S

Lesson Plan. Class number four. Substitution Drill.

Social Practice: Search and select information			
Environment: Academic and educational			
Specific competency: Write notes to elaborate human body systems.			
Objectives: By the end of the class students should be able to identify the parts of the skeletal system.			
Stage / Time / Interaction(s)	Stage Aim	Procedure	Material
Warm up 5min T-Sts	Involve the students onto the context of the class.	The T is going to paste some questions about the skeletal system on the board in Spanish and the sts have to answer them, then they are going to check them and found the topic of the day, and the T is going to say it in English.	Questions
Presentation 10min	Students learn new vocabulary	The T is going to write “My body has” on the board and then she is going to show a flash card about a parts of the skeletal system, she is going to practice the pronunciation adding the phrase My body has (Exp: My body has one neck). T is going to apply Substitution drills, and sts have to repeat the words to practice the pronunciation of each word.	Skeleton system with the names (skull, spine, thighbone, shinbone, foot, neck, ribs, pelvis, kneecap, toes)
Practice 10min T-Sts	Students identify each part of skeletal system.	T is going to paste a skeletal system on the board and the parts saw it in the last activity, then T sts are going to match the name and the body part.	Cards with the name of each part of the skeleton system. Skeleton system.
Production 20min Sts-Sts	Students will identify the parts of the skeletal system in a game	The T is going to paste some sentences on the board where the sts have to complete the blank spaces with the vocabulary missed. After that the T is going to paste the same questions from the beginning and they are going to answer correctly to identify the new vocabulary.	Questions Questions
Wrap up 5min T-Sts	End the class.	Teacher will write on the board a hangman to play with students using the new vocabulary.	Board Markers

APPENDIX T

Names used to the activity instead of flashcards.



APPENDIX U

Activity from the book adapted to do an interactive activity.



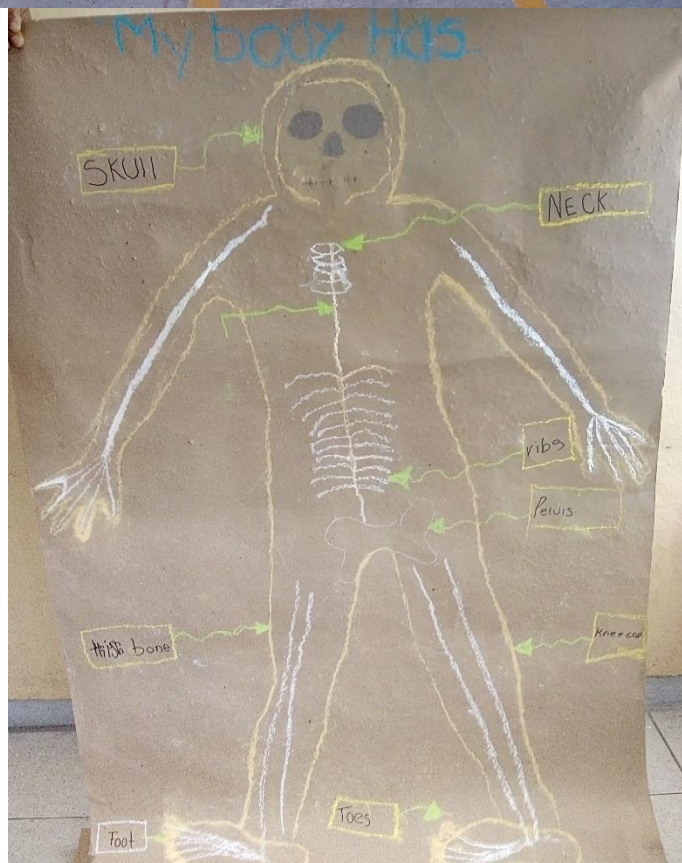
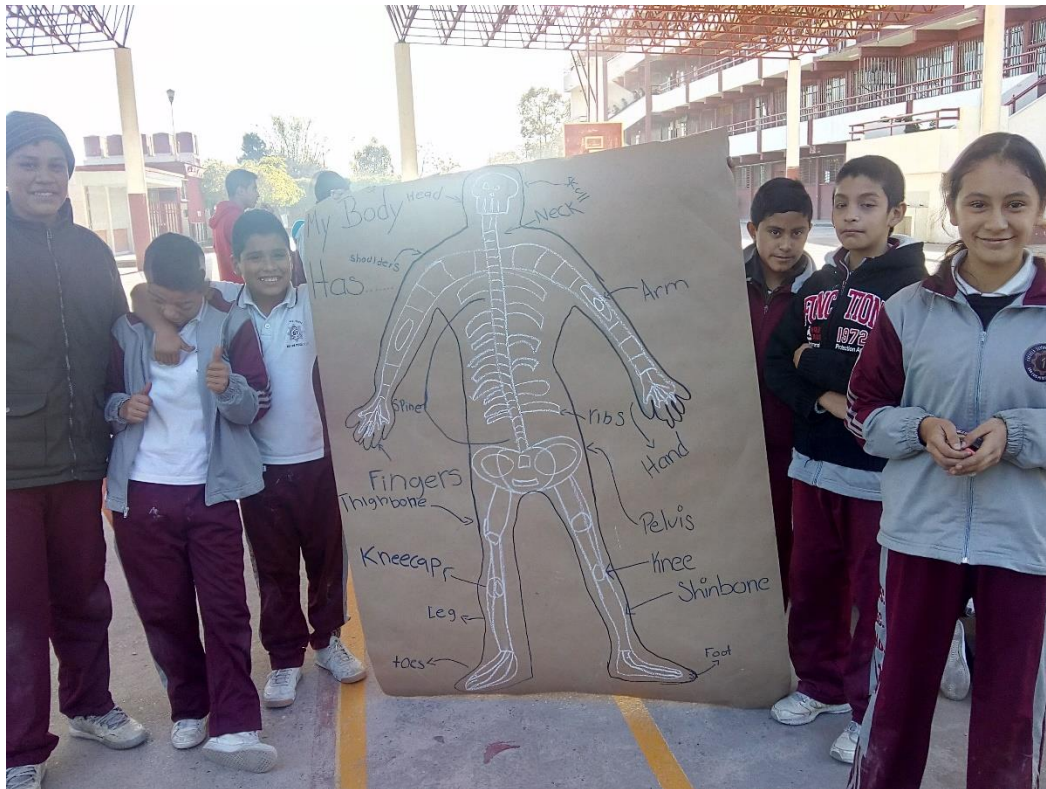
APPENDIX V

Continuation of the Lesson Plan. Class number four. Substitution Drill.

Objectives: By the end of the class students should be able to identify the parts of the skeletal system.			
Stage / Time / Interaction(s)	Stage Aim	Procedure	Material
Pre-task 5min T-Sts	T explain the activity.	Teacher will give the instruction of the activity.	
Main task 25min	Students work in the project.	In teams, the sts have to draw a human body and a skeletal system, where they have to identify the parts/names from the vocabulary from the las class.	Students' final product
Conclusion 15min T-Sts	Students present the final product.	Student are going to explain their project.	Students' final product

APPENDIX W

Final product of the students.



APPENDIX X

Rubric to evaluate the final Project.

	EXCELLENT	VERY GOOD	WELL DONE	NOT VERY GOOD
DRAW				
PARTS OF THE SKELETON SYSTEM				
STRUCTURE OF THE SENTENCE				
PRONUNCIATION				

	REACHED	NEED TO WORK
STRUCTURE OF THE SENTENCE		
PRONUNCIATION		