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

TITULO: Applying communicative drills in an EFL class with third grade students

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"APPLYING COMMUNICATIVE DRILLS IN AN EFL CLASS WITH THIRD GRADE STUDENTS".

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PRESENTA:

SALMA YULISSA MARTÍNEZ PALOMINO

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SAN LUIS POTOSÍ, S.L.P.　　　　　　　　　**JULIO DEL 2019**

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CONTENT

INTRODUCTION

This pedagogical essay is titled "Applying Communicative Drills in an EFL class with Third students", and was aimed for students of the group "A" of the secondary school "Técnica #1" in order to improve students' performance in speaking. Nevertheless, this topic was chosen because I was strongly interested in helping students to achieve the communicative competence established in SEP (2018) pp.165-173, as well as to discover how drills are techniques used to practice a language by repeating and helping students to develop speaking skills in order to achieve communication.

Thus, the goal of this essay was to use drills as a technique and process to encourage and prepare students to be able to communicate using L2. The process followed including three types of drills, those were: mechanical, meaningful, and communicative drills.

The first type of drill, which is mechanical pointed students to be students used to the characteristics of a drill, memorize and repeat in order to know the correct pronunciation. The second type of drill was meaningful, it had the objective to challenge students thinking and analyzing their answers being sure that they understood what was the drill was about, and practice correctly. The third type of drill, called communicative had as a purpose to give students freedom to say whatever they want, using the vocabulary seen and have a better pronunciation.

The information is presented in two chapters; during the first chapter includes different aspects about the secondary school where I practiced, such as: school context, physical condition of the school, school personal, parents' students' socioeconomic level, and scholarships. Besides the English academy and students relevant facts are presented as well; example: number of the students per group, the academy characteristics, students' diagnostics exams considering the Spanish and English language, as well as students learning styles. In order to know about the topic development and the description of the study, the action plan, what was known about the topic and my key questions are presented. These questions guided me to reflect on each type of drill applied identifying what I did correctly and in what areas I had to work.

Moreover, in the second chapter I will answer the key questions divided during the description of each class, considering the classes I applied and the different types of drills during the practice or production stage. These classes analyzed consisted of a total of 5 lessons. For the first class I applied a Mechanical drill; the second and third class focused on

meaningful drills, and in the fourth class I applied two types of drills, which were mechanical and meaningful. During the fifth class I used a communicative drill. At the end of this process students were evaluated during the last drill applied. This was with the objective to assess students' progress and their development after applying the other two types of drills. Being aware and noticing if students were prepared for communicative activities, as well as achieving the main goal of this document, already mentioned.

The instruments used with most of the drills were primary resources, such as: Observation notes, surveys, registers of students' evaluation during the drill, and questionnaires about students during the drill, as well as my head teacher observation questionnaire. These instruments helped me to know and identify different aspects in order to improve my teaching and guide my students during the process applying drills. Those aspects are the following:

- Firstly, analyze the application of each drill, what was successful and what was not.

- Secondly, the level of the drill, as well as the control of the group.

- Thirdly, the last aspect was related to my students; in order to know their motivation and participation during the drill, contrasting it with their own opinions. These with the objective to detect suggestions from students' opinions applying drills in English class.

During the development of this essay, I faced some difficulties and challenges, which were the following: the problem that I had to know since the beginning what groups I had to cover, as well as the application of the diagnostic exam to know students' level in English and their learning styles. My schedule was always the first two or one hour of the day, for that reason at the beginning I spent a lot money paying for copies. Another difficulty was that my head teacher first asked me to plan with PNIEB 2011, and then that changed to the new program (Aprendizajes Clave 2018). Furthermore, I had to search for material surfing the internet because the contents given by my head teacher where from different grades, including contents from elementary school.

Additionally, I had to search for more strategies to control the groups, and establish rules as well as habits in order to students work in my class. Besides, sometimes my head teacher interrupted my classes for more than 4 or 5 minutes. I had to modify my lesson plans and learn to adequate it in order to achieve the main goal with each group considering the time.

Most of the time, I could not work with technology resources because my classrooms where located in a long distance from the media's room, and we lost more than 10 minutes to be in another classroom. This affected the class considerably to accomplish the goal for my students and me as I planned. For this reason I had to dismiss the option to use media's room for my following classes during the process applied.

All this difficulties enable me to detect my opportunity areas considering to increase my pacience, establishing agreements without let students to change it, my investigation abilities as well as my creativity to apply games or search material, and how to solve problems inside the classroom.

I planned to benefit my students with this study with the purpose to develop students' confidence, efficacy by discovering those aspects through their experiences, events, whishes, aspirations and opinions in English (SEP, 2018. Pp. 90-135) with the application of Drills.

On the other hand, I planned this study to benefit myself with the objective to reflect about my own teaching practice being able to recognize my opportunity areas in order to improve as an English teacher. Considering the importance to establish a relation with my students with the purpose of favor students' learning by creating a confidence and relax environment. (Normal del Estado de San Luis Potosí, 2018 "Profile of Egress")

I decided this topic because I considered attractive as well as interesting to apply drills as a process starting with memorization and become it communicative. Besides, in my last practices when I was in third grade I enjoyed to apply drills with my students and, I noticed my students' reaction during the application of it. They changed their attitude as well. On the other hand, I choose it because it changed completely the typical idea of an English class, giving the opportunity to my students to built a new opinion about the language and the class. Therefore, I considered this topic a good idea, because it allowed me to be myself, relax and be sure about my teaching role developed during my practices.

Moreover, this study is useful because it helped me to discover my teacher role, the relevance of some aspects that while I was planning a class I did not consider pretty important for my students´learning process. Furthermore, it was useful developing an observation capacity, teaching performance and values to improve my own and students' results. SEP(1999) Pp.07-13.

CHAPTER I

I. - TOPIC OF STUDY

The following essay will begin with relevant information about the middle school where I practiced during my fourth grade as a Pre-Service Teacher, this had the purpose to be aware of the students' context, with the objective to collect and understand pupils' culture, education, characteristics and needs. Furthermore, I described my topic of study and presented the key questions that I will answer during the chapter II.

1.1 Nucleus and Topic Line

According to my topic "Applying Communicative Drills in an English as a First Language (EFL) class with third grade students." This study is under the nucleus "The didactic competence in teaching the specialty" because I worked with a technique to improve students' knowledge with a second language. Likewise the topic line of this study is "The analysis of the teaching practice", considering that identifies the advantages and disadvantages of these techniques; the use of drills and games, helping students develop the four skills in L2. The focus was on speaking skill development during the application of the drills and games to encourage students to speak in L2 inside the classroom trying to continue with the process to achieve communicative competence. This goal was focused to prepare students to be able to communicate using a second language.

1.2 School Context and Geographical Location

The following project took place in Secondary School Técnica # 1, it is located on Mariano Jiménez Avenue 899, Estadio, 78280 San Luis Potosí, S.L.P. 24DST0001R. Around the school there are two elementary schools, three shops, one stationary shop, cyberspace, a sport club called InstitutoPotosino del Deporte Centro de alto Rendimiento, a gym, four hospitals, clinics, a doctor´s offices, twelve restaurants, coffee shops, food shops; a casino, and two street trade zones. Considering all the shops that are around the school, it become evident that the students are used to buying junk food before eating healthy food in their houses as a result they at times get sick causing absences. This creates a disturbance in their learning process, due to the fact that during the CTE (ConsejoTécnico Escolar) most of the teachers mentioned that one of the biggest problems

with their students is attendance. Being aware of that I had to consider the attendance in class as an aspect to evaluate because in that way my students would have the responsibility to be in class and to do not make things worse for themselves (talking about their grades).

1.2.2 Current Physical Condition of the School.

The school has several facilities among them is a parking lot area for teachers outside the school. Técnica #1 has a building with 4 floors, and two other buildings with one floor. In one of the buildings with one floor you can find the principal, vice- principal, coordinator and secretaries offices, teachers 'room as well as the media classroom. In the first building there are 8 bathrooms, 12 washbasins for students (girls and boys) and teachers, scholar shop, and first grade classrooms. Going back to the building with 4 floors, in front there is a court area. There are different rooms for the library, five workshops, two laboratories and prefecture offices as well as the classrooms. In that place there are 15 classrooms: 5 classrooms for first graders, 5 classrooms for second graders, and 5 classrooms for third graders. The majority of the first graders are located on 2nd floor, although some of them are on the first floor; second graders are located on 3rd floor and third graders on 4th floor. Additionally the school has an evacuation route, emergency exit, security zones, nurse´s office, sport area with a court, and patio.

According to The Statistics and Geography National Institute (INEGI) the services that the school has cover; electricity, water service, drainage system, cistern, internet service, and telephone. Each classroom had a projector, but only some of them work, a black board, enough chairs for their students and some of them had computers as well as teachers 'offices, where teachers from different subjects put their materials and have access to it. Despite all this material for students and teachers, all those resources do not function as the teacher expected due to some of the teachers options use the media classroom, or bring their own material, which could be a computer or speakers. Therefore, I had to consider bringing my own material when it was necessary for the development of the class, for example if I included a video, listening or a presentation.

Additionally, the school has social participation from the parents association, and school board. Taking on programs where the school participates, these are: digital abilities for everyone, compensatory actions to decrease the educative deterioration in basic and initial education, secure school, quality school, and reading program.

1.2.3 School Personal

The principal of Técnica #1 is Prof. Martín Gonzalez Verdín (who started in March of 2017) and the vice- principle is Prof. Fabiola Hernández Cristales. The school had 330 students, 200 are boys and 130 are girls. Related to each grade in first grade there were 116 students in total, 65 boys and 51 girls; in second grade there were 103 students in total, 66 boys and 37 girls, and in third grade there were 111 students in total, 69 boys and 42 girls. There is an average of 26 students per group. In the case of the rest of the personal, there are 53 in total, 27 are teachers and 23 are secretaries, coordinators, prefects and personal mainance.

In addition to students context they come from to a varied perimeter, because some students live in Mexquitic, Pozos, Escalerillas and Saucito neighborhood; this is important because it affects some aspects related to their academic development. Those aspects are: house- school route, and socioeconomic level. These aspects effect student's development in reference to their educative lives because if they live far from the school, they need to wake up earlier or spend more time to arrive to the school and if their parent does not have a socioeconomic level established, students could not to accomplish with their responsibilities from school.

In contrast to their socioeconomic level, and where they come from, it is relevant to mention three things: Academic degree of their parents, students with scholarships, and student's facilities in their house; because those aspects influence in the students educative lives. Therefore, nowadays the society demand more with the objective to prepare students for the future, and be a citizen with values, manners and education.

These are the results for each aspect.

Parentsscholardegre

- Degree
- High School
- Middle
- School Career
- Elementary

1%
2%
31%
4%
62%
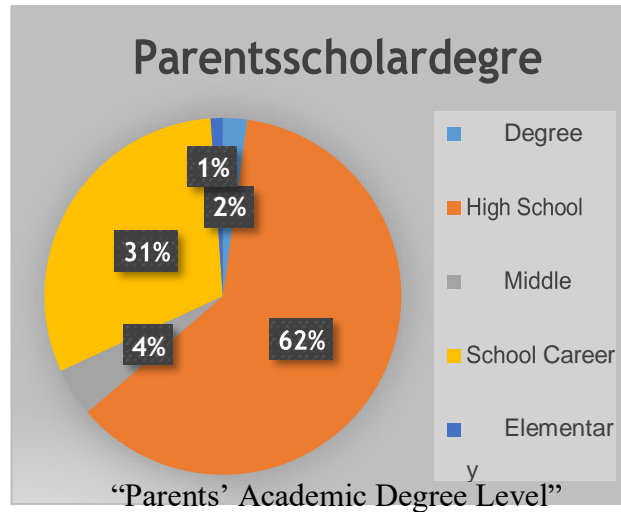
"Parents' Academic Degree Level"
Graph # 1

In relation to parents school degree, most of the them had high school level, and only two percentage had a degree, so this information could give me the opportunity to get an idea about my students economic possibilities in reference to cover some aspects that teacher may to consider to ask them, as part of their grade, I mean if for the class or topic is necessary to bring extra material or if my students need to work in teams and for them the class time is not enough. I have to think about it in contrast to their economic lives because for the same reason that they came from different contexts that kind of tasks could be difficult for them to do it. So, I had to plan reconsidering that and thinking in account what my students could be able to do considering their possibilities only during class time.

"Students' Scholarships' Percentages" Graph #2

SCHOLARSHIPS

- Haveascholarship Havenotascholarship

100%
80%
60%
40%
20%
0%

2%   98%
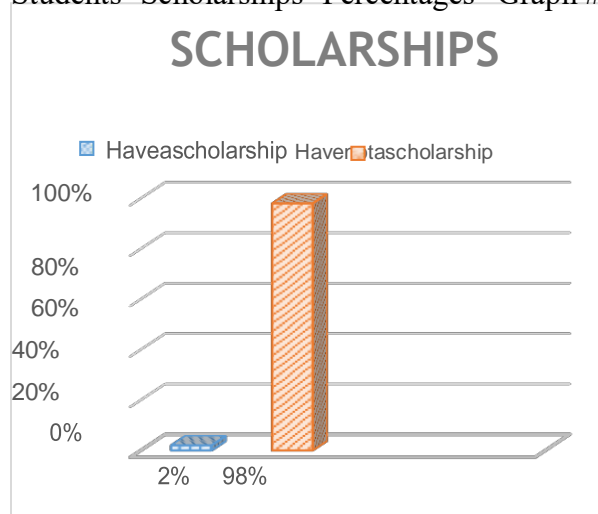
Referring to the scholarships given it is important to observe that only 2% of students had them. The most common is "Prospera" scholarship. This is important because with this, I became aware that there are students with more economic problems.
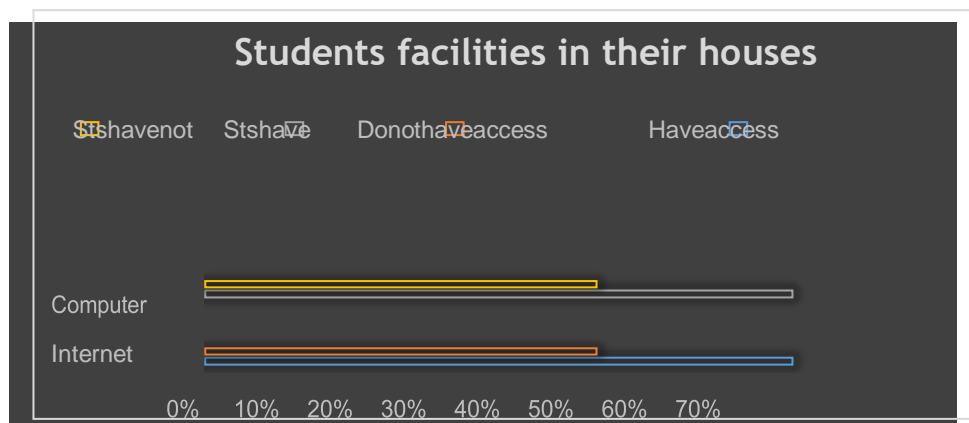
"Students' Facilities in their Houses" Graph # 3

Finding out about students facilities in their houses was relevant in the moment of working in class, and considering these important tools in the graph, only 60 % had access to internet and computers in their houses. Interpreting these results and thinking about how they affect English class, because if one of the topics or exercises in class involved the use of a computer or internet in students' houses as part of class time (as students 'homework), it could be difficult to do it for my students, and that claim the lack of responsibility and motivation, because of they could not be able to do it as the teacher expected.

1.2.4 English Academy.

The school does not have an English academy, but there are two English teachers. According to my tutor´s questionnaire (Appendix A) and the plan and program as well, the main aim of the English program is focused on the Communicative Approach, using different types of material in classes, those are: videos, songs, computers, the board, and the subject 'book, considering other resources available in the school, this is the media room; related to the methodology or approach that must be followed.

Técnica #1 school does not have defined a specific method due to the fact that English teachers work independently; although there are particular practices that they have to

follow those are pronunciation, and repeating technique with the vocabulary seen in class practicing writing skill, and focusing on visual learning style. Based on the learning evaluation my tutor considers some aspects in class, those are: participation, student's notebook, final project, test (applied as an activity), self-evaluation and the use of a check list.

These affected my class in a considerable way due to my tutor wanted checking these aspects during the class time, asking students one by one be with her and check notebooks, so that interrupted my class and students were distractive, they also sometimes did not pay attention to me, although I knew that for my tutor was important to evaluate students checking their notebooks in class.

The diagnostic tests applied inside the course, based on Aprendizajes Clave para la Educación Integral, Plan y Programa de Estudio, Orientaciones Didácticas y Sugerencias de Evaluación (SEP 2018), all the teachers have to work in class in order to prepare their students with the eleven areas inside the graduating profile in middle school. Some of them are in relation to L2, these are: language and communication, exploration and nature and social world comprehension, socio-emotional abilities, and life project, etc. (SEP 2018). This means that teachers from Spanish, Mathematics, Science, English, etc. have to plan their lessons according to accomplishments these areas, because these aspects are part of the expected student's development in general (that involves each subject part of middle school level). I had to keep this in mind and consider these areas for my lesson plans and to help my tutor and students have the educative success.

1.2.5 Number of Students and Groups

Considering all the third grade groups that I practiced with during the whole year, I decided to work with "3°A" because this is a group I considered to be reliable and a working group according to teacher´s comments inside the CTE (Consejo Técnico Escolar) besides most of the students are more responsible with their academic liability, on the other hand I also had contact with them during the first classes returning from vacation and they respected me as a teacher and I tried to create a safe environment with

them. So that helped me to choose them as my group of study. There are 27 students in general, 23 girls and 4 boys in this group.

1.3 Relevant Social and Academy Characteristics

In relation to the results of some resources like Diagnostic English Exam (Appendix B) and the observation about one datum I could know the students 'ages are between 13-15 (but most of the students are 14 years old) there are differences between their likes and dislikes, goals of their lives, motivation and interests. However based on students´ questionnaires (Appendix C), 37% students like listening to music, and 70 % students like doing sports, so I can deduce that if I use music and active activities with them that could help students increase their participation during English class. On the other hand they do not like Mathematics (11% students), Chemistry (3% students) subjects and doing homework (7% students), consequently I should try to work as much as possible in the classroom and dismiss students` homework, because in that way I could be sure that they work, they did the task required instead of let them did it in their houses and increase the possibility that they didn't work and do nothing.

Besides, In relation to their Learning Styles test based on Bandler and Grinder (2013) in their model about neurolinguistic program, (Appendix C), 9 % of students are auditory, 34 % are Kinesthetic, and 57% are Visual. Analyzing the results of that test most of the students are visual and kinesthetic. On one hand, I have to consider using visual material and promote active activities for the students that are kinesthetic to facilitate their learning process during the English class. It is important for me that my students learn and advance during the classes considering their learning styles (kinesthetic and visual). For this reason, I decided to plan my lessons working with activities that cover that learning styles principally.

Considering all these resources; I verified that their results were the following 19 students are in True Beginner level (TB) (72%), 7 students are in A1- (25%) and 1 student is in A1 (3%) this means that most of the students are in (TB) as a general result. The skill where they obtained better results was reading and writing. In relation to listening skills there are 27 students that represents 100% of them in TB level, and in reading and writing

skills there are 11 students in TB (41%), 8 students in A1- (3%), 2 students in A1 (.7%), and 3 students in A2 (1.1%).

Paraphrasing CEFR (Common European Framework of Reference for Language) scales students are in a Basic User level, this means that:

- Corresponding to A1 level: they can understand and use familiar expressions and basic phrases. Also they can introduce themselves answering questions about personal details. Besides they can interact in a simple way provided the other person talks slowly and clearly.
- In reference to A2 level: They can understand and frequently used expressions related to areas of most immediate relevance. Students can communicate in simple routine tasks. As well as describe in simple terms aspects, immediate environment and immediate need.

So in the skills they need more practice to improve their performance are listening and speaking. In the case of listening as well as speaking students need to develop security in themselves trying to speak in English inside and outside the classroom for the reason that they do not have the basic level to develop their knowledge in relation to these skills.

An important aspect that influenced inside English classrooms and students' motivation was two students with higher level (A1) and the rest of the students felt that there was no equity nor equality in the classroom when they participated in class because they got all the teachers´ attention. Additionally, one of those students has developed speaking skills more than their partners. On the other hand, students also are unmotivated because they do not like English classes, stating that they didnot understand it. Students mentioned this during one English class that I had with them after finishing the Diagnostic test, because we had considerable free time until class finished. So I had to work in class with more examples, and visual resources to help students identify the meaning of the words without using their First Language (L1) in class and at the same time reinforce their writing and reading skills in the moment to read the vocabulary and write it in their notebooks with that kind of support.

Besides their academic level related to L1 most of the students had difficulties with reading comprehension activities, writing skill (orthography), types of texts 'identification, punctuation; also they did not remember basic vocabulary and grammar in the moment that their Spanish teacher applied an exercise to conclude all these points. The results of each group will be explained in the next graphics.

"Spanish Diagnostic Test Representation" Graph # 4

Students Diagnostic Test Results (representation)
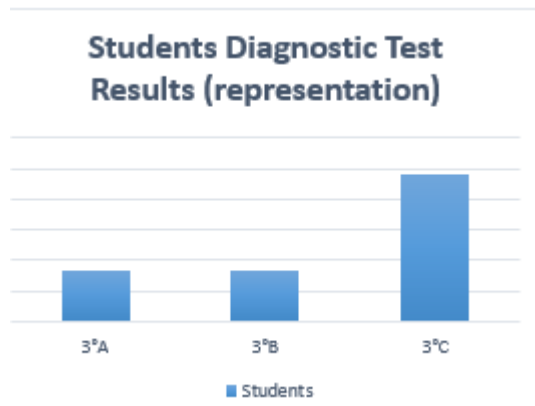
■ Students

Referring to Spanish diagnostic test results, the graph shows the students with difficulties in their L1. For example "3ºC" group, they have more problems with L1, in represent 60.2% of students, next about "3ºB" group only 21.2% of students need help, and finally with "3ºA" group only 21.2 % of students need support with the four aspects already mentioned in this document.

Based on the Spanish diagnostic test results I deduced that students needed support with the four aspects already mentioned, but the group 3º-"C" had more problems with L1. Although Spanish teachers also mentioned during CTE that all the groups had problems with their writing at the moment of checking their notes it is impossible to understand the their writing, in fact when the teacher asked the student to read their own task they were not able to read it because they did not understand what they had written.On the other hand making reference to my study group (3º-"A") and according to SISAT (Sistema de AlertaTemprana), to identify and attend students' needs in basic learning skills (reading, writing and mathematics) results showed in CTE, Spanish teachers identify some students that need help in Writing in L1 more than the rest of the group.

I was able to see this situation with the students referring to their way to write, because 100% students had problems with the orthography in L1. Besides, following the Knowledge Exam "ENLACE" from Técnica # 1. School has a low grade of

marginalization in total referring to Spanish and Mathematics subjects. This influence in English class considerable because is to hard that a student, who do not have the level expected in their native language (in this case Spanish language) continue learning a second language, because, at the end that became the task of learning L2 is more difficult, for the student and of course for me as their teacher.

Besides, based on Cummins`s (1978-1979) developmental interdependence hypothesis, if students degree of development is low, or an adequate to a particular cognitive stage, the outcome will be difficulty on the part of the learner to attain and adequate level of competence in L2. So, this means that the process of learning a second language, in this case English, would be a challenge for me and for my students too, because at the same time that they are trying to learn a second language, they are also learning and practicing L1. So as their English teacher, I expected more doubts about the language during the classes and of course a slowly process in reference to L2.

Based on my observation most of the students were girls, they were talkative, and worked good in class. This is important because a part of their learning styles and the results of Diagnostic test, I had to look for strategies to reduce the time where students talked with their partners about other things that are not related to the class.

According to Aprendizajes Clave (SEP 2018) it is important that the teachers keep in mind the five dimensions mentioned in continual training for in-service teachers, to accomplish our academic goal. Teachers have to know some aspects about their students, such as: how they learn, in order to evaluate and support them inside and outside the classroom with the purpose of finishing their studies and have academic success for their lives.

1.4. - Description of the Case Being Studied

Observing and analyzing the results of the Diagnostic Exam, my students had difficulties with the four skills (Reading, writing, listening and speaking) but it was evident that two skills that learners had more impediment with to the lack of practice, are listening and speaking. Besides their learning process affected also their lack of

motivation and interest because during the observation stage and consulting results of students questionnaires most of the students said that they did not like English due to the fact that they did not understand it. Considering students' linguistic and affective needs and chose my topic related to communicative drills (to help them). Communicative activities, drills as well as games to increase their motivation and interest taking in account the skills where they have more difficulties due to the lack of practice but without forgetting the other two skills (reading and writing skills).

Having noticed my topic of study I contributed to students increasing their motivation and interests in EFL class They were going to work in activities that were contextualized in their likes and dislikes helping them feel comfortable in class with a known context, besides students had to repeat the language practicing speaking as well as listening, during the drills and some games with the objective to lose their afraid feelings and get fluency in L2.

In reference to my personal interest I enjoy working with games as well as drills in EFL class, by using these kinds of tools students have a different idea about EFL class as the common class of English. I observed in my last practices how games really changed students faces in English class and some of them that were shy during classes in the moment of playing a game forgot that feelings and started increasing their security and confidence with the teacher and their own partners. However this also was a challenge due to the application of games and drills in class have to be focused on communication, to achieve the goal with my students increasing their speaking skill.

1.4.1. - Action Plan

Firstly I investigated Drills, the different types of mechanical, meaningful and communicative drills, their application in EFL class, communicative games, controlled, semi- controlled as well as free activities, and strategies to have the control with student, then I had to organize for stages of practices I used each type of drill to accomplish the goal applying communicative drills helping students to develop enough abilities to answer

correctly communicative activities and following these achieve the goal of the language: for students to be able to be communicative in L2.

For example: I first applied mechanical drills considering controlled activities, then meaningful drills as well as semi controlled and controlled activities, next, work with communicative drill being focused on the exchange of information and applying semi controlled and free activities, finally apply communicative activities to check if the process followed using drills in class was successful to accomplish communicative competence in L2.

Secondly, I had to create students questionnaires as well as tutor`s questionnaires to evaluate my classes during the application of drills taking in account students feelings to measure their motivation during the classes but principally during the drill and be aware of the advances between each drill and each type of drill.

Thirdly, I also had to be aware of strategies related to students control and the equality and equity between themselves with students with higher level of English, since their behavior in class, their participations as well as their progress in the class.

Fourthly, I had to be working with a lot with students notebooks because they did not have an idea about taking notes in class, and they did not give them enough importance to their notebooks in the class, so I worked by creating habits in relation to taking notes in class and writing the most important things in their notebooks, these were: the date, topic of the day, vocabulary, activities in class, as well as feedback. Finally I applied some games to increase their motivation in English class and help students not be afraid to speak in L2, so most of the games were applied during the warm up or wrap up stages, seldomly during the production due to most of the activities in production had to be communicative. At the same time I had to work a lot with the stimulus- response model trying to increase Students Talking Time (STT) and decrease Teacher Talking Time (TTT), because I have to involve more students participation in class, instead of only they listen to me, giving indications, explaining or giving feedback, and with that increase their speaking skill

practicing L2 being used to do it inside the class and get confidence using the language to speak in L2 outside the classroom.

1.5 What is Known about the Topic

Communicative activities are designed to get learners to speak and listen to one another. This communication is typically when one of us has information (facts, opinions, ideas, instructions, etc) that another does not have; this is known also as an "information gap". The main aim of a communicative activity in class is to get learners to use the language they are learning to interact in realistic and meaningful ways, usually involving exchanges of information or opinion. It is important to accomplish this task by considering the main aim of communicative activities and by relating this with my purpose of applying communicative drills. It is fundamental be aware of what I want for my students by checking that they are using the language, exchanging information and not only repeating or reading. The objective to apply a process considering different types of drills until to apply communicative drills to achieve students develops communicative competence in L2.

There are many types of communicative activities where the objective of these is to involve students in a real exchange of information. This refers to information that learners might be involved in when using the language outside the classroom, in the exchange of information in order to solve an everyday task. Communicative activities are not simply grammar-practice activities (like repetition, drills, speeches, etc.) although you could offer to grammar or vocabulary before the activity (Scrivener, 1994), I mean during presentation stage during the classes, the main aim is to achieve successful communication rather than accurate use of particular items of language.

Some common communicative activities pointed out by Scrivener (1994) are examples enabling and encouraging communication, rather than with controlled use of particular items of language or with accuracy. These are some possible examples:

- Picture difference tasks
- Group planning tasks

- List sequencing tasks or Ranking tasks

- Pyramid discussion

- Board games

- Puzzles and problems

- Role-play and simulation

- Acting from a script

- Communication games

- Discussion

- Prepared talks

- Questionnaires

We speak because we have messages to communicate or there is something we hope to achieve. In regard to communicative competence and the objective for students at the moment to finish studying the middle school, the purpose at the end of middle school in Aprendizajes Clave (2018). (Appendix C). I decided to work developing students speaking skill, but as we know this is a really challenge task teaching a second language, considering also and being realistic about the student's low level in reference to L2. Keeping in mind this aspect I wanted to help my students to develop that skill beginning until it becomes an easy and simple tasks or activities to challenge activities as well. Therefore, communication will be considered as classroom discourse taking into account Seedhouse (1996 pg.16-24)

> "In the classroom and in parent-child interaction, the core goal is learning or education, and both the Initiation Response Feedback (IRF) cycle and display questions are international features well suited to this core goal. The business of learning is accomplished through these features."

It must be stated that authentic communication is not accomplished by just applying drills because it can only take place outside the classroom; and since this analysis considers activities that are developed within the class it is only logical for me to take a classroom discourse perspective. This includes ideas such as:

- The teacher should evaluate the forms and patterns of interaction.
- Use the language as a vehicle and object of instruction.
- The purpose of the class is linked to the forms and patterns of interaction.

Considering this I applied communicative drills, a relevant thing to highlight here is that to apply communicative drills in the class I had to follow a process. This process is focused on prepare students with other different types of drills, due to those are pretty important to be successful applying communicative drills. Because following Xiaoqing (1997) mentioned, "communicative drills start form mechanical or meaningful drills that build up abilities to engage in communicative activities. It gradually shifts to communicative drill or communicative activities that are more difficult." These two different kind of activities are difficult because as I already mentioned to have a communicative class students and teacher need to exchange real information, and if my students are in a low level in reference to English language speaking, the process to apply communicative drills and communicative activities will be a mess. Besides, students will not be able to do it, due to students need to know more vocabulary, practice the language to lose their fear feelings speaking other language, and discover how to pronunciation words, also be consent about what they are doing and answer correctly.

Therefore, to achieve the goal applying communicative drills or communicative activities is necessary the process. Also for that reason, the author mentioned that these are more difficult. Considering that I had to start with drilling technique applying one of the types of drills, I am giving reference first to mechanical drills. See the division of drills. Appendix D.

A mechanical drill as Paulston and Broder (1976) explain is defined as a drill where the teacher has the complete control of student's response, where there is only one correct way to answer. Here the teacher has the control and students do not need to understand what they are answering. The purpose in this kind of drill is to help students memorize the pattern eliminating the possibility for mistakes.

I will apply this drill with short and simple sentences according to student's level and topic, it states modeling the pattern, doing choral repetition, and then individual drilling. The reason for applying short and simple sentences is because the purpose of mechanical drill is only to memorize and eliminate possible mistakes during the practice, and to increase student confidence, motivate and encourage participation, so as a first instance to achieve this contrasting the students level and their previous contact with L2 is really necessary starts with short and simple sentences or questions.

During this drill, teachers need to remember that students can drill without understanding, responding chorally. There is an enormous difference between mechanical drills and the next kind of drills, which are meaningful drills.

This will help me to reach my goal (applying communicative drills) because as Barriga and Rojas (1997) included in their book that meaningful learning has to be relate in a not-arbitrary and substantial manner new information with learners 'previous knowledge and as a result create learners 'cognitive structure relation. Considering this and the next drill to apply after mechanical drills (this is meaningful drills) is relevant to mention that repetitive and memoristic learning has a relation with learners 'cognitive structure, although it is arbitrary and without meaningful acquisition. Also because tasks are with cognitive empty.

Some examples of mechanical drills based on Paulston and Broder (1976) and Bulletin (2014) are:

- Repetition Drills (this is the most common) Example:
  Model: I didn't like the TV program, so I went to sleep. Response: I didn't like the TV program, so I went to sleep.
- Transformation Drills (to change a sentence form to another) Example: Model: I like orange juice. She?
  Response: She likes orange juice.
- Substitution Drills (substitute words following a model) Example: Model: Leila is a very beautiful girl (intelligent).

Response: Leila is a very intelligent girl. Model:John is helpful (modest).

Response: John is modest.

These drills could be applied during the practice stage after presenting vocabulary about the topic, because the objective of drills is to practice the vocabulary to memorize it, however is pretty relevant to contextualize students. Moreover, this had to be assessed considering some aspects to cover as the procedure marks applying drills (mechanical, meaningful and communicative) the activity successfully, based on Teaching Method and Approach, web site (2010) these are:

1.- Students fist hear a model dialogue / pattern (either read by the teacher or on tape) containing the key structure that are the focus of the lesson or the topic. First, practice the dialogue / pattern in chorus way, then individually to finish it in chorus again. I had to pay attention to pronunciation, intonation, and fluency. The correction of mistakes about grammar or pronunciation is direct and immediate. The pattern as a first instance has to be memorized, and then it could be natural and spontaneous depending on the objective for each type and of drill. During the drill, students did not have to consult their books or notebooks.

2.- The dialogue / pattern is adopted to the students 'interest or situation, changing key words or phrases.

3.- Teacher selected and use the dialogue/ pattern as the basis for pattern drills of different kinds. If is necessary during individual drill, teacher could give grammar explanation but it had to be minimum.

4.- Students activities may refer to the dialogue or pattern introduced.

5.- Follow-up with these activities, and the application of the mechanical, meaningful drills were communicative drills was accomplished.

Considering the characteristics and the purpose of mechanical drills, which is to focus more on accuracy instead of fluency, because during the drill students are practicing a structure, and memorizing it with the objective only to practice and repeat it. So remembering accuracy term, and according to British Council (2018) web site, it is an

important skill to demonstrate the ability to use the necessary vocabulary, grammar and punctuation correctly, such as verb forms, articles and prepositions.

Fluency, on the other hand, is the flow and efficiency expressing ideas, particularly when speaking. Based on the two sub-skills both are important to have a good grasp and level, but to achieve both in my learners I had to be aware that it takes time and dedication.

Besides, the teacher also has to be aware of different strategies to use during drills to do not lose students control or attention. In fact, during this kind of drill I focused on creating pronunciation in my students, because I wanted to establish habits inside the classroom. According to Sketchley (2016) learning English could be a challenging but rewarding experience, and to make progress, teacher needs to develop the right habits.

The objective is to form the habit of learning a language for students to be able to speak English inside the classroom and at the same time to be able to speak practicing some phrases or sentences in English. This could ultimately increase the probability for students to use the language outside the classroom.

I thought to establish creating habits as a goal because following Kaczmarki´s (1965) "one of the principal task of the methodics of language teaching is to work out the most efficient and psychologically motivated process of habit and skill formation in the learners." Therefore, being aware of this, I tried to create habits as one of the responsibilities as a teacher to help students feel motivated and develop their skills learning in a second language.

Focusing creating habits inside the classroom is significant to keep in mind the process that as their teacher. I had to follow a process to create that habits a part of the habits that drilling technique provide. Therefore, according to Sethi (2018) the habit process consisted of: starts with a cue, next initiates a routine (forming the actual behavior) and finally the route is given a reward, where students did it or say something with pleasure reinforcing their use in L2 inside and outside the classroom.

In contrast to meaningful drills referred to an activity where students had to decide from different options, as Rhalmi (2016) includes in his article that meaningful drills provide students more freedom and creativity because it means that students have to think before they give an answer, but also there is still control of the response. Contrasting mechanical and meaningful drills there are some differences between both, according to Paulston and Broder (1976) they said that a meaningful drill is less suitable for choral drilling as mechanical drill is, and during a meaningful drill, students cannot complete these drills without fully understanding structurally and semantically what is being said. Besides, teacher had to remind that during this drill, she is still working on habit formation, following a grammatical analysis depending on the pattern.

What is more, during this drill the teacher needs to check for feedback, which shows that students really understand the pattern. Some examples of meaningful drills point out by Paulston and Broder (1976) and Bulletin (2014) are:

- Comprehension type questions (based on for example a reading comprehension) Example:

  Teacher: What color is little Red Ridinghood'shood? Student: Little Red Ridinghood'shood is red.

  Or

  Teacher: She`s outside Student 1: Where is she? Student 2: She`s outside

  Situational drill (it covers a modification, for example to describe) Example: Teacher: Which boy is in your class? Student: The thin boy with long sideburns. The handsome boy with black hair.

- True-False drill (as a substitution drill) Example:

  Teacher: play football

  Student 1: I used to play football as a child Student 2: I didn't use to play football as a child.

However, communicative drills refer to a drill, without control of the students response, because following Paulston and Broder (1976) mentioned that students have free choice to say whatever they want, but it does not mean that there is a real communication, is

necessary exchange information expressing personal opinions. These kinds of drills have meaning and can provide information accordingly in a certain situation and at a certain time. Besides this, as a teacher I had to contain students 'control for the same reason that this is a communicative individually answer. Having noted this, communicative drills are the most time consuming inside the class, because teacher wants to develop fluency in expressing opinions rather than factual answers.

There are three possible forms of communicative drills based on Xiaoqing, (1997), these are:

- Imaginable Drills (where students gain information from an imaginary situation) Example:

- After drilling mechanical sentence patterns "Where is..? Teacher ask students for imagine a situation in which a person in a street asks a stranger for direction, and they had to answer according to his map:

- Student 1: Excuse me, where is the bank? Student 2: it`s opposite to the post office. Student 1: Excuse me, where is the bookstore? Students 2: It`s next to the theater.

- Guessing Games (students gain information by guessing activities) Example: For practicing 'Is it...?' questions, classroom objects and describing location with children, hide a plastic spider somewhere in the room and get the children to guess where it is. 'Is it under the teacher's desk?', 'Is it behind Jose's chair?'True Questions (the most popular form is substitution drill) Example:

  The teacher gives a model sentence such as "My father is a doctor", and asks students to construct similar sentences by substituting for "doctor" different professions. And keep doing the drill following this question: What`s your father? Using their father`s real profession.

Mechanical, Meaningful and Communicative drill could be applying during the practice or production stage with the purpose to practice L2, because according to Haycraft (1978) after presentation and explanation of the new structure or topic, students may practice in saying useful and correct sentence or patterns practicing the language in combination with appropriate vocabulary.

On the other hand, contrasting communicative drills with communicative activities, based on Littlewood (1983) mentioned that communicative drills are not communicative activities, because communicative drills are considering as pre- communicative activities which students are training of a total skill, it means to be able to communicative activities and at the end of the practice period as a Pre-service Teacher achieve the communicative competence as Aprendizajes Clave (2018) established.

1.5.1 Feedback

Feedback is one of the aspects that I had to cover inside the classroom after each drill and of course at the end of the lesson. This part of the class is important because according to Yorke (2002) pp. 29-44 said "providing students engage with feedback, it should engage learning and improve assessment performance". So based on that is necessary that I gave feedback. Besides "feedback is any response from a teacher regard to a student's 'performance or behavior." (Reynolds, 2013) retrieved in a web site. Considering provide positive or neutral feedback because give feedback not only is negative. However, something interesting that covered (Reynolds, 2013) is that this stage can be verbal, written or gestural.

These are some different ways to provide effective students feedback: Explaining what they are doing correctly and incorrectly, ask the four questions:

What can students do?

What cannot students do?

How does students' work compare with that of others?

How can the students do better?

Invite students to give feedback with anonymous notes (this could be apply at the end of the year).

1.6- Key questions

- How drills could be applied in the classroom?
- What aspects do students reflect on during the application of drills?
- How do mechanical and meaningful drills complement each other?
- What are students' speaking results after the application of drills?

CHAPTER II

The Analysis will begin by taking a close look at the classes developed in my practice during 7° and 8° semesters. I am going to present my information obtained from my practice periods; covering the key questions in the stages of the lesson plan (Presentation, Practice or Production). I will conclude with reflections about my practice, identifying my personal areas of opportunity.

2.1 Class 1 "Elements of a Narrative".

The first type of drills I used in my practice were Mechanical Drills. I had to follow a process to prepare students for communicative drills, as Xioaquin (1997 pp.2-10) mentioned, "Communicative drills start from mechanical or meaningful drills that build up abilities to engage in communicative actions. It gradually shifts to communicative drills or communicative activities that are more difficult." The application of communicative drills or communicative activities is more difficult, and according toDouglas,B (2008 pp42-68) and Bachman (1990 pp.87) mentioned that communicative competence consists of some combination of these components:

- Organizational competence (grammatical and discourse)
- Pragmatic competence (functional and sociolinguistic)
- Strategic competence
- Psychomotor skills.

Students needed to apply previously unrehearsed context in the real world. For this reason it was more difficult for students to communicate, because students had to cover all that components. The division of the drills to know the process followed during these practices, (Appendix E) Therefore, I started applying mechanical drills as the first step of the process, then continued with meaningful drills and finished with communicative drills.

I carried out the first class of this analysis on October 11th, 2018 during the first practice period (September-October). The class focused on the Elements of a Narrative, and the objective was for my students to identify and understand the elements of a narrative. This

lesson was the second class of the week (Appendix F). There were total of 23 students. Some aspects to face during the class were the following:

The class was in a different classroom (media classroom) so, students took a lot of time to arrive from their classroom (located on 3rd floor) to media classroom (located on 1st floor).Students' behavior was different for the same reason that the class was held in another classroom they were anxious, talkative and distracted.

One of the reasons of pupil misbehavior most frequently cited by teachers is "Arriving late for lessons" where the discipline that prevalent in my classroom was not only influenced by teacher's behavior and expectations; and the students' expectations. Analyzing this, I could see that the expectations my students brought to my class considered a different space and their teacher, which were not the same expectations as mine. This is why their behavior was that way (being anxious, talkative and distracted). Besides, the media classroom is a narrow place for 27 students there was not enough space for me to monitor during the class.

I had to spend most of the time in front of the class because walking between them was too difficult. I did not think about it before because I thought the space was not a problem, because in my other two groups it did not represent. This affected my class considerably because my students were not paying attention; instead they were speaking with their partners and making a lot of noise. Therefore, I lost time repeating indications or asking students to be quiet during each stage of the class, and for this reason I could not give feedback as I planned. The type of feedback I wanted to cover was for students give answer to a question in a verbal way. I expected students answered being supported with their teams' opinions to tell me the elements of a narrative.

During the last stage I had problems in getting students' attention due to the space of the classroom and students' behavior and they were also doing other things. So, for that reason my head teacher suggested going out of the classroom with the activity. That way students could have enough space to play and pay attention. When I continued asking them to go out, as my head teacher recommended, I had a terrible experience. Students spent more time going out, and one of my students did not pay attention to the instructions before he participated

and fell playing the game, so the rest of his classmates started to laugh. This was a complete disaster, because, everyone was making a lot of noise outside the fact that we were close to principal's office.

I observed that my students were playing or speaking with their teams but without paying attention to the game. As a result of this conduct, we could not reach the goal because, not all the teams participated for the time and the class finished before feedback. I had to modify my lesson plan because we did not have a class, so to accomplish the goal to do a final Project the following week, I modified the warm up and the production stage, to cover the activities that were for essential understanding to the topic and continue with students' final product. Their final product was to create an emotionary from a movie the elements of a narrative, such as the topic, characters, introduction, climax, the setting, etc. All the elements of a narrative poster (Appendix G).

After the mechanical drill, students answered a worksheet (Appendix H) as a writing review about the drill (repetition drill example, one of the most common mechanical drills). The objective of this drill was only to memorize the pattern and practice it in a choral and individual way. Being aware of students' mistakes at the moment of repeating the pattern, Harmer (2008 pp.52-59) mentioned that whatever the reason for "getting it wrong", is vital for the teacher to realize that all students make mistakes as a natural and useful way of learning. Working out when and why things have gone wrong. Therefore, it is important to aware of student's mistakes during mechanical drills. I did not realize a connection between the two topics seen during the class; those were emotions and elements of narrative. The procedure to apply a drill successfully (in this case mechanical), based on Drilling (2011, Article par.1A-B, 1-7) is the following:

- "Students hear the pattern (read by the teacher), first practice the pattern in chorus way, then individually and finish in chorus again. The correction of mistakes is direct and immediate. The pattern has to be memorized, and the activities may refer to the pattern introduced."

I started my lesson with a warm up for 5 minutes. During this stage my students played hot potato. The objective was to ask questions related to the last class consider that it was on

Monday (this class was on Thursday) so, I knew that this stage could be hard for them. Furthermore, they really needed it, because we had to continue with the same topic to finish the activities that we had to cover during the first class; taking into account contextualizing students in an English environment, motivating them to participate in L2.

While my students were participating most of them did not remember the last class, and only some students answered correctly giving me examples or describing the activity did in the class, so I noticed that during these kinds of activities, I had to help my students mentioning clues or key words and that way they could remember easier the last class with their own words.

However, it is important to mention that for each class I wrote the topic, date and vocabulary to guide my students and I used it as a visual support on for their notebooks organization. Considering this and the fact that the class was in the media classroom, I did not have a board to write all these aspects on. According to Cown, W (2004 "Focus on the student: How to use learning objectives to improve learning" par.7 & 8) it is important to let students know the objective of the class the teacher allows students to participate as active, independent learners. Students were clearly told what they should be able to do, and concentrate on their weaker skills. This is especially important for students who were looking to gain specific skills and knowledge. I planned to let students know the topic, objective and date of the class writing all these on the board, with the purpose of students identify what I was talking about, when and why, supporting their notes in their notebooks and make it easier for them remember the class with that information given. Moreover, resolved this saying them the topic and date.

Then, following with the next stage that lasted 10 minutes approximately, I presented a song about the emotions. The only task that I asked them to do was to write the emotions in their notebook, after that they had to mentioned one emotions and show it in their faces. Then when the song finished I asked them if they did not understand some emotions, I tried to explain with examples that I thought they could understand and clarify their doubts, but it did not happen, because they could not get my idea. I tried to explain some emotions using

synonyms or body language by representing the emotion in a specific situation. As the last option more than one emotion I had to say it in Spanish, and that really affected when I wanted to go back and use L2 again. As their teacher I had to keep in mind my students in the moment of explaining something and plan my examples for them, consider their likes, dislikes and age.

On the other hand, remembering that the only task that they did during the emotion song was to write emotions. I noticed that this kind of activity was too easy for them. It is important to help my students increase their level by applying challenging activities instead of easy ones. This could be why most of my students were talking with their partners or bored during the class.

Thirdly, I continued with the practice stage for 10 minutes as well. During this stage I had to change it after the first class, because the last class was interrupted, leaking insufficient time to complete the first class activities. Those were two worksheets related to a reading presented with True-False questions (Appendix I) and other where students had to identify the elements of a narrative and to write it correctly (Appendix H). For this reason I had to include a mechanical drill about the elements of a narrative and I applied it in this stage supporting the drill with a poster and pictures (Appendix G). The drill covered these sentences to practice and memorize the elements of a narrative:

1.-The setting is the place.

2.-The Narrator tells the story.

3.-The characters appear in the story.

4.-The plot is the problem, climax and solution.

5. - The theme is the central topic.

2.1.1 How Drills Could be applied in the Classroom?

Example of the drill:

T: The setting- is the place. (three times)

Sts: (Choral drilling) the setting is the place. (Once)

T: The setting- is the place. (Once)

Sts: (Choral drilling) the setting- is the place. (Once)

T: said Very good, and started pointing and snapping to start with individual drilling.

St 1: The setting- is the place.

T: Good, and point to another student.

St 2: The setting- is the place.

And, so on.

When I did the drill my students participated, but they were not used to it. At this point of doing choral repetition and some individual answers were correct, I had difficulties with individual repetition and peer correction because some were lost or doing other things. For that I had to repeat choral drilling more than once to clarify by the example what I wanted from them. Each time that I repeated choral drilling my students got the idea about the drill. Being aware of all the times I had to go back to do choral drilling and my student's poor participation; as well as how their participation increased little by little, I noticed that there was a problem in the application of this mechanical drill. The first problem was the lack of the stimulus of motivation, and the second problem was the logical problem of language acquisition. So, the following time that I had to apply the mechanical drill, it was important to stimulate my students with the purpose of not losing much time going back to choral drilling. As result of the drill, was that some students could memorize and pronounce some elements from a narrative practiced during the choral drilling when they had to do it individually; this means that the pattern used was according to some students understanding and level. Students' evaluation checklist during the drill. (Appendix J).

After finishing the drill we continued with a worksheet (Appendix H) about the sentences practiced during the drill with some vowels missing and some gaps where they had to draw whatever they wanted according to the element of the narrative. During this activity my students concentrated and for the drill it was easier for them to write the vowels missing on the paper. Besides they drew different things that they connected with the elements of narrative according to their likes. I was satisfied because even if this part of the activity was not communicative. Drawing what they imagined according to each element of narrative demonstrated that students identified the meaning of each element of the a narrative, and that is because I tried to be focused on a constructivist view, where the teacher give students the

chance to develop solutions to problems on their own, allowing them to be active in the activities. I believe that I was achieving this view with the activity applied.

Analyzing the application of mechanical drill and contrasting the characteristics mentioned by Paultson and Broter (1976 pp.4-5) and based on Drilling (2011 Article par.1A-B, 1-7)a Mechanical drill has to be short and simple according to students 'level and topic. It states modeling the pattern, doing choral repetition, and individual drilling, to memorize and eliminate possible mistakes during the practice, and to increase students confidence, motivate and encourage students `participation. Being aware of this in contrast to the application of the drill as well as feedback from my head teacher was that the drill was boring and difficult for students because they were not used to doing these kinds of activities in their classes. Besides the pattern that I used was not short and simple. These sentences were long and a little complicated for my students at the moment of repeating it individually, because they were lost during the individual repetition. Asking their partners what they have to do or say, watching me and doing nothing or some students started answering but then they lowered the tone of voice and cut the pattern finishing their participation incomplete.

However, making some students (between 1-5out of 27) understand the topic and participate during the drill, I mean they answered repeating the pattern correctly. Sometimes they spent time saying it slowly or trying to remember the complete pattern. They answered the drill as they could, and showed a different attitude during the activity, besides they also helped their partners repeat the pattern.

On the other hand one aspect that the head teacher told me during my feedback after the class was that 1 or 2 students did not finish the repetition of the pattern correctly, and I did not correct them. Making reference to Paulston and Broter (1976 pp.4-5), the purpose of Mechanical Drills is to help students memorize the pattern eliminating and correcting them directly and immediately. However, in this case I was not able to cover this because I did not correct my students at the moment of practicing the language in the drill. That happened because, I was concentrated to do individual repetition for each student, and for that reason I did not hear that some students did not finish the pattern. I did not have to forget the purpose

of the mechanical drill. This affected a lot the purpose of the drill and the class because, if I did not correct my students at the moment of practicing L2 in class, they could fossilize the mistake and think they were correct when it is not so.

The transition between students daily English classes and my classes was hard because as I already mentioned they were not used to participate in these kinds of activities and the explanation of the drill (that was only instructions) to be quiet, to listen and then to repeat was weird. When I was modeling the pattern most of my students did not follow the indications and I had to use body language many times. This worked but, it was hard to do because my students was not quiet, so I had problems in controlling the class.

As for students 'difficulties and problems during the application of the drill, which was individual repetition, most of them participated during the choral repetition and individually they were nervous, shy and sometimes they could not pronounce the words or finish the pattern completely, and considering that I lost control of my class. So, I had to keep in mind that although the only task in these kinds of drills was to repeat and memorize, it did not mean that it was easy for students to do or that they did not have difficulties practicing it. According to Barriga and Rojas (1997 pp.140-197), repetitive and memoristic learning has a relation with learners cognitive structure, although it is arbitrary and without meaningful acquisition. So, although the purpose of mechanical drilling is only to repeat and memorize students had to follow a cognitive structure to know what they had to repeat, why, and how to do it, showing that memorizing something is another task to do, a part of repeat the pattern.

2.1.2 What Aspects do Students Reflect on After the Application of Drills?

Continuing with the class and the last stage production during 8 minutes. I applied the "bebeleche" game about the elements of narrative, and to explain the game. I played first after giving indications. I divided the whole class in teams to do the activity quickly, so then I asked for one team to pass and play, but we spent a lot of time because they did not want to participate. Although I mentioned who is the volunteer they were unsure, after the first team passed the other teams were speaking with their friends or doing other things unrelated to the class.

I did not have a lot of time for the feedback stage and I felt that the class was a disaster also because my head teacher advised me to go out continuing with the game. Therefore my students also were saying that they could not see the game, and the classroom did not have enough space for them.

Considering my head teacher recommendation, and students' comments, I had to decide quickly, if I would continue the activity being conscient that most of my students were not paying attention or going out and put order, we continued the game outside the room, but it was also a bad experience for me as their teacher. They were not concentrated as I expected like my other two groups that I applied the same game and class. I provided really fast feedback asking my students to get in teams: What team could tell me the elements of narrative? And in that way students helped each other in their teams to answer the question and the rest of the class listened to them. I tried to apply feedback from students to teacher, with the objective to reduce Teacher Talking Time (TTT) and promote students to speak in English, as well as checking students 'understanding during the class.

Analyzing the production activity, it covered speaking skills considering that it was a game in teams, using a complete sentence form the vocabulary seen during the drilling. Students did not work during the game as I expected because they did not want to participate, they were not paying attention. Only some students practiced the language during the game. Considering students reaction, I could see the importance of motivation because as Harmer (2008 pp.52-79) mentioned, the desire to achieve some goals is the bedrock of motivation, and if it is strong enough, it provoke a decision to act. So, in contrast to this, I skipped to motivate my students to participate in class. In consequence of the time spent and my students' behavior most of them did not practice speaking.

On the other hand they only produced a writing exercise which was done after the drill with the purpose of practicing the pattern and clarified students doubts asking them to draw something related to the vocabulary. Taking in account that and contrasting students writing and speaking activity after the drill, I observed that most of my students were able to answer the worksheet writing the correct vowel for each gap. Based on my observation when students were answering and their registers on my list only 5-7 students did not have the activity done

in their notebooks. Considering Maybin, Mercer and Stierer (1992 pp.186-195) mentioned "scaffolding" is not just any assistance which helps a learner accomplish a task; It is help which is intended to bring the learner close to a state of competence which will enable them eventually to complete such a task on their own.

Besides, remembering the problems faced during the application of the game in the production, the speaking activity in teams was a complete disaster, being far from accomplishing the purpose of that stage and the class. The benefits of this drill were that during it most of the students were able to memorize the pattern although it was long but not all the elements of narrative, and consequently they answered individually their writing activity. I heard them repeating the pattern saying it before they wrote it. However, during the speaking activity as their product they were not able to get the idea of the game and being distracted, so, that caused that speaking purpose to say the complete pattern practiced during the drill about different elements of narrative was not accomplish (narrator, characters, plot, setting, etc).

2.2 Class 2 "The story of the war of the cakes", and class 3 "The verbs in past".

The second type of drill I used in my practice was Meaningful drills. Remembering the process that I had to follow to prepare students for communicative drills. After the application of the mechanical drills were meaningful drills changing the level of difficulty and the objective of the drills more challenge for the students. There is a description about how I applied meaningful drills.

On January 17th and 21st, 2019 during my third practice period, I applied two classes with these topics: The story of the war of cakes and the verbs in past. The objective was for my students to understand the story of the war of cakes and identify the verbs in past. Those classes were the number two and three of the week and the last classes of that practice period. See the lessons plan in (Appendix K and P).

In class #2 there were 21 students, and in class #3 there were in total 20 students. For both classes, I applied one meaningful drill per class. The first drill was a comprehension type

questions based on the story of the war of cakes and the second drill was a substitution drill practicing the verbs in past.

The objective of meaningful drills according to Rhalmi, M (2016 "Drilling in English Language Teaching" par. 2-5), is to provide students more freedom and creativity because it means that students have to think before they give an answer, but also there is still control in the response. And contrasting mechanical drills with meaningful drills there are some differences between both. Following what Paulston and Broder (1976 pp.6-7) state meaningful drills are less suitable for choral drilling as mechanical drills are, meaningful drills, students cannot complete drills without fully understanding structurally and semantically what is being said.

This happens because as Douglas Brown (2008 pp.54-59), mentioned meaningful learning "subsumes" new information into existing structures and memory systems, that results in an associate link creating stronger retention. So, if students did not understand the drill, it could be difficult to associate the topic or vocabulary with their knowledge and making it meaningful.

2.2.1 How Drills Could be applied in the Classroom?
The process I followed to apply was meaningful drills during the practice and production stage, based on Rhalmi, M (2016 "Drilling in English Language Teaching" par.2-5) are:

1. - Students heard a model dialogue/ pattern by the teacher.

2.-The drill was according to student's level and topic.

3.-Teacher reduced choral repetition.

4. - Teacher did individual repetition.

5. - Teacher corrected mistakes directly and immediate.

6. - The pattern was memorized and natural.

7. - The pattern was according to students' interest situation, changing key words or phrases being short and simple.

8. - Students had to decide from different options during the drill.

9. - The drill provided students' freedom and creativity.

10. - The teacher still controls students' response.

11. - The drill is focused on students understand the pattern said.

12. - The teacher paid attention to student's pronunciation, intonation and fluency.

13. - The teacher checked feedback, corrects mistakes and analyzes grammar from students' answers.

14. - The teacher gave grammar explanation, only when students really need it.

15. -Students 'activities may refer to the drill introduced.

16. - The drill should be applied during practice and production stage.

Class #2

I started my lesson with a warm up for 10 minutes. During this stage I applied darts and a balloons game and numbers to practice speaking. Depending on the balloon students chose, was the number they had to say in English. While we were playing my students were paying attention to the activity and they looked enthusiastic because we were using balloons, the sound and the number surprised them. Their participations created a pleasant environment because they waited for their turn, and if their classmates did not know the answer, the rest of the group raised their hand to try. In general, nobody had problems with numbers, so this stage was a relaxed time for students as well as for me.

We continued with Presentation stage, for 10 minutes. During this stage I presented "The war of the cakes" as a short story on the board with pictures. While I was reading the story for first time I explained some possible difficult words for them, and the next time I read it again but, making emphasis on the verbs in past. When I finished reading it, I asked students about one similarity between the words highlighted in red (verbs in past, regular and irregular), only two students identified those were verbs in past, the rest of the group looked lost. I repeated the meaning of the verbs using body language. This technique function, but not all students understood my message until their partner said louder the answer. In this case their answers were in Spanish instead of English, because they were fearfully to speak using L2.

Then, I wrote on the board some questions related to the story of the war of cakes with the objective of clarifying each question for the following meaningful drill intended to be developed in the practice stage. I wrote numbers next to each picture and phrase pasted on the board, and they did not have any (students and I) read the questions. When I asked for

doubts about questions students did not have any. Consequently I asked students to help me search for the correct part of the story to each question. During this part my students participated a lot, although most of them said the answer in Spanish instead of English. I asked again for those students to use L2 in class. When we finished matching the questions with the story I asked again for doubts or things that students maybe did not understand, but all they did not have any.

Following with the next stage (practice stage) which lasted 10 minutes, I applied a meaningful drill (comprehension type question) asking students the same questions already seen in the last stage, with all the material on the board to support students' answers. For this drill, following Rhalmi, M (2016 "Drilling in English Language Teaching" par. 2-5) I was so concentrated and focused on not doing a lot of choral drilling; and hopping that my students understood the questions to answer considering their possible options but that was not what happened during my student's participation.

During the drill I asked questions about the story of the war of cakes and did individual drilling; I tried to help my students answer saying it complete, being careful about their answers, choosing from two options. For that reason my students' participation was unsuccessful because of their misunderstanding. That affected the procedure that I had to follow continuing with individual drilling, so, I had to return many times to choral drilling.

After that, I only had like 3 to 4 minutes until the class finished so, I used it to provide feedback. I asked students questions like: What did you learn today? And five students replayed in Spanish: La Guerra de los pastels, or the title of the class in English ("The story of the war of the cakes"). Only two students answered this way: the war of the cakes story and the questions in English.

The Example of the Meaningful drill I applied is the following: I will represent my participation with "T" and student's participation with "S".

The drill was in this way:

T: Say an example. Listen. Do not repeat.

T: "How did the story start?"

T: -Snap and move one step to left and said the answer. (Santa Anna's army was responsible for the damage.)

T: "Repeat the example" (twice)

T: -start choral drilling asking the questions

Sts: -(choral drilling) answer the question (once)

T: "How did the story start?"

Sts: -(Choral drilling) answer (once).

T: -Snap and looked one student and asked the same question.

S1: "When did Santa Anna destroyed the restaurant?"

T: Okay, Good! -And looked, snap to other students asking the same question.

S2: "When did Mexico eat all the cakes?"

T: Excellent! -T continued, and asked another student.

S3": -They answered the same.

T: Very good"- T changed the question and asked question number two. (What was the reason for the war?)

S4: "I do not know."

T:- Point to their partner next to him to help him and…

S5: "No sé ni de que está hablando."

T: -Point to the partner behind them and...

S6: Said No with her head.

T: - Return to the choral drilling and point the question on the board with the possible answers.

The drill was considered meaningful because as Rhalmi, M (2016 "Drilling in English Language teaching" par.2-5) mentioned, in this kind of drills students have to think of their answers and be free to choose it, taking in account that students need to understand the drill. Being aware of this and contrasting my students results and participations during the application of this meaningful drill; this kind of drill was difficult for my students to understand.

When the class finished, I was stressed because I expected other results (students 'answers correctly during individual drilling) for this drill, and it was the opposite. I observed my students lost during the drill, and only three students had an idea. In fact they tried to answer, although they had mistakes with some words, because, according to Kyriacou (2007 pp.93-104) mentioned that the discipline, behavior and expectations from the Teacher and Students will influence in the class; for example: They replied in Spanish, They eat all the cakes

instead of "ate" or answered Francia instead of France. Students' evaluation checklist during the drill (Appendix L).

Besides, I saw their bored and tedious faces when I had to return to choral drilling, but also I heard their voices, as they start to speak with their classmates during individual drilling, that lost more time. So, I felt how this drill was completely unsuccessful. My students behavior and understanding, as well as for my attitude during the application of this drill, influencing the result because of, I applied to my Head teacher a questionnaire with the purpose to analyze better the application of drill (Appendix M).

On one hand, from my head teacher's questionnaire, 70% of my students got the meaning of questions, 3 students spook in Spanish and 6 answered in English. 7 Students had problems participating, as well as the rest of the students did not have time to participate. However, some students did not have the opportunity to participate because of the time. This told me about my students needs individually; one of the aspects that I had to be aware during the classes to achieved my goal after to finish applying all the types of drills. With the objective to consider the possible reasons of why my students were in that way and how to help them to advance.

On the other hand, from my students 'questionnaire being this was done in Spanish and considered aspects of the drill; in order to obtain students' opinions questionnaire (Appendix N and O).

These were the results they stated:
- 66.6% of 100% understood, but sometimes did not comprehend.
- 66.6% of 100% felt good and they wanted to continue.
- 95% of them would like to do activities like this one.
- 52.3% of 100% thought that this activity is complicated.

Contrasting and analyzing this questionnaires and feedback from students and head teacher with the application of the drill, I thought that the process of the drill was difficult and complicated for my students. Some questions were to long as well as their answers. I did not do a lot of choral drilling before starting individual drilling, and the possible answers that students could say were not explicit on the board. So, in that part I could confuse them, giving them more information that they could receive. Also starting Rhalmi, M (2016 "Drilling in

English Language Teaching" par.2-5) there is still control of response, doing choral drilling, not like mechanical drills but I had to do it more than once or twice.

I could see that if students did not fully understand the structural and the semantic of what is being said, students could not complete these drills as, mentioned by Paulston and Broder mentioned (1976 pp.4-5).

Class # 3

The following lesson about the verbs in past (Appendix P) I started with a warm up for 5 minutes. I asked students to study their notes about the story of the war of cakes during 3 minutes, because I wanted to ask questions (The same as the last class seen) additionally before I started the class my students informed me, that this class would be the last one because of the week they had the students fair on Thursday the complete day and on Friday we did not have class due to CTE. I had to evaluate my students in that class, also because my Head teacher told me that I could evaluate them for this period with that class considering participating and their notebooks (notes and exercises).

I informed students before they started to study and to do other things was that I said that 3 participations in English are equal to one extra point. After 3 minutes, I asked students to close their notebooks and put them down, under their seats to starting with the questions.

During the warm up students participated many times, and most of their answers were correct and in English! They were paying attention and I could observe how my students were interested in the activity, and also how the topic "The war of cakes" was clearer for them when I asked the same questions of the last class.

Considering the positive answer obtained from my students to the activity, I applied positive conductual reinforces, because it is a stimulus following a behavior that would occur again in the future, when a reward occurs after an action. Besides, this positive reinforcement was effective because this is I applied it immediately after the behavior (Utah State University, 2018 "Positive Reinforcement and Operant conditioning" par.16).

Analyzing this part I stimulated my students to behave in one way participating using L2 in class answering the questions, using an external reward based on their participations to get one extra point for their evaluation.

I continued with presentation stage for 15 minutes. I wrote the topic, date and the objective of the class to start. Then, I wrote some verbs seen in the last class in present form from the war of cakes story. This had the purpose of helping students identifying the verbs in past tense, and to motivate them to search for the correct form of each verb. Considering that in the last class they were confused when I mentioned the past of some verbs, although I had explained it. So, I decided to practice this before presenting the sentences to use for the next meaningful drill which took into account verbs in past as a choral drilling.

Then, we checked the past tense of each verb together, and I asked for doubts about them my students were sure that they did not have doubts. I continued writing on the board 6 sentences from the war of cakes to practice the verbs in past, and clarify the story, I had some free spaces to write the correct form of the verbs, and that was a guide. See students' notes from their notebooks (Appendix Q).

These were the sentences:

1. - Santa Ana's army _____ (to be in past) responsible for the damage.

2. - They_____ (eat in past) all the cakes.

3.-Remontel_____ (demand) the money.

4.-Mexicans_____ (say) No.

5.-France_____ (win) the war.

6.-Mexicans_____ (pay) the money.

I continued with the practice stage for 15 minutes. So, as their example of the drill I explained that, they had to be careful with the gaps spaces to listen for the correct verb. I started with sentence #1 saying it louder and then saying correct or incorrect. I snapped my fingers and moved to the left answering correct. I did it more than twice and then I asked together as a choral drill to answer (twice). After that, I used other sentences as examples and in this case my students immediately answer correctly saying incorrect, so, after that I could continue with other sentences and doing individual drilling; asked students and said the answer.

Example of the drill:

T: France won the war. Correct or incorrect? (then T point and snap to one student)

S1: Incorrect.

T: Very good! Next sentence... Mexicans said no (Tpoint and snap to other student)

S2: Correct

T: Excellent! Next. Sana Ana's army is responsible for the damage. Correct or incorrect? (T point and snap to other student)

S3: Correct

T: Are you sure? Listen again. (T repeat the sentence pronouncing "is" with more intonation) correct or incorrect?

S3: Incorrect

T: Why?

S3: because, debe ser en pasado.

T: okay… so, what is the correct answer?

S3: was

T: excellent! Very good job. Next.

And, so on…

I did not ask students to correct the complete sentence because I remembered thinking the first meaningful drill that I applied about the story of the war of cakes questions; I decided to reduce the level of difficulty. I did this choosing other types of meaningful drilling; trying to make it easier and understandable for my students. On the other hand, analyzing the type of correction that my students reflected in their answers is metalinguistic clues. This kind of correction based on Sheen (2011 pp.193-210) mentions that metalinguistic clue is when there is a metalinguistic comment by the corrector, self-correction encouraged. I did it changing my intonation repeating students' mistakes and supported it with facial expressions to let students know where they were incorrect, and they were able to correct by themselves.

During this drill the objective was reached because my students paid attention to the verbs and they identified what part they had to focus on when I mentioned them. During the drill there were many students that wanted to participate answering as well as helping their partners to answer. In that part I felt satisfied with my personal performance and with the way my students responded to the activity. In my point of view, contrasting my first experience during the meaningful drill and this one; I can say that my students reached the goal which was to "identify in the story of war of the cakes the verbs in past", in this stage I applied. Students' evaluation checklist during the drill (Appendix R)

2.2.2 What aspects do students reflect after the application of drills?

Continuing with the next stage Production for 10 minutes, I did not let the verbs on the board and asked students to answer writing the correct verb for each sentence in past, on their notebooks. So, they did it without difficulties finishing quickly. Then we asked some students to pass in front of the class and write the verbs. After that, I asked them to answer in their notebooks the question: What did I learn today? So, my students answered in English as they could and then I asked to read their answers louder to 8 students. Most of them wrote things like:

- Verbs in past
- The war of the cakes
- Irregular and regular verbs
- Sentences in past

At the end we shared the answers giving them verbal rewards for their feedback being in English. Then the class finished so, I was really gratified because comparing the last class with this one, I perceived that during the drill everybody participated and completed production as well as feedback stage.

In contrast to how I felt after this class, comparing it with my head teacher's feedback from a questionnaire (Appendix S) and students' questionnaires (Appendix N). My head teacher mentioned that it was a good instrument and my students understood. 5 students spoke in Spanish and 19 in English. Only 4 had problems participating. Besides, most of students (90%) participated and paid attention to the drill, See the results in (Appendix T).

On the other hand, my students answered that:

- 57% understood the activity
- 85.7% felt good, and they wanted to continue with the activity.
- 100% would want to do this kind of activity.
- 85.7% thought that this activity was funny and easy.

After all these initial results, I conclude that these two classes and application of meaningful drills was a hard challenge to help students understand the topic, and participate actively during the drill. In the first application of meaningful drills, was clear that my students have not been prepared for it; in contrast to the second application, because I could observe that

their participation and understanding increase. This made possible to provide feedback after the first drill, my students expressed after that, their own opinions answering a question about whatdid they learn that class; they used L1. In contrast to the second drill, my students expressed themselves answering the same question as the first drill but in this case their used L2.

2.3 Class 4 "Practicing parts of the experiment"

I applied class number four on February 22nd, 2019 during my fourth practice period; the purpose was contrasting students' reaction, difficulties, participation and work between two types of drills (mechanical and meaningful) in the same class. The topic of this class was: "Practicing parts of the experiment" and the objective was for my students to practice the structure/ steps from an experiment. This class was the second one of the week; see the lesson plan (Appendix U). There were 20 students that day.

For this class the first drill was a mechanical one, which was a repetition drill based on Paulston and Broder (1976 pp.4-5) the teacher has complete control of student's response, and there is only one correct way to answer. The purpose in this kind of drills is to help students memorize the pattern eliminating the possibility for mistakes. The drill had to be with short and simple patterns according to student's level and topic. Besides, I had to do choral and individual repetition, being aware of encouraging student's participation, confidence and motivation.

I applied this mechanical drill during practice stage, to memorize the parts of the experiment "(Title, objective, material, procedure, results, graphics or photos and opinions)" before apply meaningful drill which is more challenge than the mechanical drill.

2.3.1 How Mechanical Drills Could be applied in the Classroom?

During the application of a mechanical drill I followed this process based on Paulston and Broter (1976 pp.4-5) are:

1. - Students heard a model.
2.-The drill was according to students' level and topic.
3.-Teacher did choral repetition twice (at the beginning and at the end)
4.-Teacher did individual repetition

5.-Teacher corrected mistakes about grammar or pronunciation direct and immediate.

6.-The pattern was memorized.

7.-The pattern was according to students' interest, situation, changing key words or phrases being short and simple.

8.-Teacher had the complete control of students' response,

9.-There was only one correct way to answer.

10.-Students did not understand the drill.

11.-The drill was focus on accuracy.

12.-Teacher paid attention to students' pronunciation, intonation and fluency.

13.-Teacher gave grammar explanation, only when students really need.

14.-Students' activities may referred to the drill introduced.

15.-The drill was applied during the practice and production stage. There is an example about it in the practice stage description of this class.

The second meaningful drill was a Substitution Drill. This drill based on Rhalmi, M (2016 "Drilling in English Language Teaching" par.2-5) had the objective to provide students more freedom and creativity, where students had to think before they give an answer, but also there was still control of the response. I applied this meaningful drill during production stage after had applied mechanical drill, during the meaningful drill I asked students to mention a specific part of the experiment. (Experiments' parts : 1.- Title, 2.- Objective, 3.- Material, 4.-Procedure, 5.-Results, 6.-Graphics or photos and 7.-Opinions)

2.3.2 How Meaningful Drills Could be applied in the Classroom?

During the application of meaningful drill, the process to follow was based on Rhalmi, M (2016 "Drilling in English language Teaching" par.2-5) and Paulston and Broter (1976 pp.4-5) are:

1.-Students heard a model dialogue / pattern by the teacher.

2.-The drill was according to students' level and topic.

3.-Teacher reduced choral repetition

4.-Teacher did individual repetition

5.-Teacher corrected mistakes about grammar or pronunciation direct and immediate.

6.-The pattern was memorized and natural.

7.-The pattern was according to students' interest, situation, changing key words or phrases being short and simple.

8.-Students had to decide from different options during the drill

9.-The drill provided students' freedom and creativity.

10.-Teacher still controlled students' response.

11.-The drill was focus on students understand the pattern said.

12.-Teacher paid attention to students' pronunciation, intonation and fluency

13.-Teacher checked feedback, correct mistakes and analyze grammar from students' answers.

14.-Teacher gave grammar explanation, only when students really need.

15.-Students' activities may referred to the drill introduced.

16.-The drill was applied during the practice and production stage. There is an example about how I applied this, in the production stage description of this class. In this lesson my head teacher was absent, so I had complications with control my group at the beginning of the class; I lost like 5-8 minutes to start the class. I started my lesson with a warm up for 5 minutes. I applied hangman game to contextualize students in an English environment and present the topic of that class, so, I drew the lines for each word and started to ask students mention a letter in English, in order for them to guess the topic. During the activity was not necessary to ask specific students because most of students were participating. They sometimes used L1 but when I turned to watch them and do a paralinguistic signal and students modified their answers in L2. A paralinguistic signal is when I used an attempt to non-verbal elicit to my students based on Ranta & Lyster (2007 pp196-198). The same case happened when my students confused these letters (a,e,i) pronunciation, so they were able to correct themselves. At the end of the activity, students guessed the topic and they looked awake.

Then, I continued with presentation stage for 10 minutes. For this class it was really important to help my students remind the parts of the experiment to continue with the activities and drills because the last class given was on Monday. This class was on Friday so; I decided to modify my lesson plan in order to help my students remember the parts of the experiment by themselves reducing (TTT). I asked students to study their notes being focused

on the experiment. While my students were studding individually, I was writing on the board the complete experiment divided into parts, with the purpose for students to identify each experiment part; and then asked them the correct order (structure of the experiment).

During this stage, I had to highlight that after I finished writing the experiment, and my students studied, I asked them the parts of the experiment that they remembered, and wrote them on the board without order. Then I asked one students to read one of the points written and think which part was. After answering the parts of the experiment, I continued asking them for the correct order while they were saying the parts of the experiment I was writing a number they had. When we were doing this activity, it was easier to control students in contrast to the beginning of the class. (Appendix V).

After that, when students finished coping, I was monitoring them and, I decided to apply a mechanical drill to memorize the parts of the experiment and practice students pronunciation, as well as detect their difficulties. I am going to represent Teacher with "T" and students with "S".

Example of mechanical drill about experiments' parts:

T: Be quite, listen. Do not repeat. (Supporting this indication with body language)

T: Title (3 times)

S: Title <as a choral drilling> (once)

T: Title (3 times)

S: Title <as a choral drilling> (once)

T: <started doing individual drilling> snap and point to one student and other.

In reference to students difficulties or corrections during the practice and their pronunciation was as their read in Spanish, for example "material" so, I had to correct immediately to pronounce it in English instead of Spanish. For this kind of mistakes I used two types of explicit corrective feedback based on Ranta&Lyster (2007 pp.196-198), and Sheen & Ellis (2011 "Corrective Feedback in Language Teaching" par.1,3&4) which are:

- Metalinguistic clue: Asking –Is it material (saying the word using L1) or material (saying the word using L2) so, students answer by themselves using L2.
- Paralinguistic Signal: Using an attempt to non-verbally elicit the correct from to my students; saying with my face: Are you sure?

Before I finished the mechanical drill I noticed that my students got bored of repeating, because their answers were without energy. So, I immediately decided to exaggerate my voice during the choral drilling for each experiment part and when I did that, my students laughed for my face' expressions and my enthusiastic attitude, and somehow, little by little I achieved to change my students attitude being awake and participate more creating a relax time learning and practicing English with the drill. Students' evaluation checklist during the drill (Appendix W).

When I finished applying the mechanical drill to memorize and check students pronunciation. I continued with production stage for 15 minutes approximately. In this case we practiced the experiments' parts using a meaningful drill asking students to mention a specific part of the experiment. It is important to remember that during the drill my students had to think about their answers choosing one of some options. In this case they had 7 options: 1.-Title, 2.-Objective, 3.-Material, 4.-Procedure, 5.-Results, 6.-Graphics or photos, and   7.-Opinions.

Apart from students thinking of their answers, they had to pay attention to the number that Teacher mentioned to answer it correctly.

T. - Be quite, listen. Do not repeat. (Supporting the indication with body language)

T.-Mention step number three. Teacher move one step to the left, snap and answer: Material (twice)

T.-Mention step number three. Teacher move one step to the left, snap and wait for students 'answer:

S: material (choral drill)

T: said other example changing the number, and asked students the same.

S: answered chorally (once)

T: started individual drilling, snap and point and asked to the rest of the class.

S: answer individually.

And, so on…with the 7 parts of the experiment.

During the application of this drill, I was nervous because the first time that I applied a meaningful drill it was unsuccessful so, I was anxious about my student's reaction and participation. However, they surprised me, because they increased their individual participation and motivation; they were correcting themselves and between them. Besides, I

felt a safe environment to participate and they said what they thought. Students' checklist evaluation during the drill (Appendix X).

Example:

S1. - Answer saying title, but with a Spanish pronunciation.

T. - applied a paralinguistic signal (Are you sure?) and prompt (repetition) feedback (title or title) one mentioned using L1 and the other using L2

S2. –No se dice así. Es title (using L2: /Taitl/)

S1. –Cómo?

S2. –Si mira, se escribe como lo dijiste, pero se dice title; verdad Teacher?

T. -Yes! Very Good S2!

-ok, S1 repeat it please.

S1. –Title (said with the correct pronunciation)

This kind of corrective feedback between partners are elicitation because, it was directly peer- correction from the students (Ranta&Lyster 2007 pp.196-198). On the other hand, the two types of feedback that I used to correct students during the meaningful drill were: Paralinguistic signal, clarification and repetition from prompts as implicit feedback, because apart of use non- verbal elicit, I adjusted the intonation to highlight the error and students correct themselves. (Ranta&Lyster 2007 pp.196-198; Sheen & Ellis 2011 "Corrective Feedback in Language Teaching" par.1,3 &4).

When we finished with the meaningful drill I checked the time, and the class almost finished so, I quickly gave students their questionnaire in Spanish about the two types of drills before they went. However, I did not give feedback to my students and that was really a problem for me, because I have to be aware of my time, and not miss or skip a stage as feedback from students about how to applied drills it, is also important to give students warm feedback as positive actions of things that they did during the class, and cold feedback as things to improve for the next class.

2.3.3 How did Mechanical and Meaningful drills Complement Each Other?

In my conclusion and analysis on how mechanical and meaningful drills complement each other in contrast to the application of each one in different and separate classes, I saw that for this class both drills were successful. Although during the mechanical drill my students

answered with a tedious attitude showing that they were ready for meaningful drills. When I started the meaningful drills, I saw students attitude, participation and peer correction. I observed that they really understood and identified their own and partners mistakes. I enjoyed and liked my class because I had fun and I felt that my students did too. I had to improve in reference to classroom management and the time in my classes to achieve applying the complete lesson plan without missing or skipping a stage. And reaching my class goal as mechanical and meaningful drills were, based on my Head teacher questionnaire (Appendix Y and Z) and students' opinions questionnaire per drill applied (Appendix N); I was aware of my students' participations and collaborations increased during the complete class as well as the application of each drill. See students' results in (Appendix AA and AB).

2.3.4 Evidence

Students were divided into groups of 4 and 5. They were asked to present an experiment considering the parts of the experiment seen in class and practiced during the application of drills, these were: Title, objective, material, procedure, results, graphics or photos and opinions; supporting their presentation with a leaflet (Appendix AC), as well as doing the experiment in that moment. Additionally, they had the freedom to choose the experiment they would develop.

They were assessed in 6 aspects. The first one was comfort; this had the intention of identifying student's feelings during the presentation, being relaxed and feel better or worried. The second one was confidence; this had the purpose to identify if students were certain of their abilities during the speaking presentation. The third one was connection; this had the objective to identify the way that students could speak to the audience; considering if it was important to make eye contact at the moment of presenting their experiment. The fourth one was clarity; this had the intention of identifying if students' presentation was clear and easy to understand. The fifth one was information, this had the purpose to identify if students used their knowledge and new vocabulary learned (practiced from each drill, principally mechanical). Finally, the last one was organization, this had the objective to identify if students ´presentation is arranged (more practiced during meaningful drill application).

These results were analyzed by group performance; contrasting students results during their presentation in teams, and during the application of drills (mechanical and meaningful). In the case of assessed students' results from the drill, I considered only 4 aspects; these were: comfort, confidence, connection and clarity. Those followed the same purpose of each one explained before. See the chart representing each aspect (Appendix AD)

Then, here is a chart contrasting both results: students 'presentations and drills in each aspect assessed. I represent drills with a "D" and students 'presentation with a "P". The evaluation was based on 5 points per aspect.

<div align="center">"STUDENTS' EVALUATION"</div>

Teams	1	1	2	2	3	3	4	4	5	5
	D	P	D	P	D	P	D	P	D	P
Aspects										
Comfort	3 pts	1 pt	4 pts	2 pts	5 pts	4 pts	3 pts	3 pts	5 pts	4 pts
Confidence	3 pts	1 pt	4 pts	2 pts	4 pts	3 pts	3 pts	3 pts	5 pts	4 pts
Connection	2 pts	1 pt	4 pts	2 pts	3 pts	3 pts	3 pts	2 pts	4 pts	4 pts
Clarity	3 pts	1 pt	4 pts	2 pts	5 pts	5 pts	4 pts	3 pts	5 pts	5 pts
Information	/	1 pt	/	3 pts	/	5 pts	/	3 pts	/	5 pts
Organization	/	1 pt	/	3 pts	/	4 pts	/	3 pts	/	4 pts

Being aware of both results from each aspect and team, I noticed that my students were between 3-5 points in the case of drills' results than in their presentations. Because, the result from their presentations was rarely between 5 and 4, most of them got 3 and the rest of the teams obtained 2 or 1. This happened because there were not enough confidence, and motivation developed in my students to help them understand the topic using English language, being able to present their experiments successfully.

On the other hand, I observed between information and organization aspects' results that my students had more difficulties to organize their information rather than remembering it. Contrasting that, if my students were able to remind the information and pronounce it correctly, seen and practiced during the classes and the drill; mechanical drill was successful. However, in the case of organization aspect refers to the result of the meaningful drill applied. So, being aware of both results peer team, I consider more successful mechanical drill than meaningful drill was, because of the points obtained peer team. This told me that, I had to work more applying drills to achieve the goal for my students; understand the meaning and help them to become that information in a meaningful learning being able to learn a second language.

2.4 Class 5 "Practice identifying the parts of the classic tale"

The last type of drill I used in my practice were Communicative Drills. Finishing with the process I started following since the beginning of my practices; with the objective to prepare students for this type of drills.

On March 14th, 2019 during my fourth practice period I applied the next topic: "Practice identifying the parts of the classic tale" and the objective was for my students to practice asking and answering questions about the parts of the classic tale and the classic tale in general. This class was the third one of the week. There were 25 students that day. See the lesson plan (Appendix AE).

For this class I applied a communicative drill, the objective of this type of drill according to Paulston and Broder (1976 pp.7-8), is to provide students free choice to say whatever they want, exchanging real information by expressing their personal opinions. In this type of drill I did not have control of the students' response, but I had to be aware of student's fluency during the drill. From the 3 possible forms of communicative drills based on Xioaquin, (1997 pp. 2-10) I chose True Questions form. This refers an activity where I gave students a question or questions as an example (model) to guide them to do the activity.

2.4.1 How Communicative Drills Could be applied in the Classroom?

The process I followed to apply a communicative drill during the production stage based on Paulston and Broder (1976 pp.7-8) was:

1. - Students heard the model dialogue / pattern by the teacher.

2.-The drill was according to students' level and topic.

3.-Teacher paid attention to students' pronunciation, intonation and fluency.

4. - Teacher did individual participation.

5. - The pattern and students' answers were natural and spontaneous.

6. - Teacher did not have control of students' response.

7. - Students had free choice to say whatever they want, exchanging information.

8. - The drill was focus on develop fluency.

9. - Teacher checked feedback and analyze students' fluency and accuracy on their answers.

10. - Students' activities may referred to the drill introduced.

11. - The drill was applied during practice and production stage.

I started my lesson with a lead in for 10 minutes. During this stage I divided my students into 2 teams to practice and remember the questions did it last class (on Monday), this class was on Thursday. After dividing my students, I began with the activity, where my students being stand up had to go to the board depending on the names I mentioned and write the correct question based on the answer said by me.

Example

I said the answer: The title is sleeping beauty; then I said two names, one from one team and the other for the contrary team (Gea and Gloria). So, Gea and Gloria went to the board, took a marker and wrote the questions according to the answer. The students who finished quickly and wrote correctly the question would have the participation. During the activity my students were actively participating, showing emotion and being motivated to win the game because I said at the beginning that if one team got 5 participations they will obtain a point. So, at the end my students remind the questions seen the last class, writing iton the board and practice listening when I said the answer.

At the end of the activity my students were contextualized. Besides, every class since the beginning of the fourth practice period I chose or one student asks to write the date on the board.

Then, I continued with practice stage for 10 minutes, because of the last class we finished writing the questions in pairs without speaking practice (Appendix AF). I considered pretty

important for my students to practice speaking by asking and answering their own questions. This also had the objective to guide students thinking their free answers and asked me if they had doubts about a specific word; losing little by little their faire feelings using L2, instead of L1 with their friends.

Therefore, they were in pairs practicing for the complete 10 minutes; 5 minutes one of them ask and the other answer, after the first 5 minutes, they had to shift, and the students who was asking now was answering. While my students were doing the activity I was monitoring them, and answering possible doubts with their questions and answers. Also, it was important to highlight that the activity was about the sleeping beauty tale, seen since we started with the topic.

After that, I decided to apply a communicative drill to practice their speaking asking and answering questions related to the classic tale seen (sleeping beauty). However, I organized students' seating arrangement into a semi- circle (horse-shoe) without their notebooks, and before we started with the drill, I asked them the parts of the classic tale in order, and most of them answered it correctly. I did it because I wanted to be sure they remind the parts and they could ask as well as answer questions.

Next, I gave them the instructions with the purpose to not lose the control and students started talking about other things unrelated to the class and drill. So, for this reason I told them that when Teacher said a name, that students had to say a question, and then mention one of their partners names to answer the question said. I gave 5 second if there is not an answer from the student chosen, and after that time other student could answer it. All this was also considering a rule "do not repeat a partners' name until everybody had participated". This was with the aim to achieve that the whole group participate and I identify their individual needs as well as evaluate students during the drill.

The example of the communicative drill I applied during the production stage for 25 minutes was the following. I represent my participation with "T" and students' participation with "S".

The drill was in this was; after the instructions.

    T: -said an example. Listen. Do not repeat.

        -What is the setting?

        -Marely.

S1. - What?

T: Marely, please tell me. What is the setting?

S1.- Oh!, the setting …mmm

(While she was thinking her answer I was counting the 5 seconds with my hand)

S1. - The setting is the place.

T: -Very good Marely!

   -Okay, now mention a partners' name.

S1.- Andrea.

T: - Andrea, tell me a question.

S2. - What is your opinion about the resolution?

T: Very good, chose a partner.

S2: -Grecia.

T: okay,Grecia tell me. What is your opinion about the resolution?

S3.- I think…o como se decía….oh si ya. In my opinion the resolution was good.

T: Great! Mention a partner's name.

S3. - Valeria.

T: Oh right. Valeria tell me a question.

S4. - Do you agree with the classic tale?

   -oh…para Kimberly.

T: Okay, Kimberly answers please.

S5. - What? What question?

T: Valeria, please repeat your question.

S4. - Do you agree with the classic tale? Kimberly.

S5. - Yes, I agree.

T: ok, good, but say the complete answer Kimberly.

S5.-Oh..am..Yes, I agree with the tale…the classic tale!.

T: Excellent! Next one. Kimberly chose a partner.

S5.- Judith

T: Okay, Judith tells me a question.

S6: Do you like the plot?

T: ok, mention a partner Judith please.

S6: Emmanuel

T: Great! Emmanuel Did you listen the question?

S7.- No, Cuál fue?

T: okay, Judith repeats the question please.

S6. - Do you like the plot?

S7.-mmm..am..Yes, I like.

T: I like what Emmanuel? Say the complete answer please.

S7.- am.. I like..Como se decía lo de la parte más emocionante?

Other students in front of him said: the plot.

S7.- Oh si! I like the plot.

T: Okay, very good.

And, so on….

2.4.2 What Aspects do Students Reflect on After the Application of Drills?

During the application of the communicative drill, I noticed from my students' participation, attitude and speaking that they asked quickly and did not have problems changing one part of the question or the complete question. In contrast to their answers; because while they were answering I observed that they took more time to think and say their individual answers.

Another aspect I noticed was that during their participations asking most of them did it with a minimal hesitation, and if they pronounce something wrong, their own partners near to them helped each other applying peer- correction. Besides, I also observed how their confidence and motivation to participate speaking in L2 increase (majority of my students) because I detected 3 or less students who continued with their scared feelings or get nervous speaking in L2; however, they participated during the drill.

2.4.3 What are Students' Speaking Results after the Application of Drills?

In general, I observed that students' fluency, participation, attitude, and their confidence using English increased considerably. Because, at least at the beginning of the year only 1 or 3 students participated speaking in English due to they had a high level of English tan the rest of the class. Now after I observed my students individually, considering that at this time

I am able to identify each one, I obtained from my lesson: notes and a recording about the drill, the next information:

"TEACHER'S OBSERVATIONS"

# of students	Observations
3	They continued with their faire feelings, and got nervous participating.
10	Sometimes they did it very good, and other times they were little nervous.
12	Participated many times, they did peer-correction and showed confidence speaking L2.

Considering the students' evaluation check list during the drill (Appendix AG), and contrasting my observation notes from a record I conclude that even if my students increase in many aspects, and I felt so proud of their advances and participations during the communicative drill, I am aware that this was not exactly a communicative drill because based on the students' evaluation check list (Appendix AG) my students did not have a natural and spontaneous answers. That was because I had to monitor them during the drill in order to say a question and other student answer that question. Besides, one of the principal objective from this drill is from my students to have free choice to say whatever they want, exchanging real or personal information, so that did not happen.

Even if they showed an advance in their motivation participating with their questions and answers, the information exchanged was not personal and spontaneous. Besides, this activity was more concentrated in this pattern: Initiation- Response-Feedback. This pattern consisted in I asking students to say a question, the students response saying the question and I gave feedback if the question was correct or incorrect. For this reason the drill that I applied was not communicative.

However, students' speaking results were a surprised because even if they had some little problems with the correct pronunciation of the words they were able to organize the question and did peer-correction with the words they were sure the pronunciation was incorrect. In

fact, like 10 students or less had problems also with the structure, because they said the verbs in a different form, instead of say: I liked, they said I like.

When finished applying the communicative drill, I continued with feedback stage for 10 minutes approximately because I was interested in students' answers a questionnaire about the drill in specific as well as gave me their opinions about the whole class and topic. Firstly, I gave students the questionnaire in Spanish to evaluate their opinions (Appendix N). Students' results about the questionnaire (Appendix AH).

Then, when my students finished underlying their answers I asked them to write down on it these two other questions related to the whole class and topic "classic tales":

-What did I learn? (First question)

-How did I feel? (Second question)

So, their answers' results were the next:

- From 25 students that were that day:
➔ 23 students answer the first question, and their answers were coherent. From those students only 10 answered the question using L2; and 2 students did not answer.
➔ About the second question: 21 students answered, and 4 students did not do it. From those students: 6 students felt good but insecure, 12 students felt good, secure and an easy activity, 1 student felt insecure and bad, and 3 students felt bored.

This told me that there was correct that at least 2-3 students continued in the same way, but also told me that in the case of students who liked the activity and felt better in English class participating in L2 increase. Also, because comparing this results with my Head teacher' questionnaire (Appendix AI) my students showed an actively participation, they improve their attitude and tried to help each other using most of the time L2. Although, 3-4 students spook in Spanish when they had problems to speak in English, but they resolved it.

After all this results, comparisons, observations and notes; I conclude that I did not achieve the goal to apply a real communicative drill because that was not exactly one, based on Paulston and Broder (1976 pp.7-8) mentioned; although I achieved that my students confidence and motivation from their participation and attitude increase, as well as one of the linguistic qualities I wanted to develop in them, the fluency pronunciation because of even if it is not developed as a native speaker, my students say with more facility what they wanted and they lost little time thinking in that.

In general, I identified that my students were not prepare for communicative drills or communicative activities because based on Scrivener (1994 pp.152.155) communicative activities are enable and encourage communication, rather than controlled use of particular items of language or with accuracy. Contrasting this with the drill applied my students were unable to interact in a realistic way exchanging information or giving their opinions, and not only repeating or reading. However, with more practice and more time continuing with the application of those drills it could be real; and achieve the communicative competence as Aprendizajes Clave (2018 pp.165-173) established.

I can also conclude that the use of drills favored for students to be more participative in English class, increase their confidence, and change their attitude in order to learn a second language. This was measured using my Head teacher's Questionnaires per drill, students' evaluation check list about the application of the drill, and students 'opinions questionnaires in Spanish with the objective to contrast all those results.

Firstly, mechanical drills favored students to lose their faire feelings practicing their pronunciation by listening and repetition words or phrases; because little by little their individual participations were noticed during the application of the drills. Additionally, meaningful drills also lead to motivate students thinking and analyzing in L2 by tying to answer the questions used during these drills because they decided what the best option was for them and share it. Finally, communicative drills helped my students to notice themselves errors or mistakes practicing peer- correction listening and speaking; as well as let students' freedom to communicate.

Overall, the focus of this pedagogical essay was to encourage students to speak in L2 using drills during the classes. On one hand my students were able to improve to some degree their speaking skills, confidence and change their attitude in English class. Moreover, students were unable to exchange information during the application of communicative drills.

CONCLUSION

Firstly, I started applying the process with mechanical drills to make sure students were used to the dynamic and characteristics for a drill. The memorization of vocabulary as well as structure and the correct pronunciation of some words enable students to produce clear utterances and reach communicative activities within the class.

Secondly, I continued with meaningful drills with the purpose of permitting students stimulated to thinking, analyzing, and deciding their answers instead of only repeating and memorizing. Moreover, students were conscious about the class job/activity or topic being able to understand the task that was asked of them.

Thirdly, I concluded that process of applying communicative drills, where the objective was for students to be able to express themselves using L2. Taking into account that students had to exchange personal and real information. Considering students freedom while they were practicing with the language.

Nevertheless, during this process I was able to observe, analyze and compare the results per drill after the application of each one. As my key questions were written; the first one referred to the process I had to follow to guide students to a specific type of drill; the second one referred to students' progress considering their attitude, participation and understanding during the drill. The third one was about a comparison of using two types of drills in one class instead of one and check the advantages and disadvantages of it. And finally, the fourth key questions was about students development in their speaking skill based on their participation during each drill focusing principally on the last drill, which was communicative drill.

However, it is very important to mention that by evaluating students during the communicative drill, I noticed that my students were not able to exchange information and be free to say whatever they wanted related to the topic selected. They were able to ask and answer questions about the topic guiding them to take the control of the group. Consequently, I was able to identify my teacher role analyzing my teaching through the analysis of my own observation.

Additionally, during the present research I was able to detect my strengths as a teacher. Based on the profile for Normal Del Estado de San Luis Potosi (2018) "Profile of Egress", I supported my students' attitudes, security, confidence and autonomy to learn a second language. In addition, I had improved abilities to plan, modify and apply my lesson plans,

being aware of all the possible options that could be presented in the class. Besides, I became aware of the relevance of knowing students 'interest, the purpose of involving students in a learning relaxed environment that helps them to grow academically.

Hence, another strength was the use of discipline as a basis to build students' knowledge little by little during the classes. It covered the organization in their notebooks starting to write the date, topic and objective of the class. This was not considered since the beginning of my practices because I did not find it essential for my students.

However, these changes in their notebooks made the difference because, I decided to choose a students to whit the date on the board every day, then students were used to this action at the beginning of the classes, and nowadays they decided to say the date to their partners on their own, and pass to the front writing the date correctly. I can say I successfully learned and improved motivating students learning English using drills, implementing habits and games in the class.

On the other hand, I was able to detect my weaknesses as a teacher, because according to SEP (2017-2018) I had to have upper-level expectations of my students' learning and reduce my control role during the class. This would help to increase students talking time and reduce teacher talking time. Another one of my weaknesses was the following: most of the classes I skipped or I gave quickly feedback, because sometimes I was more concentrated on explaining to students or clarifying doubts and I did not check my time, so I have to work on this.

Therefore, this process has been a challenge for my students as well as for me, because it was a different type of English class, where they practiced more speaking and writing than listening and reading skills. Besides, they had to learn from their mistakes and little by little some students identified wrong pronunciation and applied peer-correction. Students 'errors in pronunciation were evidenced since they tool risks and experimented using L2 to communicate their ideas.

These aspects allowed me to detecting interesting questions for further possible research, which I could develop in my teaching carrier. These are:

- Do drills prepare students to face authentic communication?
- How can I develop different teacher roles that are based on students' needs?

Moreover, some expectations of my future teaching profession are related to improve my observation skills in order to detect in an easier and faster way my students' individual needs, as well as to achieve a reconciliation with their partners and help my students in their learning process.

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APPENDIXES

Appendix A

Description: "Tecnica #1" School Map

Source: INEGI (2018) Available in: http://gaiga.inegi.org.mx

Appendix B

Description: Tutor and teachers' questionnaire.

Source: Diana Karina Hernandez Cantù (Assesor)

TEACHERS'QUESTIONAIR

Autoridad superior (Director, subdirector o coordinador)

1.- Considera que la escuela se encuentra en una zona segura? Porque?

2,. Considera suficiente y de calidad el material en la escuela para el alumnado?

Hay material pero se requiere más, así como también
se debe contemplar que se requieren cambios en ellos para que todo funcione debidamente

3.- Que materiales existen dentro de las instalaciones que puede usar el maestro en clase?

4.- Hoy en día, con que materiales / espacios cuenta el docente para trabajar de manera óptima?

Tenemos laboratorios, aula de medios y la librería, pero se
requiere reorganización en el material para su uso adecuado con
el alumnado y el docente.

5.- Que tipo de facilidades proporciona la institución para el aprendizaje del alumno?

- Docente ocupa espacios fuera del salón de clases
- Talleres extras (deportivos / académicos)
- ✓ Cursos o talleres de regularización (cuando / hora / materias) Sabados, Mañanas ← Matem / Esp. / Inglés
- Dentro del aula (internet, cañones, pizarrones, bocinas, cables, etc) ✓ ✓

PREFECTO

1.- El grupo con que tipo de maestro o materia tienen más problemas? (académicas o de comportamiento)

3°A: ___✓___ 3°C: mayo moño

3°B: masomenos 3°D: mayo menos

2.-Tiene problemas de disciplina con el grupo? (especifique quienes)

3°A: _____ 3°C: lugo, Enrique

3°B: Susana 3°D: Toño, Victor

PSICOLOGA / OFICINA DE APOYO

1.- Cuantos alumnos hay con necesidades diferentes? 20 de todos los grados (1°,2°,3°)

2.- De qué manera se trabaja con ellos?
En el salón de clase, individual, dependiendo de las necesidades
de aprendizaje o Trastornos.

3.- De que forma el docente es consciente del trabajo del alumno con usted?
Se le comunica al docente el trabajo que se realiza y la
necesidad del alumno para que de esa forma adecuen su GP.

4.- que problemas de aprendizaje tienen? cognitivas y trastornos, el más común es el TDH

5.- de que manera son evaluados?
cada 3 meses, con evaluaciones iniciales, intermedias y
al final, ya sea con el Diagnostico y con la más
básico (Matematicas, Español) ó inclusive algo
referente a la psicología.

6.- Qué tipo de actividades o ejercicios se pueden implementar con ellos en clase?
Recomienda para alumnos con TDH que el docente lo mantenga
ocupado, ya sea con actividades de reforzamiento en la comprensión
lectora y escrita pero que abarque lo básico.

7.- Cuantos alumnos de tercer año tiene necesidades diferentes y de que grupo son?

3°A: _____ 3°C: _____   D.S.A

3°B: (2)< Rintê Velazquez Velarde, Angel de Jesús lopez Gaytan.

3°D (3) < Jose Antonio Campos Cardona, Victor Manuel Cortes, Angel Eduardo Cruz Sanchez.

Di severo ac. aprd. batallan

TUTOR

Appendix C

Description: Diagnostic English Exam. The exam cover writing, listening, reading and speaking skills.

Source: Retrieved in Cambridge Assessment. English. Available in: http://www.cambridgeenglish.org/images/young-learners-sample-papers-2018-vol1.pdf

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

Name:_____ Group_____ Score:_____ Date:_____

I. Look and read. Choose the correct words and write them on the lines. There is one example.

an astronaut   a pilot   sugar

This person can fly to the moon in a rocket.   an astronaut

1 This is made from fruit and you can put it on your bread with a knife.
2 Players in this game throw, catch and hit the ball on a sports field.   hockey
3 These have pictures on them and you can write on the back and send them to friends when you're on holiday.
4 It is this person's job to write about news in a newspaper.
salt 5 You buy these and put them on your envelopes before you post them.
6 This person flies a plane and usually wears a uniform.
7 People like reading these because they have stories with pictures or photos on their pages.   baseball
jam
8 You can play this game inside on ice or outside on a field.
9 Some people like this in their tea or coffee and they put it in with a spoon.
stamps 10 People don't usually play this game in teams. They use a small, hard white ball.   postcard

a journalist

Diagnostic Exam: Listening
3° Grade

IV. Listen and colour and write. There is one example.

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

island - fridge - pushed - restaurant - missing - ready - pepper - sky – storm - cut

Last weekend, Harry and his parents went to a small hotel on an __island__ in a lake. On Saturday afternoon the hotel cook went by boat to the town to see a friend. But then suddenly a (1) _____ came, with rain and strong winds, and he couldn't sail back to the hotel.

At six o'clock everyone in the hotel went to the (2) _____ to have dinner, but it was closed. 'What's the matter?' Harry's mum asked the waiter. 'The dinner isn't (3) _____ ,' he said, 'because there is no-one to cook.'

So Harry's parents decided to do something. They went into the kitchen where they looked in the (4) _____ and in the cupboards. They found some flour, tomatoes, cheese and vegetables.

Dad made pizzas and Mum (5) _____ the vegetables into small pieces for a salad.

'That smells good,' said the waiter.

Harry ate a piece of pizza. 'And it tastes very good!' he said. Everyone loved the dinner and thanked Harry's parents.

Appendix D

Description: Students 'learning styles questionnaires.

Source: Bandler and Grinder, based on a neurolinguistic model to cover kinesthetic, visual and auditory learning styles; and Own creation. Available in: piagetanos.blogspot.com/p/test-de-bandler-y-grinder.html.

STUDENTS' QUESTIONAIR.

1.- Que materias te gustan?

   a) Matemáticas, Inglés y Química
   b) Eddcación Física, Historia y artes
   c) Español, biología y física

2.- Qué materias son difíciles para ti?

   a) Matemáticas, Inglés y Química
   b) Educación Física, Historia y artes
   c) Español, biología y física

3.- Qué materias son fáciles para ti?

   a) Matemáticas, Inglés y Química
   b) Educación Física, Historia y artes
   c) Español, biología y física

4.- Reprobaste alguna materia?

   a) Sí, porque:_____
   b) No

5.- Qué promedio tienes?

   a) 6.0 o menos de 6.0
   b) Más de 6.0 menos de 8.0
   c) 10 o más de 8.0

6.- Estudiaste Inglés en otro lado?

(EXPLICA):_____
_____

7.- Sientes que puedes aprender en este grupo?

   a) Sí
   b) No

8.- Tienes compañeros que consideras amigos?

   a) Sí
   b) No

9.- Te gusta participar?

   a) Sí
   b) No

Subraya con marca textos el que más te guste:

10.- a) ver películas   b) escuchar música   c) jugar video juegos

11.- a) Responder cronogramas   b) participar en actividades lúdicas (scrable, ahorcado, monopolis, sopa de letras)   c) leer libros, historietas, revistas y cuentos.

12.- a) trabajar en equipos   b) individual   c) todo el grupo

13.- a) hacer ejercicio o practicar un deporte   b) navegar en internet (platicar por Facebook y whats)   c) salir con mis amigos.

NOMBRE:_____ Grupo.____

PROFRA: MA. DOLORES GARCÍA CORTINA. INGLÉS 1°.

INFORMACIÓN PERSONAL	QUE SÉ ACERCA DE LA MATERIA	QUE ESPERÓ DE LA MATERIA

YO SOY

QUÉ ME GUSTA	QUÉ ME DISGUSTA

MI META EN LA VIDA	MIS PROYECTOS A CORTO PLAZO

Appendix E

Description: Division of the drills

Source: Base don Xioaquin, Liao (1997) "Information gap in Communicative classrooms".

I have constructed a tentative design to clarify the overall division of drills.

```
                              DRILLS
                _____/        _____
               /                                \
   Initial Teaching Phase              Testing-Teaching Phase
            |                          _____/        _____
        Memorizing               Mechanical skill      Internalizing rules
         /      \                through muscle        through cognitive
        /        \               habituation           processes
  Repetition   Mechanical₁Drills      /    \               /    \
  Drills                             /      \              /      \
    Imitation    Substitution       /        \    Communicative  Communication
    Repetition   Transformation     /          \   Drills
                            Mechanical₂  Meaningful
                            Drills       Drills
```
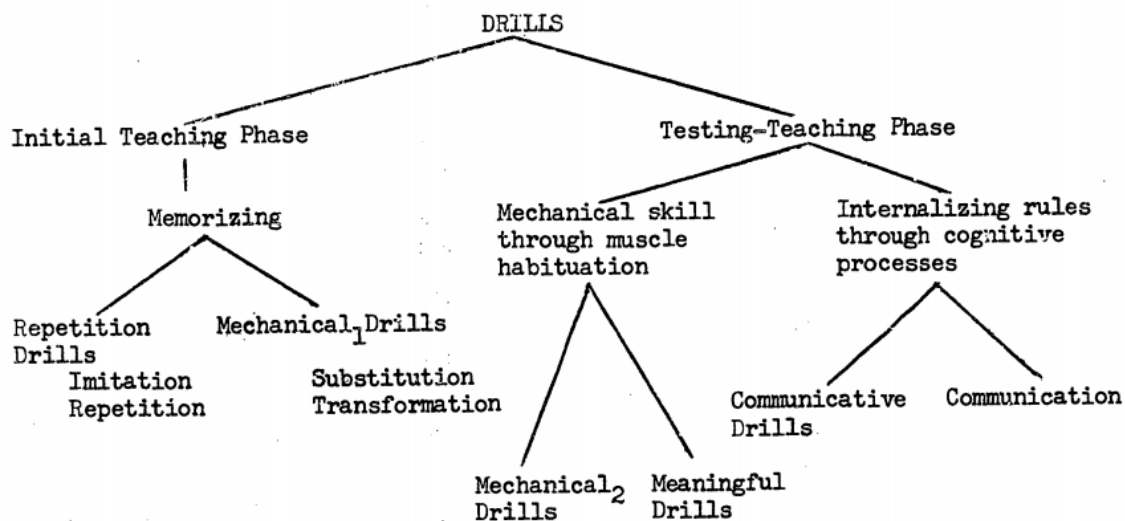
Drills are basically divided into teaching (memorizing, habituation) drills

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Appendix F

Description: Lesson Plan Class #1 "The elements of a Narrative"

Source: Own creation.

Class # 2 Objective: By the end of the lesson students should be able to identify and understand the elements of a narrative.					

Stage / Time /	Stage Aim	Procedure	Material	Interaction pattern	Evaluation
Warm up 5 min	Students practice listening and there are active during the activity to contextualize them in an English funny environment.	T is going to apply a bebeleche game choosing one st from each queue. First T is going to mention the word that they do not have to step, if they are wrong they have to repeat the game until they do it correctly.	Appendix G *Bebeleche	T-SS SS-SS	Students understand by listening the words and play the game correctly. Being respectful with other partners 'mistakes.
Presentation 10 min	Sts identify the vocabulary and listen the pronunciation.	T is going to apply emotion song twice. During the play of the song sts have to write on their notebooks all the emotions/ feelings that they can identify in the song.	Appendix H *emotions song *sts	T-SS	Students identify emotions and feelings and write on their notebooks.
		seating. On the board T is going to paste a pyramid with 5 levels, each level have 5 different emotions, so they have to mime or do gestures to express the emotions until their partner guess the emotion. The team winner is going to have an extra participation.			
Production 15 min	Identify the parts of the reading (the beginning, middle and ending)	T re- used the reading from the last class and asked sts underline emotions, and ask them where are they in the beginning of the text, the middle or ending.	*sts notebooks *markers	T-SS SS-SS	Students underline correctly the reading and identify In what part of the reading.
Feedback. 5 min	Reinforce the emotions in a simple and funny way.	T is going to say sts each queue is a team so for each line T is going to mention an emotion and if the complete line realize the same gesture they is going to have participation in class.	*sts	T-SS SS-SS	Students realize the correct gestures for each emotion.

Salma Palomino
T is going to apply hot potatoe asking questions about the last class activities.

Salma Palomino
Use it for feedback. Divide the group in 2 teams.

Salma Palomino
twice

Salma Palomino
T is going to use Bebeleche to review the elements of a narrative.

Salma Palomino
Asks students these questions:
-What we see today?
-Who can mention the elements of a narrative?
-Who can mention some emotions?

Appendix G

Description: Poster used to reinforce the drill application. These were all the elements of the narrative seen in class #1

Source: Own creation.

PICTURES					
ELEMENTS IN NARRATIVES	The setting is the place.	The narrator tells the story.	Characters appear in the story.	The plot is the problem, climax and solution.	Theme is the central topic.
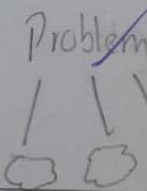
Appendix H

Description: Worksheet as a writing review about the first Mechanical Drill applied from Class #1

Source: Own creation.

Appendix I

Description: Worksheet with True- False questions about the reading "The hound of the baskervilles" seen during the class #1.

Source: Yes We Can. Secondary 3, Students book. Available in: www.richmond.com.mx/index/php/for-teachers/resources/yes-we-can-secondary

-"The hound of the baskervilles"

1. They aren't absolutely sure what made the noise.   T   F

2. Henry laughed when he heard the noise.   T   F

3. There is some evidence that a dog made the noise.   T   F

4. Henry is cold because of the weather.   T   F

Appendix J

Description: Students' evaluation checklist during the first Mechanical drill applied.

Source: Own elaboration based on Paulston and Broder (1976 pp. 140-197).

ASPECT EVALUATOR	DID IT (✔) NOT DID IT (✘)
1.- Students answered chorally.	✔
2.- Students answered individually.	✔
3.- Students corrected themselves by listening their partners (pronunciation).	✘
4.- Students increased their participation.	✘
5.- Students increased their motivation.	✘
6.- Students increased their confidence.	✘
7.- Students had fun during the drill.	✘
8.- Students get bored during the drill.	✔

Appendix K

Description: Lesson Plan Class #2 "The story of the war of the cakes."

Source: Own creation.

#2 Objective: By the end of the lesson students should be able to understand information about a historical event identifying past time.

Stage / Time	Stage Aim	Procedure	Material	Interaction pattern	Evaluation
Warm up 10 min	Involve students in an English environment and remember the last class.	T is going to play with darts and balloons with numbers to practice speaking, depending on what balloon they puncture, it is going to be the number they have to say in English.	**Appendix C** *darts and balloons	T-SS SS-SS	Students' behavior during the activity and participation correctly based on the topic.
Presentation 10 min	Present the final project as teacher expected.	T is going to present the war of the cakes as a short story on the board with pictures. Students are going to read it twice. Then students are going to underline the words they do not understand, and then explained that words. Besides T is going to do emphasis to the past, and create an opinion by students.	**Appendix D** *pictures about war of the cake.	T-SS SS-SS	Students participate reading and underlying the words.
Practice 10 min	Identify the parts related to the final project.	T is going to remove the pictures on the board and ask students to match the sentences with the pictures.	**Appendix D** *pictures about war	T-SS SS-SS	
		correspond. (a comprehension type questions drill, meaningful drill) Example: *The reason of the historical event? *Who participate in the historical event? *Who won, who lost? *Wat was the end? *How the story started?			
Production 15 min	Practice writing and speaking exchanging their own opinions.	Students are going to write their own opinion about the war and practice expressing their opinions in pairs. Example: In my opinion, I think, in my point of view, in my view, etc. Whiles students are writing their opinions, T is going to write on the board the aspects to consider on their presentation as their final product and ask students to take note about it.	*board *markers	T-SS SS-SS	Students practice speaking with their partners using L2 language.
5 min	studets.	mention it louder. What did I learn today?			get the history inside an English class.

Salma Palomino
T is going to classify the questions showed bellow.

Salma Palomino
Add this question:
-What was the consequence?

Salma Palomino
T did not do this.

Salma Palomino
T ask some students to answer.

Appendix L

Description: Students' evaluation checklist during the First Meaningful drill applied.

Source: Own elaboration based on Rhalmi, M (2016 "Drilling in English Language Teaching" par. 2-5 &Paulston and Broder (1976 pp. 140-197.

ASPECT EVALUATOR	DID IT (✔) NOT DID IT (✖)
1.- Students choose from their options an answer.	✖
2.- Students really think before say their answer.	✖
3.- Students answered chorally	✔
4.- Students answered individually	✖
5.- Students do not need a lot control to respond and understand the pattern	✖
6.- Students understand completely the pattern.	✖
7.- Students increased their participation and confidence.	✖

Appendix M

Description: Head Teacher's questionnaire about the First Meaningful drill applied.

Source: Own creation.

Appendix N

Description: Students' opinions questionnaire, applied after each Drill done.

Source: Own creation.

Students drill's evaluation

1.- Comprendí la actividad?

a) Completamente, sabía a que se refería la maestra.

b) si entendí, pero a veces no comprendía lo que decía.

c) No entendí, no sabía de que hablábamos.

2.- Elige como te sentiste durante la práctica:

a) Bien, quería seguir con las actividades

b) No muy bien, porque tenía que hablar en voz alta.

c) Mal, no me gusta participar.

3.- Me gustaría hacer actividades de este tipo:

a) Si

b) No

4.- Mi opinión de la práctica es que:

a) Es divertido y fácil

b) Es complejo

c) Es aburrido

Appendix O

Description: Students' opinions results as a Graphic about the First Meaningful Drill applied. The number "5" represent 100% of students choosing that answer per question.

Source: Own creation.
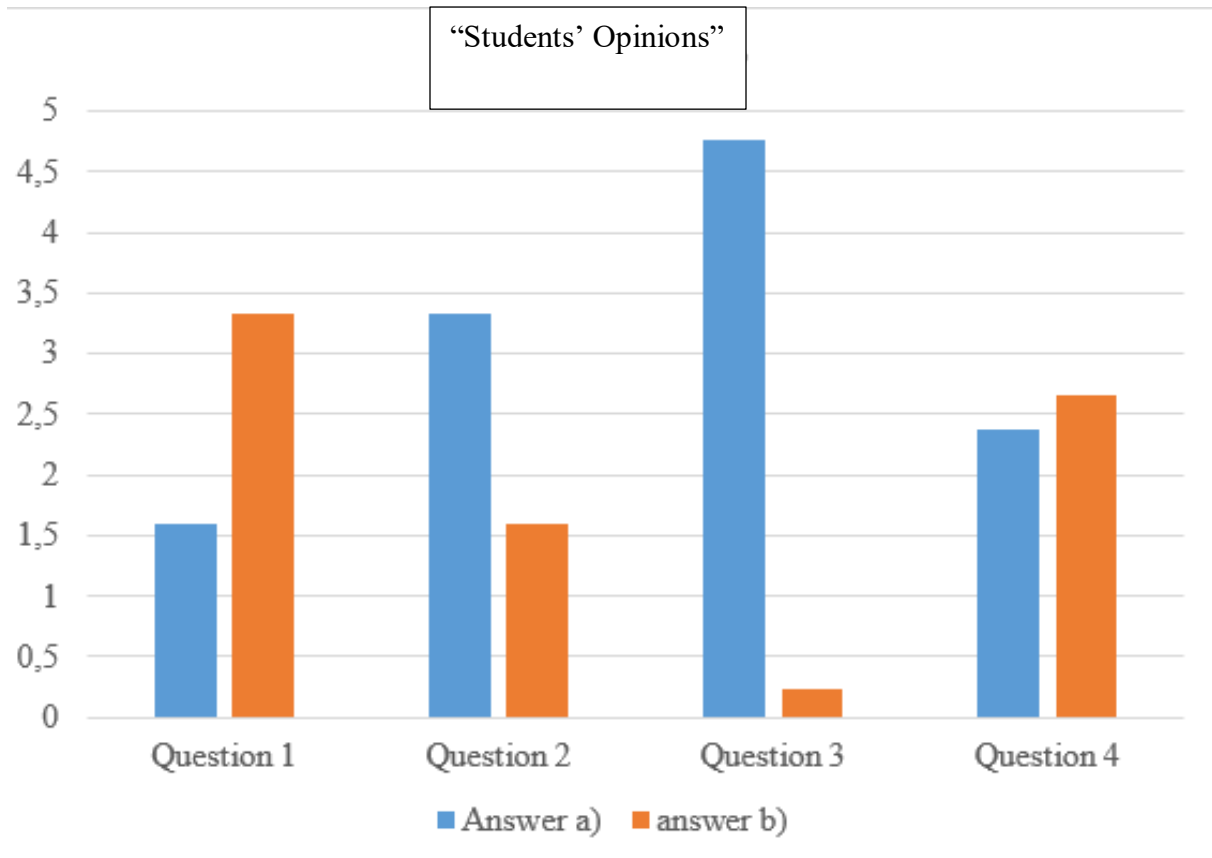
Appendix P

Description: Lesson Plan Class # 3 "The Verbs in Past".

Source: Own creation.

#3 Objective: By the end of the lesson students should be able to identify verbs in past.

Stage / Time	Stage Aim	Procedure	Material	Interaction pattern	Evaluation
Warm up	Practice with L2 playing a game and brainstorm the last class.	T is going to play hot potato, asking students about the last class. Example: When was the war? Who participate in the war? Who won the war? Who lost the war? What was the reason of the war?	Appendix E *ball	T-SS SS-SS	Students answer the questions in Spanish or English but is correct, really related to the last class
Presentation	Students observe the difference between past and present.	T is going to paste again the short story used in the last class. Then read it again but being focused on verbs in past, using body language. Practicing the sentence for the meaningful drill, with the objective that students practice. Example: what is correct?	Appendix D *pictures about war of the cake.	T-SS	Students repeat t when it is necessary
Practice	Students practice speaking and listening by the drill.	T is going to apply the drill, doing choral and individual drilling. (meaningful drill True- False) Example: What is correct? They ate all the cakes or they eat all the cakes.	*T voice *students voices.	T-SS SS-SS	Students are going to repeat the drill and answer according to their thoughts
Production	Students brainstorm verbs in past.	Students are going to write the correct verb in past after teacher covered them on the board.	Appendix D *pictures about war of the cake.	T-SS SS-SS	Students answer writing the correct
Feedback.	Students express opinions about the class or topic.	Students are going to answer a question: What did I learn today?	*students notebooks	T-SS SS-SS	Students answer the question with their own words.

Salma Palomino

T is going to separate the class in teams for their Final product the next class.

Salma Palomino

Students are going to practice verbs in past using their own list of verbs. changing the verbs given by me related to the story seen. Then T is goin to do emphasys in verbs in past writing some sentences form the story without the verbs asking to sts What is the correct answer.

Salma Palomino

Teacher did not do this.
Students only are going to write i ton the board.

Appendix Q

Description: Students' notes from their notebooks about the verbs in past. Class #3

Source: Students' notebooks.
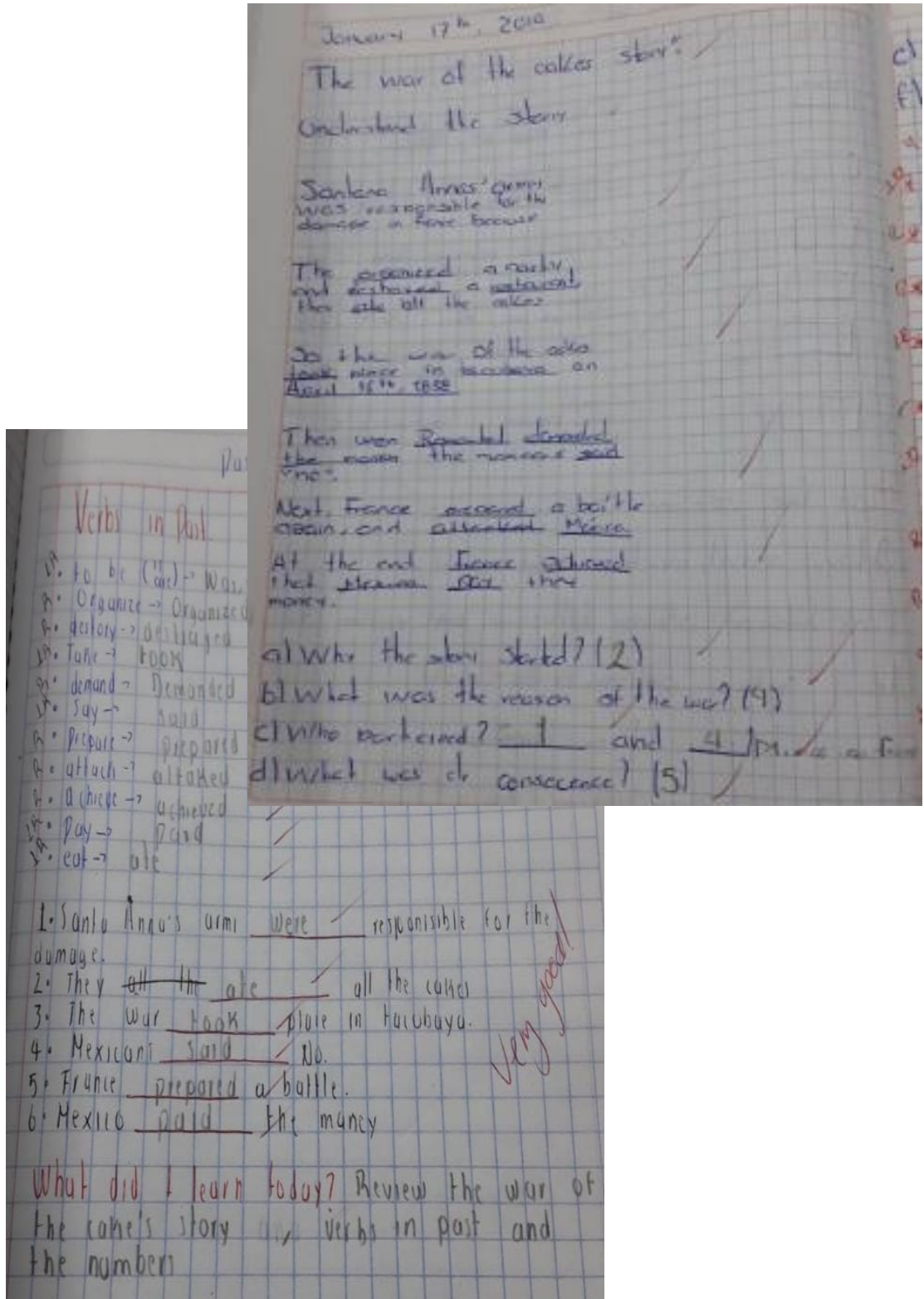
Appendix R

Description: Students' evaluation checklist during the Second Meaningful drill applied.

Source: Own elaboration based on Rhalmi, M (2016 "Drilling in English Language Teaching" par. 2-5 &Paulston and Broder (1976 pp. 140-197.

ASPECT EVALUATOR	DID IT (✔) NOT DID IT (✘)
1.- Students choose from their options an answer.	✔
2.- Students really think before say their answer.	✔
3.- Students answered chorally	✔
4.- Students answered individually	✔
5.- Students do not need a lot control to respond and understand the pattern	✔
6.- Students understand completely the pattern.	✔
7.- Students increased their participation and confidence.	✔

Appendix S

Description: Head Teacher's questionnaire about the Second Meaningful drill applied

Source: Own creation.

Drills' evaluation

1.- It help students understand the language?

2.- Is the language according to students level?

3.- Do students get the meaning for the sentences / questions?

4.- How many students answer in spanish during the drill?

5.- How many students answer in English during the drill?

6.- How many students had problems during the drill participating?

7.- Did the teacher have the control during the drill?

8.- Did the teacher apply the drill correctly (presents the drill modelling, doing choral repetition and giving feedback)?

9.- What was the attitud for the students during the drill?

Appendix T

Description: Students' opinions results as a Graphic about the Second Meaningful Drill applied. The number "5" represent 100% of students that choose that answer.

Source: Own creation.

"Students' Opinions"
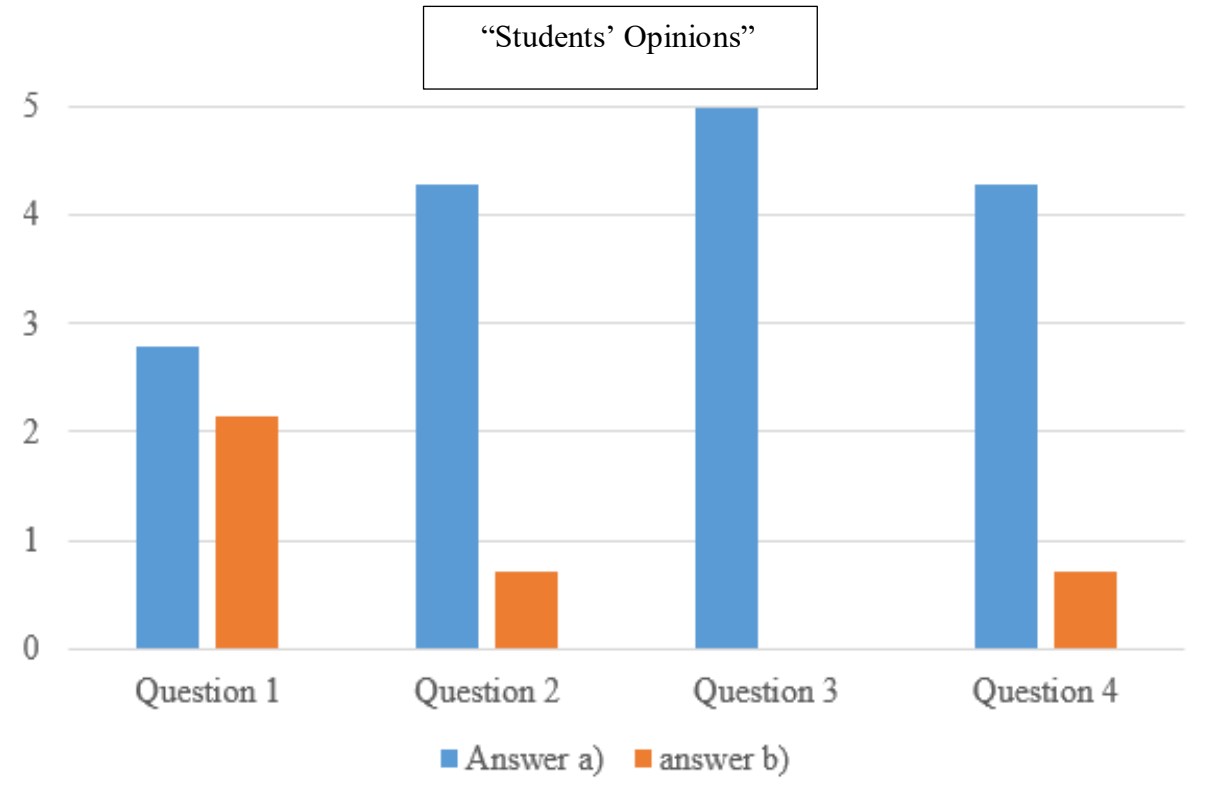
Appendix U

Description: Lesson Plan Class # 4 "Practicing Parts of the Experiment"

Source: Own creation.

3. - Objective: By the end of the lesson students should be able to practice the structure / steps from an experiment.

Stage / Time	Stage Aim	Procedure	Material	Interaction pattern	Evaluation
Lead in 5 min	Students practice the structure form an experiment orally.	T is going to bring a worsted as a ball to create a spider web and ask questions related to the last experiment. Example: What was the title/ objectiv materials/procedure/ results of the experiment? After the first student to answer the question, the next student have to ask to their partners... What was the... of the experiment?	*worsted *board	*STS-STS *T-STS	Students ask and answer correctly.
Presentation 10 min	Write the complete experiment on the board for the next stages.	Then T is going to ask sts to close their notebooks and put it inside their backpack. Next T is going to ask per queue to say what she has to write on the board starting an experiment. it, another queue could answer and, so on.	*students	*STS-STS	Students mention
Practice 10 min	Students practice orally the steps about an experiment.	T is going to apply a mechanical drill practicing the structure to write and follow an experiment. Example: T: Title (3 times) STS: title <as a choral drilling< (once) T: Title (3 times) STS: title <as a choral drilling< (once) T: starts to drill individually snapping and pointing to one student, and other each time. Like this with the all structure (objective, procedure, material, graphics, results and opinion)	*T VOICE *STS voice	*T-STS *STS-STS	Students pronounce the words correctly during the individual drilling.
Production 20 min	Students practice their understanding by a drill.	T is going to apply a meaningful drill. True- false drill example. T: step 1 (one) write the objective. - Snap, point and look a student	*T VOICE *STS voice	*T-STS *STS-STS	Students listen carefully teacher sentence and answer correctly.

Salma Palomino
Apply a Hangman Game in order to sts guess the topic of the class.

Salma Palomino
First STS are going to study the complete experiment.

Salma Palomino
T is going to write the parts of the experiment and STS have to identify which part is.
Sts are going to pass in front to the class and write it.
If they do not know it, other student has to spell the word.

99

		- Ask student: true or false?			
		ST1.- False			
		T: step 3, write the materials		Salma Palomino	
		- Snap, point and look a student.		The parts of an experiment.	
		- Ask student: true or false?			
		ST2: True			
		And so on…			
Feedback. 5 min	T obtain students opinions about the drills.	T is going to ask students: What did they learn today? And ask them to answer student's questionnaires about both drills.	*T voice *sts voice.	*T-STS *STS-STS	Students opinions

Appendix V

Description: Students' notes about the parts of an experiment ordered.

Source: Students' notebooks.
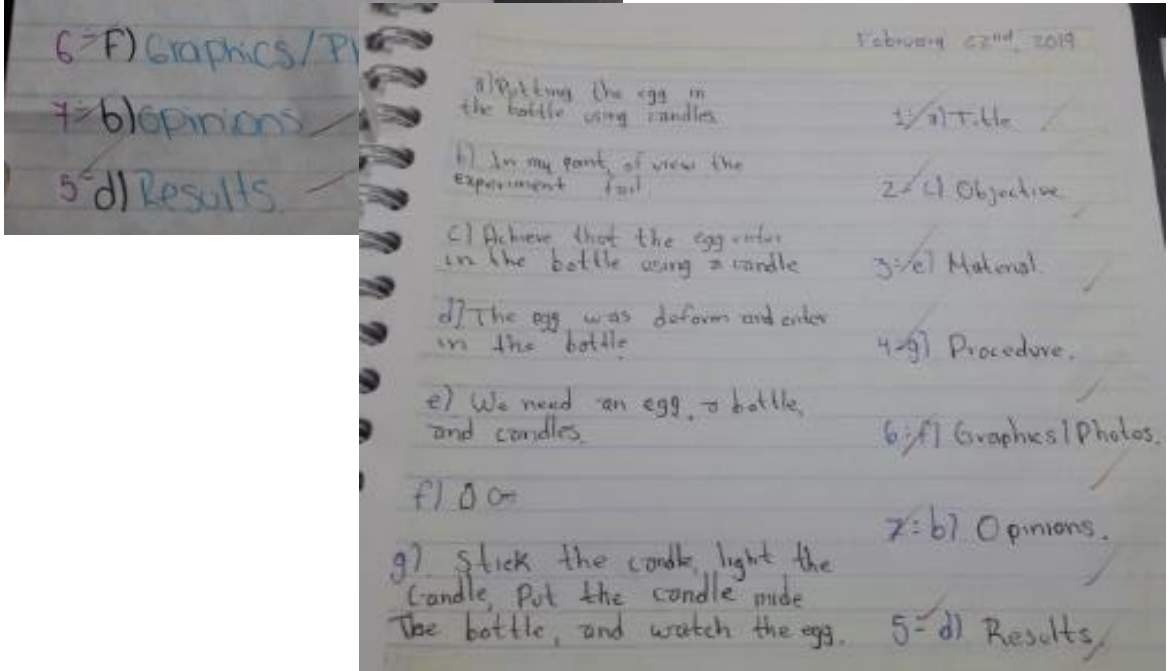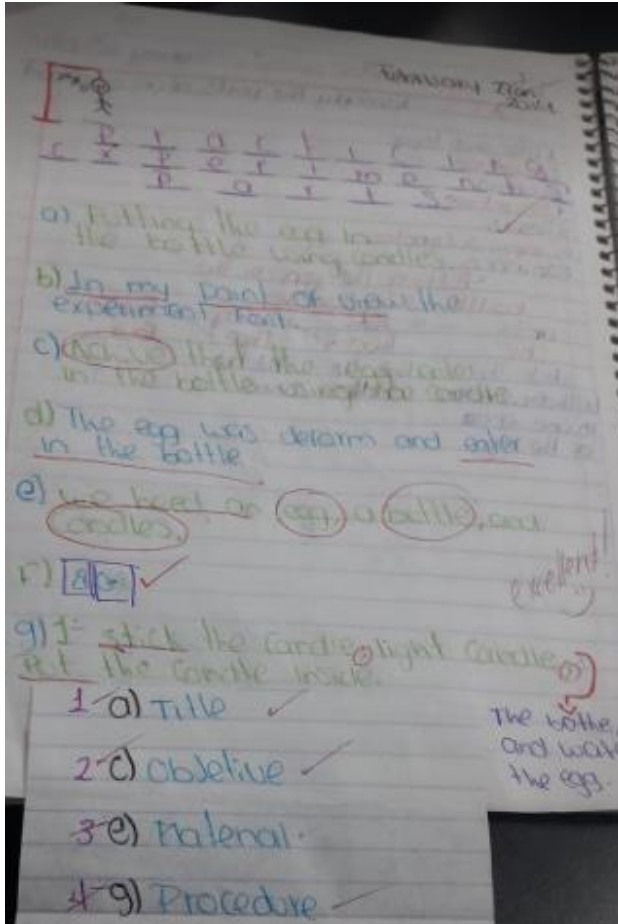
Appendix W

Description: Students' evaluation checklist during the Second Mechanical drill applied.

Source: Own elaboration based on Paulston and Broder (1976 pp. 140-197)

ASPECT EVALUATOR	DID IT (✔) NOT DID IT (✘)
1.- Students answered chorally.	✔
2.- Students answered individually.	✔
3.- Students corrected themselves by listening their partners (pronunciation).	✔
4.- Students increased their participation.	✔
5.- Students increased their motivation.	✔
6.- Students increased their confidence.	✔
7.- Students had fun during the drill.	✘
8.- Students get bored during the drill.	✔

Appendix X

Description: Students' evaluation checklist during the Third Meaningful drill applied.

Source: Own elaboration based on Rhalmi, M (2016 "Drilling in English Language Teaching" par. 2-5 &Paulston and Broder (1976 pp. 140-197.

ASPECT EVALUATOR	DID IT (✔) NOT DID IT (✖)
1.- Students choose from their options an answer.	✔
2.- Students really think before say their answer.	✔
3.- Students answered chorally	✔
4.- Students answered individually	✔
5.- Students do not need a lot control to respond and understand the pattern	✔
6.- Students understand completely the pattern.	✔
7.- Students increased their participation and confidence.	✔

Appendix Y

Description: Head Teacher's questionnaire about the Second Mechanical Drill applied.

Source: Own creation.
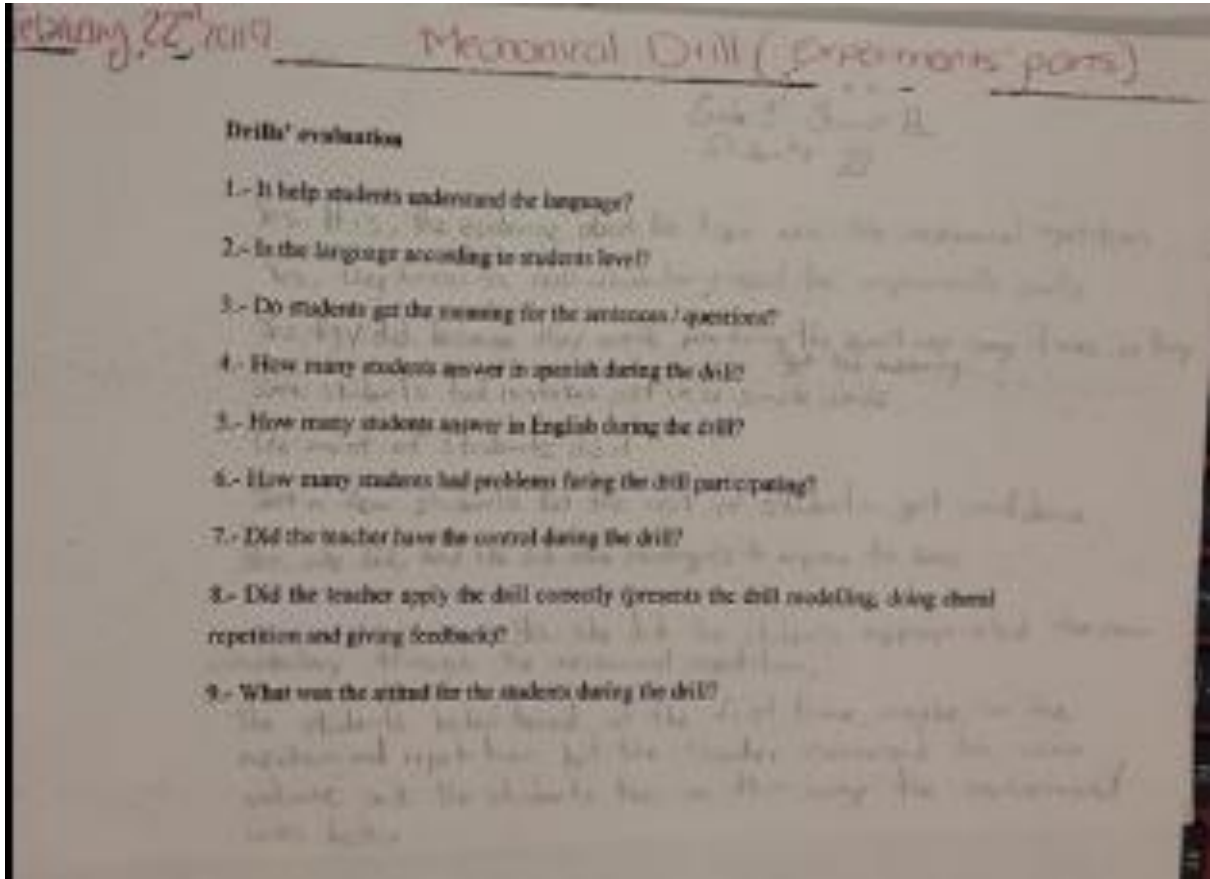
Appendix Z

Description: Head Teacher's questionnaire about the Third Meaningful Drill applied.

Source: Own creation.
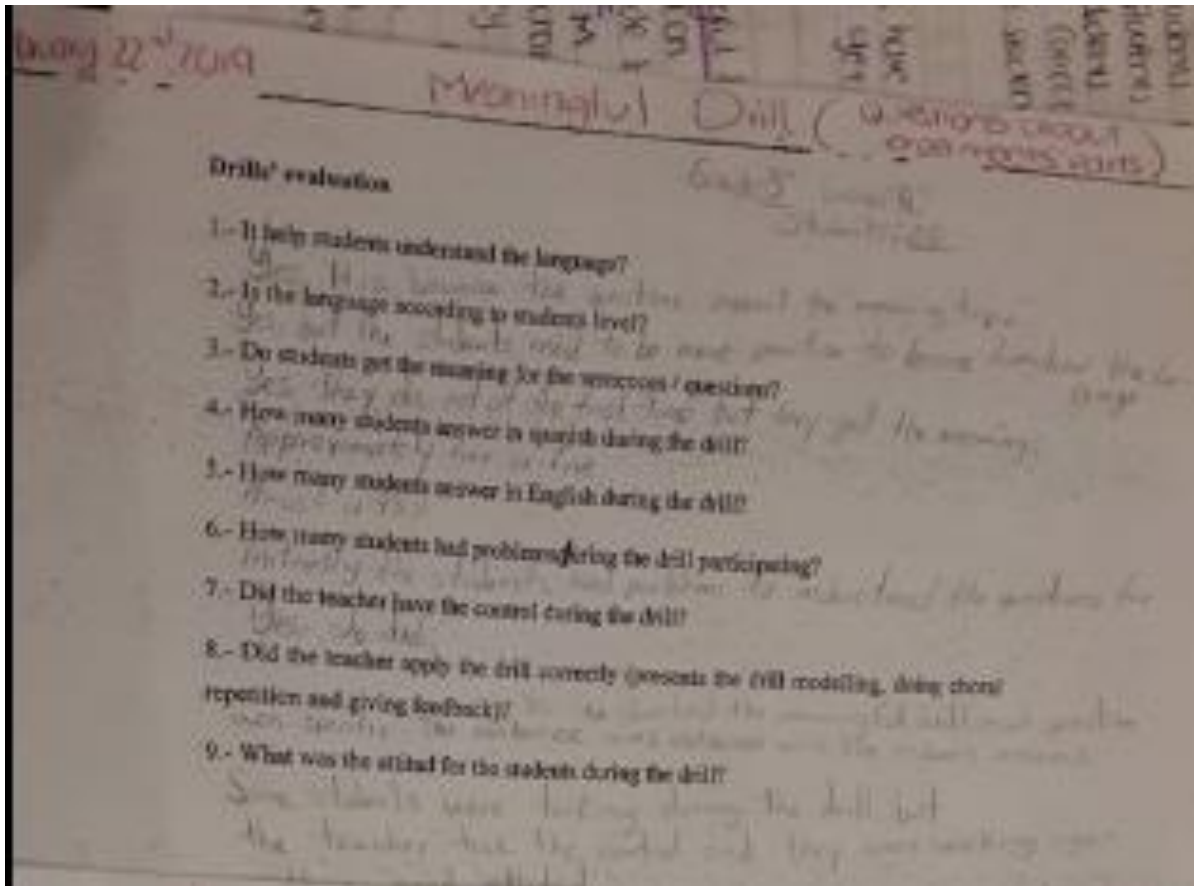
Appendix AA

Description: Students' opinions results as a Graphic about the Second Mechanical Drill applied.

Source: Own creation
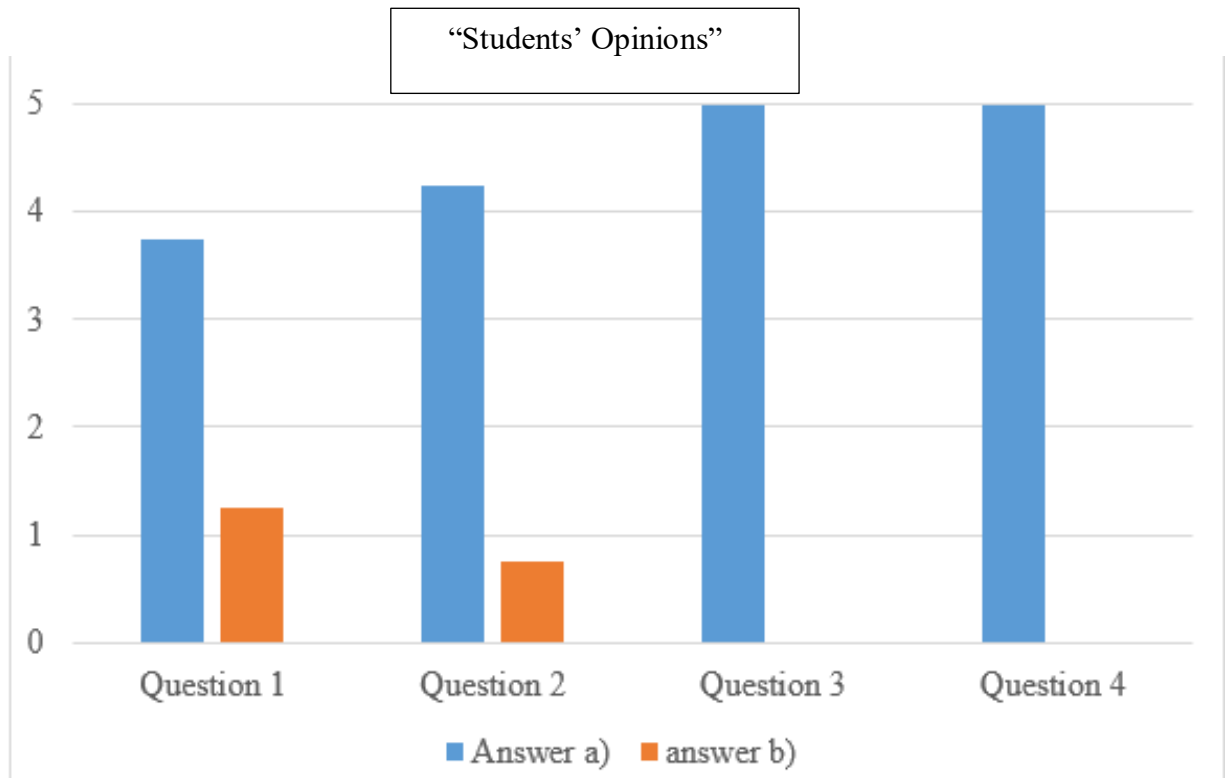
"Students' Opinions"

Appendix AB

Description: Students' opinions results as a Graphic about the third Meaningful Drill applied.

Source: Own creation.
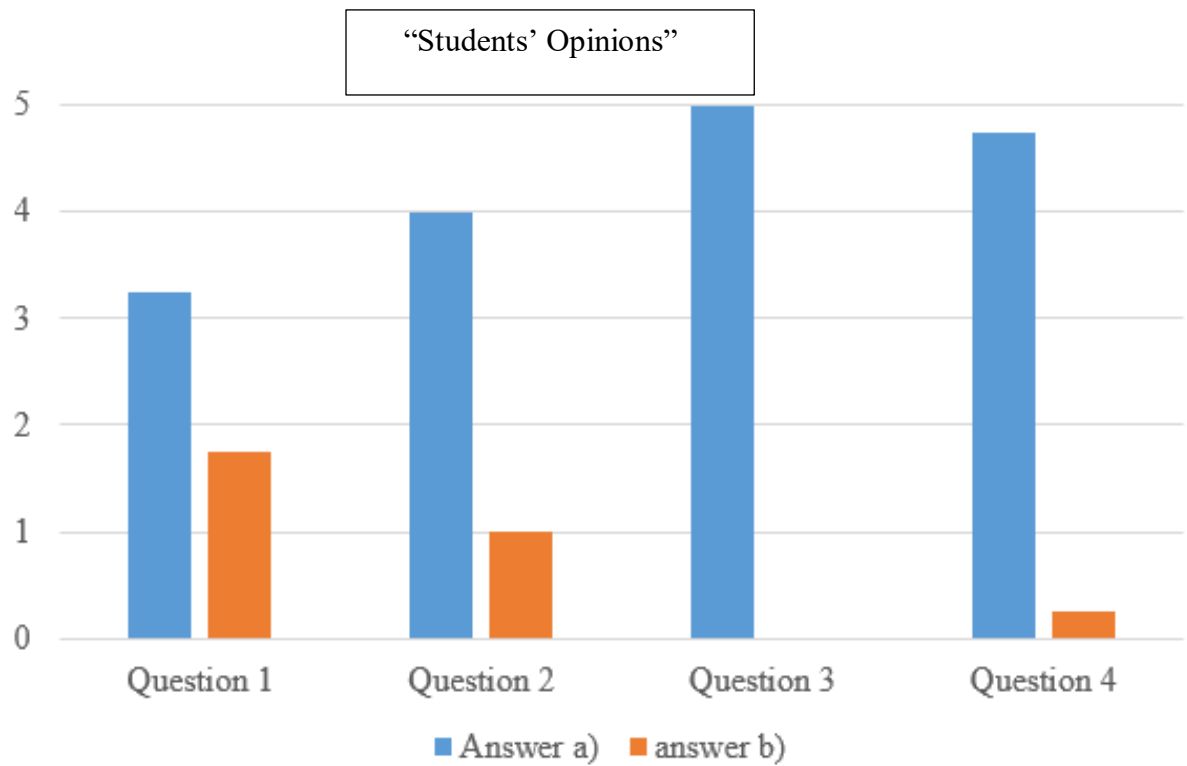
Appendix AC

Description: Students final product (leaflet) about the experiment class

Source: Students' work
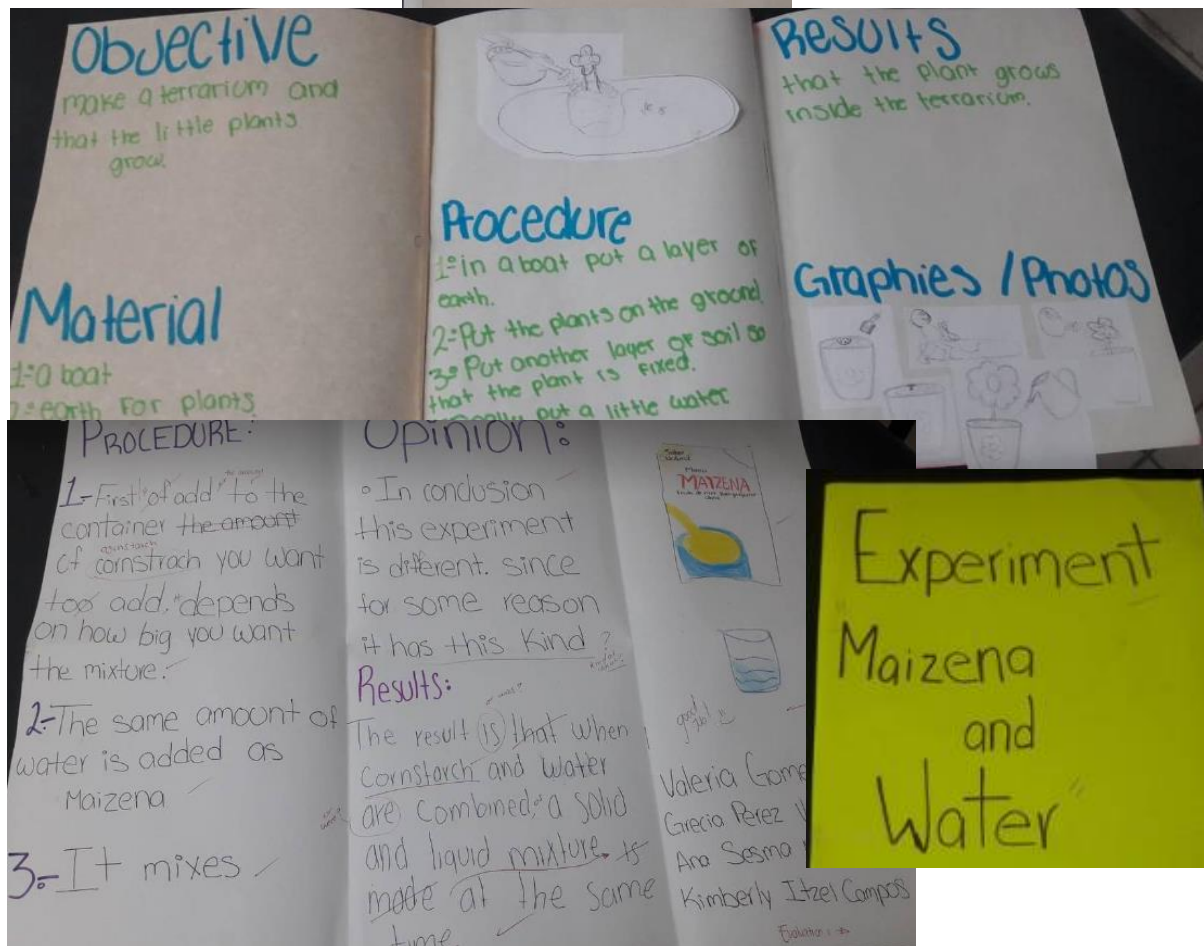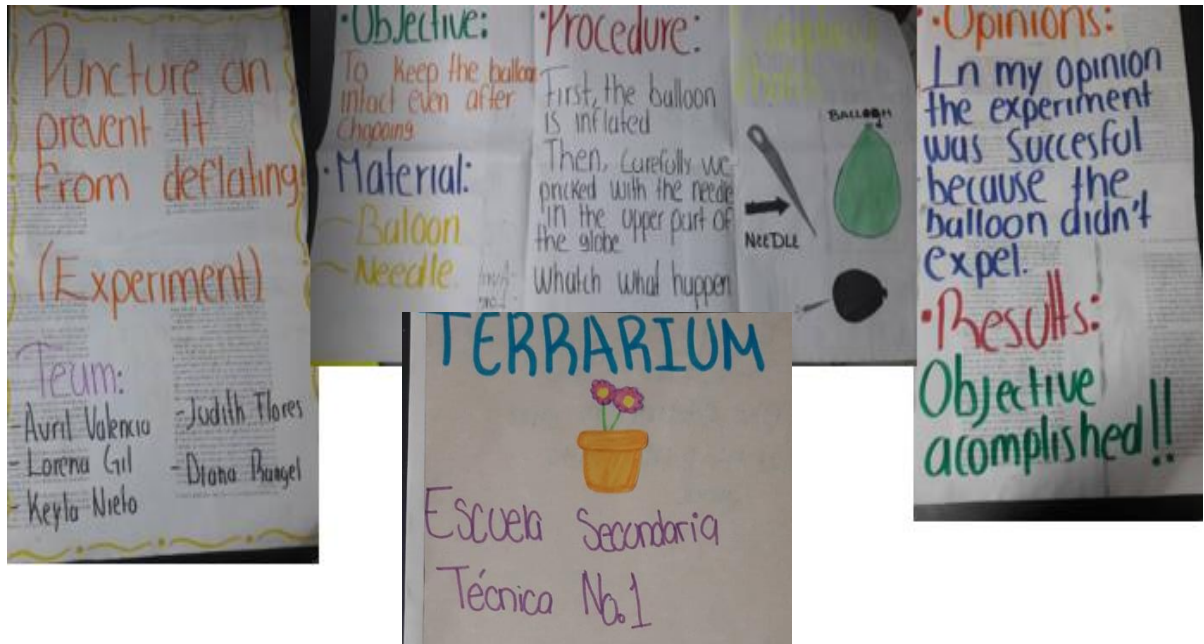
Appendix AD

Description: Chart representing all the aspects considered and their points with the characteristics to evaluate students during their presentations in teams.

Source:Own Creation.

Points/Aspects	5	4	3	2	1
Comfort	Relaxed, easy presentation with minimal hesitation.	Generally comfortable appearance, occasional hesitation.	Somewhat comfortable appearance, some hesitation.	Generally uncomfortable, difficulty with flow of presentation.	Completely uncomfortable, lack of flow to present. Frequent hesitation.
Confidence	Ease of movement, minimal tension.	Occasional mistakes but recovers quickly.	Some tension noted, stiff body language.	Tense body language, frequent mistakes.	Tension and nervousness are obvious, multiple mistakes.
Connection	Frequent eye contact, readily engages audience.	Consistent eye contact uses notes infrequently.	Some eye contact, dependent on notes.	Minimal eye contact, frequently using notes.	Generally reading from notes without eye contact or connection with audience.
Clarity	Clear, easy to understand.	Occasionally difficult to understand.	Audience must put forth effort to listen, poor pronunciation.	Unclear, difficult to understand.	Loses audience's attention due to lack of clarity.

Information	Well-versed in subject, responds to questions with further explanation.	Overall command of subject matter, responds to questions on a basic level.	Generally comfortable with material, able to answer most questions.	Basic understanding of material, but mastery not evident.	Unfamiliar with subject matter, unable to answer questions.
Organization	Logical, interesting, clearly delineated themes and ideas.	Generally clear, overall easy for audience to follow.	Overall organized but sequence is difficult to follow.	Difficult to follow, confusing sequence of information.	No clear organization to material, themes and ideas are disjoined.

Appendix AE

Description: Lesson Plan Class #5 "Practice identifying the parts of the classic tale"

Source: Own creation.

Objective: By the end of the lesson students should be able to practice identifying the parts of a classic tale.

Stage / Time	Stage Aim	Procedure	Material	Interaction pattern	Evaluation
Lead in 10 min	Students remind the parts of the classic tale definitions.	T is going to ask students study the part of a classic tale definitions for 3 minutes. And ask them questions. Example: -What is a title / are the characters/ is the plot/ setting/ resolution/conflict?	*students' notebooks	*T-STS **Salma Palomino** Divide the group into 2 teams. Say a question and STS have to write on the board the answer. They have to wait to hear their names.	Students answer in English saying the
Presentation 10 min	Students practice reading.	T is going to give students a new classic tale (worksheet) and do it in a big size for the board. "Pinocchio Tale" In this part we are going to read it once and clarify student's doubts about the vocabulary.	*worksheet about Pinocchio tale *Pinocchio tale in a big size.	*T-STS *STS-STS **Salma Palomino** T did not do it.	Students ask doubts according to the new tale.
Practice 25 min	Students practice speaking and listening. (free answers)	Sts are going to read again but individually and identify the parts of a classic tale like the activity done the last class (using colors)	*students and T voice.	*T-STS *STS-STS	Students answer according to their understanding and trying to use L2 in their answers
		communicative drill asking students questions about the tale. Example: St 1.- What is the title? St 2.- Do you think is correct? St 3.- why is correct that answer as a title? St4.- Do you like the title? St5.- what title do you would like St6.- Do you agree with character? St7.- Do you agree with the character behavior? St8.- What is your opinion abou tale? St9.-What is your opinion abou conflict? St10.- Do you like the resolution? St11.- What character do you want to be? St12.- Why do you chose that character? St 13.- Do you like reading tales? St14.- What classic tale do you like?		**Salma Palomino** STS practice twice with their partners (speaking) asking ans answering questions. 5 min each one. **Salma Palomino** T add Production stage: To apply a Communicative Drill Students ask between them.	

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		St15: Why you do not like classic tales?				
Feedback. 5 min	T check students opinions about the communicative drill.	Students are going to answer this question. What did I learn today? And teacher apply students questionnaire about the drill applied.	*students' notebooks *students' questionna ires.	*T-STS *STS-STS		Students participate saying their opinions during the feedback.

Salma Palomino

T add this question:
-What is my opinión about this activity?
I feel:___
Apply students questionnaires.

Appendix AF

Description: Students' notes about questions practiced before the Communicative Drill.

Source: Students' notebooks.
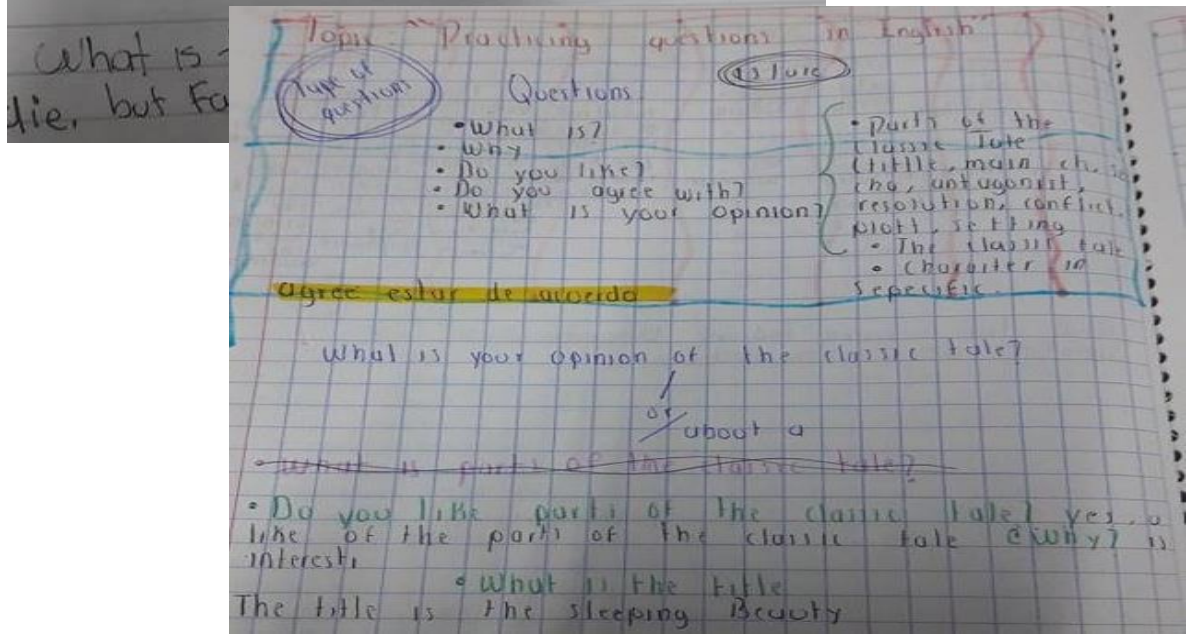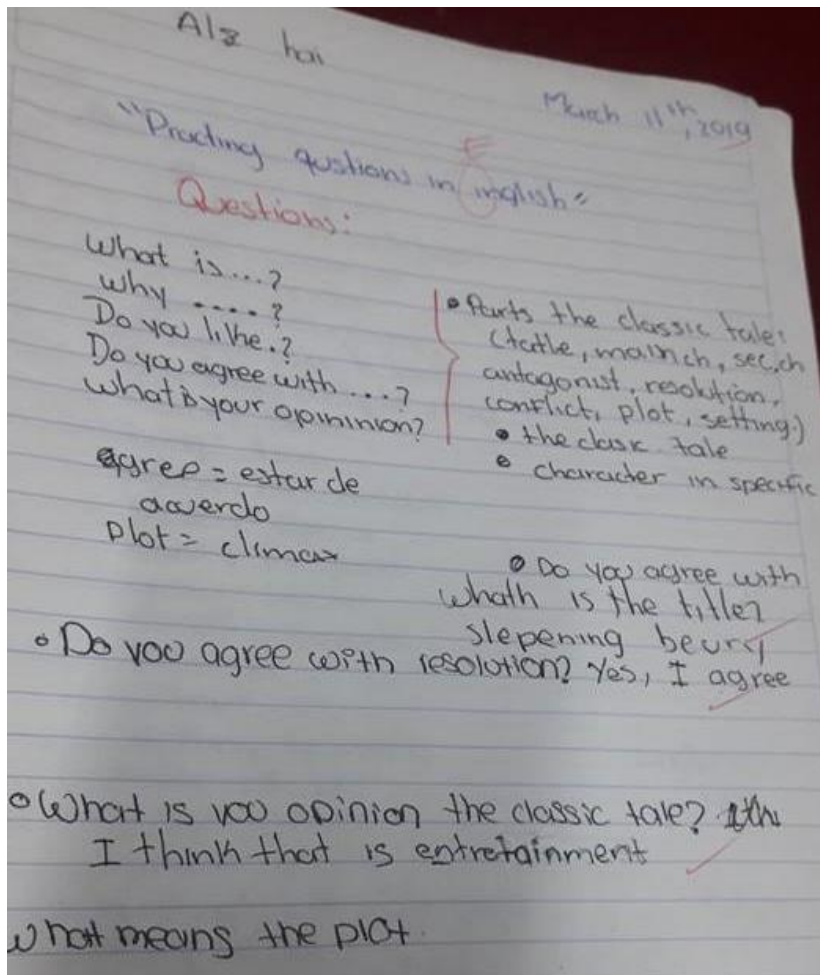
Appendix AG

Description: Students' evaluation checklist during the Communicative Drill applied.

Source: Own elaboration based on Paulston and Broder (1976 pp.140-197)

ASPECT EVALUATOR	DID IT (✔) NOT DID IT (✘)
1.- Students said whatever they want.	✘
2.- Students express themselves (opinions)	✔
3.- Students participate individually.	✔
4.- Students develop fluency being themselves.	✔
5.- Students increase their participation and confidence.	✔
6.- Students exchange personal information.	✘

Appendix AH

Description: Students' opinions results as a Graphic about the Communicative Drill applied.

The number "5" represent 100% of students that chose that answer.

Source: Own creation.

"Students' Opinions"

Appendix AI

Description: Head Teacher's questionnaire about the Communicative Drill applied.

Source: Own creation.