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

TITULO: The implementation of communicative activities to develop speaking skill in a first grade group

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INTRODUCTION

The topic of this pedagogical essay is "The implementation of communicative activities to develop speaking skill in a first grade group". Communication is an important point in the process of learning a foreign language because through communication, we can express our opinions and we can communicate with people of different countries.

I chose this topic because during my practice in the four years studying at the Benemérita y Centenaria Escuela Normal Del Estado, I realized that speaking skill was the weakness of many students because they were afraid to make a mistake and consequently, their partners made jokes about them. I noticed that the activities they did in class, did not focus on speaking skills and when they answered a question they used their mother tongue. Students needed to speak with the second language, and to achieve this goal, students should practice to develop communication.

On the other hand, because in my experience in learning a foreign language in the middle school and high school, the practice of speaking skill was less frequent because I did not practice any speaking skill activity. I learned the English language with grammar lessons and vocabulary and I had difficulties to communicate with other people in a foreign language. I needed to have confidence in myself to develop this skills and I achieved this through practice.

I decided to implement communicative activities with the purpose of helping students develop speaking skills in class following Haynes' five steps (2005): pre-production, early production, speech emergency, immediately fluency and advance fluency. Also by creating a good environment in my group of study so students were not afraid of speaking and for them to consider mistakes as an opportunity to learn.

At the beginning of the school year, I applied a diagnostic exam and a survey to obtain data about my group of study and to know their needs to consider in the development of the class and to identify a problem to apply in the pedagogical essay. I identified in my group of study that their weakness were speaking and listening skills, so I applied these skills related with the topic of study to increase their English level. After obtaining this information, I investigated and reincorporated information about my topic to know how to apply strategies and the different activities that I could use with the group.

I started the research of methodology reading by different books of the most known authors of teaching English and pages online about speaking skills and communicative activities. This with the purpose of increasing my knowledge about my topic of study. After that I wrote a list of subtopics related with my investigation that helped in the process of this implementation.

I continued with the investigation to know how I could apply the communicative activities and I selected the Haynes (2005) process. Then, I found what kind of activities I could apply in my classes considering the students' needs and their interests. When I had the steps to apply and the communicative activities I started to plan the activities in my classes with the different contents in my lesson plan.

I used the methodology of presentation, practice and production (PPP) because for me, it was easier to apply these steps using this methodology. In each class, I followed Haynes' five steps and in the practice stage, I tried to apply a communicative activity to get results of the students' progress in the speaking skills. I considered to analyze four classes and in which I developed the process of the class to obtain the final results of this investigation of the use of communicative activities.

I formulated key questions in order to achieve the purpose of the analysis. The questions were focused in the students' reaction in the development of the communicative activities to know if the activities were adequate with their English level. Also, I focused in students' participation to know how they increased their confidence to speak in the foreign language and how students improved this skill. With the analysis of these questions, I obtained the results of the implementation of this steps to develop the speaking skills.

Some difficulties presented in the elaboration of the case, one of them was the facilities of the school. The classrooms did not have a projector and I needed to play videos and audios. The school had a computer room located on the third floor and teachers spend a lot of time to get students to the room so, I preferred bringing a speaker to work with students but I did not use videos in my classes.

Another difficulty that I had was the school suspension or extra activities like conferences or sport events during my class. In one case, I was in the classroom with only

five or six students, so I could not continue with class and I talked to the leaners about the classes and they asked me doubts about it. These kinds of problems did not let me follow my lesson plan and finish on time.

My schedule was another difficulty because the classes were before the break and in the last hour. The students' behavior was restless, sometimes they worked on time to go to break early but in other cases they did not work. This problem was the same with the group of the class in the last hour, so I applied different strategies to finish the lesson in class.

I consider that the intention of this investigation was to reinforce a specific aspect of the graduating profile of my major. These aspects are to apply strategies and adequate activities in the students' learning process especially in a difficult context with learners that had familiar problems, considering that in my school of practice was in a difficult context. (Rasgos del perfil de egreso, 2018). Creating an environment where students have confidence to express their opinions with respect.

CHAPTER I

II. - TOPIC OF STUDY

In this chapter I will mention different aspects of my school of practice like history, context physical conditions, school personnel and characteristics of my group of study and their English level. During the process of this essay, I researched information related with my topic of study. I identified different authors to justify my activities to develop with my group of study. This information was with the purpose to know how to work with communicative activities and its application.

1.1 Nucleus and Topic Line.

This study is denominated as "The implementation of communicative activities to develop speaking skills" and I chose because I wanted students to have the confidence to speak and communicate their new knowledge in the foreign language. During the observation in the school "Secundaria Técnica Número 1", I saw that students did not use the English language inside the classroom and when they had the opportunity to say something in English, they did not participate due to the fear of making a mistake and of getting jokes form their partners.

Therefore, my topic line of this investigation is "Analysis of teaching practice", to implement different ways suggested for teachers to apply activities to help students speak in English and communicate their ideas. The nucleus of this investigation is "The didactic competence in teaching the specialty" because it focuses on specific skills. It is important to follow some steps based on different authors like Scrivener, Harmer, Rahman and its application with students to reach the objective and help students to communicate with people in English.

1.2 School Context and Geographical Location.

This study takes place in "Secundaria Técnica Número 1" in Mariano Jimenez Street #899, San Luis Potosi, in front of Instituto Potosino del Deporte (Appendix A). Around the

school, there are 2 sport centers, 2 elementary schools, 2 middle schools, a market, a café, a convenience store and a clinic. In front of the school there is a stationery, in the corner there is a fire station and many houses.

Gairín (2000) states that "parents do a school selection considering what is the most opportune for them" (p. 335). Students come from different neighborhoods like Tangamanga, Soledad de Graciano Sanches, Mezquitic, Pozos and Escalerillas. It is very important because this affects students in their academic development. Consequently, to the time spent from the school and their house.

The social economic level of the parents is enough to buy the essentials for life as they stated considering that 86% earn $1,000 and 13% earn $3,000 / $2,000 fortnight. This indicates that students can bring material to work in class like paper bon, notebook or dictionary.

Parents' school degree changed in each stage represented in the graph (Appendix B). Only 4% finished Elementary school, 68% finished High school, 28% finished Middle school and 2% finished University. Therefore, it was very likely for me to encounter different types of problems due to this situation because some students were not motivated by their parents to continue with their studies. The parents' economy and school degree affected in the learning process because according with Morrison (2005) he states, "A child who live with a family with high income has a better results and less problems behavior that child who live with a family with low income" (p. 36).

1.2.1 History of the School.

The school "Secundaria Técnica Industrial 57" started activities on May 7, 1963 with the engineer Hipólito Ruiz Ramos having 265 students. This school began with 15 classroom, 6 workshop and 2 laboratories. The school personnel had 1 principal, 3 secretaries, 6 subject's teachers, 4 workshop' teachers, 3 teachers of physical education.

On December 2nd, 1963 the school was opened officially and the President of Estados Unidos Mexicanos Adolfo Lopez Mateos with Sr. Dr. Jaime Torres Bodet, visited the school.

They walked in the halls and went in each classroom, observing the infrastructure. At the end of their tour of the school, Adolfo Lopez Matos was grateful for the attention that he received and he said that the school had a great future in San Luis Potosi.

On November 1st, 1966 the Principal was Roberto Chavero Cabrero and the assistant manager was Enrique Silva Esparza, in the following year there were 715 students and two years later, the new principal was Carlos E. Peart. On October 28th, 1968 the name was changed to "Centro de Estudios Tecnológicos No. 57" (CET-57). Until June 1987, the new principal of the "Secundaria Técnica Número 1" or "ETI" was Enrique Silva Esparza. In these years, the school had an excellent academic level and approximately 50 students per group.

1.2.2 Current Physical Condition of the School (Classrooms and Facilities).

Currently the school has two big playgrounds where students can eat their breakfast, play in the break and do physical activities; a cafeteria where they can buy lunch, juice and candies. In addition, there is a library but it is not useful at all, because the books are not available for students. The same thing happens with the audio-visual room, it has computers but according to Consejo Técnico Escolar (CTE), some of them do not work and there is also laboratory equipment with few instruments for their use. The school has four bathrooms, one for boys, one for girls and two for teachers. The problem with the students' bathroom is that it does not have water and the bathroom is dirty, very different from teachers' bathroom. There is a parking lot for teachers only and they have the teachers' room where they can spend their free time checking students' notebooks or homework.

There are fifteen classrooms in the school; five rooms are designated for first graders, the other five for second graders and the last five for third graders. The school has a building with three floors, in the ground floor there are two classrooms, in the first floor, four classrooms, in the second floor six classrooms and finally on the third floor there are three classrooms. Each classroom has windows, desks, a board and projectors but these were not working. Throughout the school year 2018 – 2019, I attended first graders and my classrooms were located in the ground floor and in the first floor

1.2.3 School Personnel.

The principal of ETI is Martin González Verdini, he had been working eight months in this school. The vice-principal is the teacher Fabiola Hernandez Cristales, she had been working 2 years at ETI at the time of the study.

In the middle school there are 57 workers, 32 teachers of whom 3 are prefects and 15 are assessors. In educational services like school control, teacher in the library and in the computer room there are 11 people. There are 7 people including secretaries, night guard and on the weekends and service work and 2 physiologists that work only on Wednesdays in the administrative personnel. All this personnel attends 330 students divided in 15 groups. In first grade, there are 65 boys and 51 girls adding up a total of 116 students, in second grade there are 66 boys and 37 girls adding up a total of 103 students, in third grade there are 69 boys and 42 girls adding up a total of 111 students and adding a total of 330 students.

1.2.4 English Academy.

The school does not have an English academy but there are two teachers for the subject, both attend the three grades. Teachers make their lesson plan by themselves based in the NEPBE (National English Program in Basic Education, 2011) and Aprendizajes clave just for first grade (2018).

Based on the teachers' interview (Appendix C), they mentioned that the main aim of the English programs is communicative. Meaning that students should develop the four skills (reading, writing, listening and speaking) to achieve the communication with someone else.

The head teacher applies different types of materials in class, for example the board to write some examples of the different activities that he explains. He uses the "Aprendizajes Clave" for his classes. Based on the new plan, he makes his lesson plan for the trimester. Also, the school has a library and the audio-visual room for teachers to use to play videos for students and can be used to complement class activities.

There are particular practices that teachers follow to evaluate students. The English teacher evaluates students with homework and activities based on the course book (like completing a text, writing sentences or writing dialogues in pairs), exam, final product and portafolio with all the activities did in the class and a list of verbs.

1.2.5 Number of Students and Groups.

I attended four groups of first grade, 1° A, B, C and D and my group of study is 1°C. At the beginning of this study, in first grade, there were 65 girls and 51 boys adding a total of 116 students with an age range of 11 and 14. At the end of the school year there are a total of 121 students.

In my group A, there were 24 student, 15 girls and 9 boys. This group is restless and they had severe behavioral problems. In the class, they were constantly talking or hanging about outside the classroom but at the same time they were participative. In general, their English level is pre A1 (beginner) according with The Common European Framework of Reference for Languages (CEFR) and the diagnostic exam (Appendix D), considering that just 22 students out of 24 presented the exam. Based on the CEFR, in this level students should to know:

❖ Beginners (A1): Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

❖ Elementary English (A2): Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).

Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

(TRACKTEST, A1 levels, 2018)

A teacher gave me information about students with special needs of each group because they needed more attention and patience. These problems affect the students' self-esteem, causing low grades and they do not pay attention in the class. Thornbury (2006) states "As much as teachers know, individual learners are different, with very different learning styles, abilities, needs and drives. This is reflected in differences in the rate at which learners learn, and in their eventual levels of attainment." (p. 101). It is important to know the students' problems to help them and be patient when they work because it could be slower than their partners.

I had five students with special needs, one of them has ADD (Attention Deficit Disorder) and she is over-protected by her mother. Another student had interfamily violence, a boy had a tic in his eyes, a girl suffered of bullying, and other student had emotional problems.

In group B, there were 24 students, 9 girls and 15 boys, only a few students participated in class and two students said jokes in class. Based on diagnostic exam, their English level is A1 (beginners) and barely a student with A2 (Elementary English) according with CEFR considering that just 22 students of 24 presented the exam. In this group I had a girl with several behavior problems and I had a boy with interfamily violence.

In the group D, there were 24 students, there 7 girls and 17 boys, this group was restless, and all the time they were walking around the room and talking with their friends. This group participated in the writing activities but at the same time, they were making noise and just two students participated orally in class, these students have higher level. Their English level is A1 (beginners) and just a student with A2 (Elementary English). In this group, I had students with different problems, a girl suffered bullying, they do not work in

class and do not bring material for the class, another boy has anxiety issues and another boy has muscular dystrophy. The graphic shows the English level of each group. (Appendix E)

A1 Beginners and A2 Elementary English are the two of three Cambridge English Qualifications designed for young learners. These tests introduce children to everyday written and spoken English and are an excellent way for them to gain confidence and improve their English. The tests were written around familiar topics and focus on the skills needed to communicate effectively in English through listening, speaking, reading and writing.

1.3 Relevant Social and Academy Characteristics.

In the group of study 1°C, there were 21 students, 12 boys and 9 girls and it is very participative and calm group. I chose this group based on their behavior, their interest for the language and their English level results from diagnostic exam. Considering the diagnostic exam, their level is A1 (movers) according to The Common European Framework of Reference for Languages (CEFR). In this group, there were not students with special needs but I had two students very restless and I had to monitor them more often than the others.

In the Spanish subject, their diagnostic exam had four categories: parts of story, parts of letter, orthography and put the accent mark in correct words. In this exam, students' results were regular because the majority need support in these abilities. The teacher told me that students had more difficulties in the last two categories.

Also, students presented SIsAt exam *(Sistema de Alerta Temprana en Educación Básica, 2017)* including two skills: Reading and writing. The results of SIsAT exam in the group "C" was divided in three sections: need support, in process, knowledge expected and represent in the chart (Appendix F).

With these results, I realized that students reading comprehension was in process and it could be difficult to understand a reading in English, but with a short reading with a simple vocabulary, they could improve their comprehension in this language. With the writing results I realized that the majority had problems with writing texts due to the accents, the grammar and spelling of words in Spanish, so that could be a problem with English as well.

This data is relevant because if they had problems and doubts with the first language, in this case, Spanish, probably students would have problems learning a foreign language so, it would be complicated for the teacher to explain the subject and for students to learn the language.

1.3.1 Group Description.

I attended four groups of first graders and considering their linguistic needs I decided to focus my topic "The implementation of communicative activities to develop speaking skills" with 1°C. I chose this group based on the result of diagnostic exam and their interest for a foreign language. In general, their English level is A1-, I had one student with A1 and two students were true beginners. In the graph (Appendix G) shows their English level divided in three skills: reading, writing and listening. The graph shows the results of 21 students of 23 that presented the diagnostic exam in my group of study 1°C.

In this group 1°C, there were 24 students, 14 boys and 10 girls, they were participative and calm. When the class starts, they usually sit in their desk and also pay attention in to teacher's instructions. When the head teacher asked something, everybody wanted to participate and start to talk, but he established a rule to participate, in this case, it is to raise their hands and they follow the indication. All the students in this group had English class in their elementary school, (1 year minimum).

I applied a survey (Appendix H) and with the results I could see that just 4% (1 student) stated English as his favorite class, their favorite subject is science but talking with students, they told me that they were interested in learning this language. The students' interest in the language could help me with the participation in the class and the motivation to do the activities.

The survey that I applied had twelve questions focusing on their opinion of the language, their interests and their plans. The first survey focused on the reasons that they had for studying in middle school and 47% of students wanted to improve themselves. Another questions was how students worked in the classes and the results shows that 71% read and

write in class, 19% transcribe texts and 9% summaries. They had different opinions about how they liked to study; the results were 15% of students liked to study alone, 30% with music, 15% in silence and 40% with a friend and using different methods. As for reading 57% of the students prefer to read their notes, 9% to memorize concepts and 33% to investigate online and read books.

Another point, the survey had questions related with English subject; if they had learned English before. The results showed that 71% said they had studied English in the elementary school, 9% said that they had studied in a private school and 19 said no. Based on the answers, 7% students thought that English is important because they could have a better salary, 52% think it is better to communicate with other persons and 42% thought it was essential nowadays. The results showed that 95% said that they want to continue their studies until university and 4% (1 student) until they finished the middle school. These aspects affected in the students' behavior and interest to learn a new language, for example in their participation and their attitude in the moment to work with the activities in the class.

The survey had questions about their preferences and activities in their life. In the free time 9% said that they work (2 students). I asked them what kind of work they did and they said that they worked with their fathers on weekends in shops or mechanical jobs. 81% do homework or play video games.

For their music preference the results shows 1% prefer pop music, a 23% prefer banda music, 34% prefer rock music and 42% prefer electronic music. This information about their music preference was useful because I could use it in class as an example of a topic to engage students and catch their interest.

With this results I could see their interest for the school and the English subject, also their personal interests to surpass themselves like obtain established work. That information helped me to work and get their attention in the class with things or activities that they like.

1.3.2 Group Grade Average, Needs and Likes (Student Survey).

According with the students' survey (Appendix H), the learners expressed how they like to work in class, 57% of students prefer to work with games and dynamic activities, 28% prefer to work with videos and audios and 14% prefer to work in other ways (competition). These results indicated me what kind of activities I could apply according with their interests and their needs. In this way, the English class would be different for them.

Considering the result of the group of 1° "C", I decided to select this group as my group of study because I could implement my topic "The implementation of communicative activities to develop speaking skill". I also wanted to apply activities focusing on listening skills because according to the diagnostic exam, it is their weakest area for them and this ability could help me as an example for students to know how to communicate their ideas.

Another reason why chose this group was because during the observation I realized that students did not want to speak in English so, I wanted to develop their confidence to make students communicate with people. Another important aspect of the results is that students are motivated to learn this language because they know that it is very important and useful for their future and they want to continue with their studies to achieve their objectives.

1.3.3 Linguistic Needs (Diagnostic Exam, Receptive Preference).

The results of Diagnostic exam showed that students had the basic knowledge of the language like understanding basic instructions or taking part in simple conversations, understand notices, instructions or information and completing basic forms and write notes, including times, dates and places.

With the diagnostic exam, I realized that in general, the students' English level is A1. In the listening exam, a 35% of students are true beginners, 61% of students their English level is A1 and 4% (one students) his level is A2. In the reading and writing exam a 5% (one student) is true beginner, a 90% their English level is A1- and 5% his level is A1.

According with this information and the description of each level based on CEFR mentioned before, the next level will be Intermediate English (B1):

> Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
>
> (TRACKTEST, English test B1 Intermediate English, 2018).

1.4 Description of the Case Being Studied.

The situation in my classroom was difficult with three students because they had a lack of interest and motivation in the language as they did not participate in the class even when the activities were games or videos, or when they worked in teams, they did not contribute with an idea or they did not collaborate doing a project. According with Thornbury (2006) "Motivation is what dives learners to achieve goal, and is key factor determining success or failure in language learning." (p. 137). Students did not pay attention in class because these students talked while the teacher gave instructions or they did other activities as a consequence they did not take notes in their notebooks.

Another aspect that I had in my group of study was that some students were shy to speak in English in front of their classmates. When they presented a final project, they spoke slowly and low and let their partners with higher level speak more than them. Another situation was when they read; their voice constantly was going down and if they did not know how to pronounce a word, they just stopped.

I wanted students to increase their interest in the language and have the confidence of speaking in English. For this reason, I wanted to apply different games and activities for students to practice the speaking skill. Another important aspect that I wanted to achieve was to create a good environment inside the classroom for students to feel confident to participate without being afraid of their partners making jokes about their mistakes. Thornbury (2006) states "[…] teacher can play key role in motivating learners, not just in terms of choosing activities that are intrinsically motivating, but in the attitudes they project" (p. 138). For example: "Create a pleasant, relaxed atmosphere in the classroom, develop a good relationship with the learners, increase the learner's linguistic self-confidence and promote learners autonomy." (Thornbury, 2006, p. 138)

1.4.1 Action Plan.

The objective of this investigation was that students developed the speaking skills to communicate their knowledge in English. For this reason, I applied different communicative activities to achieve my objective. According to Scrivener (2005) there are different types of communicative activities that I will mention in the next subtopic.

Firstly, I applied a diagnostic exam (Appendix D) to know the English level of my students and identify a weakness or needs for them. Besides, I applied a survey (Appendix F) with questions related with their interests and their learning styles to know how they like to learn. After that, with the exam results, I identified a problem in my group of study 1° "C" and it is that students had difficulties with listening skills and also, in my observation I realized that students did not want to speak in English because they did not have confidence in themselves.

After that, I identified the problem in my group of study and I decided my topic as "The implementation of communicative activities to develop the speaking skills", because in my opinion, it is pretty important that student could speak and communicate in English to communicate their personal opinions and ideas about a topic or in a conversation. Therefore, I started my research reading different books about the communicative activities,

communication, and speaking skills and how to promote the confidence in students to develop my action plan to achieve my goal as "speak and communicate in other language".

For this reason, I developed different activities in class based on my topic and according with their learning styles, for students to practice their listening skills. The objective to use this skill was to help them to speak and communicate with other person and then, practice in class.

To apply the activities in class, first, I presented the new vocabulary for students and we practiced with some sentences doing an oral grammar drill. Sometimes, I worked with the course book or a reading related to the topic and we did a reading aloud. These activities were developed to practice the language.

Assessment is important as well as to have the correct criteria to evaluate speaking skills. According with British Council mentioned what we can evaluate:

- ❖ Phonological features.
- ❖ Rules of language.
- ❖ Communicative functions.
- ❖ Social meaning.

The first one consisted in "Speakers need to be able to produce the phonological features of speech well enough to be understood" (British Council, evaluating speaking: part 2, 2018). In the second, the speakers should be able to understand the vocabulary and discourse when they speak. Communicative functions consist in speakers who could communicate ideas with their own words (vocabulary and grammar) and the last is about Speakers that should to be able to use the social meaning of speech. I considered these aspects in my evaluation of students' final product using a check list (Appendix I) with the following aspects: Knowledge, pronunciation, grammar rules, participation and teamwork.

1.5 What is Known About the Topic?

The following sections contain information related with my topic of study. This research was to help me to know more about the speaking skill and communicative activities, how I can evaluate students during the practice and I included different authors to support my analysis and conclusions at the end of the essay.

1.5.1 Communicative Activities.

"We typically communicate when one of us has information (facts, opinions, ideas, instructions, etc.) that other does not. This is known as an "information gap". The aim of a communicative activity in class is to get learners to use the language they are earning to interact in realistic and meaningful ways, usually involving exchanges of information or opinion." (Scrivener, 2011, p. 152).

In my opinion, communication is important because it is the most common way that people express their ideas about a specific topic in a conversation. In addition, we speak with another person to communicate our doubts or opinions about a specific situation in our life, so I wanted students to use English to communicate their point of view and their new knowledge.

Scrivener (2005) mentioned some communicative activities that we can use in the classroom:

- ❖ Picture different tasks.
- ❖ Group planning tasks.
- ❖ List sequencing tasks (also as 'Ranking tasks').
- ❖ Pyramid discussion.
- ❖ Board games.
- ❖ Puzzles and problems.

(Scrivener, 2005, p. 153-154)

In my opinion, these activities could be useful for learning a second language. Each activity develops a communication between two or more people exchanging information. This kind of activities could facilitate the communication in students because it could relate with topics that they like. In this way, their English learning would be different as if they were used to it.

"Communicative activities are not simply grammar-practice activities, for although you could offer likely grammar or vocabulary before the activity, the main aim for the students is achieving successful communication rather than acute use of particular items of language" (Scrivener, 2005, p. 153).

1.5.2 Oral Communication.

According with Maeetta (1999), there are two different ways of communication, verbal and nonverbal communication.

> When communication is done without words, it is considered to be nonverbal. This form of communication may include facial expressions, touching, body movements, dress, posture, and even spatial distance. When communication is done with words, it is considered to be verbal.

(p.4)

During my practice in these three years, I realized that teachers and students had nonverbal communication. Teachers, usually do facial expressions at the moment of hearing students' answers and they used body movements to explain instructions. Learners use facial expressions when they did not understand the teacher's instruction.

"Oral communication reflects the persistent and powerful role of language and communication in human society" (Rahman, 2010, p.2). "Communication is a dynamic interactive process that involves the effective transmission of facts, ideas, thoughts, feelings

and values. […] It is dynamic because it involves a variety of forces and activities interacting over time." (Rahman, 2010, p.2).

In my point of view, the oral communication is important at the moment of learning a foreign language because we can express our opinions and ideas with other people in a conversation. This is the reason why I wanted my students to develop the speaking skills to express their ideas in English.

1.5.3 Application of Communicative Activities.

We can use communicative activities in each stage of our lesson plan, but it is important to know what kind of activity is appropriate in each stage. Haynes mentioned different stages and activities that students can develop throughout the class.

The first one is *"Pre-production"* where the students just repeat everything that teacher says. "They are not really producing language but are imitating". The second one is *"Early production*", in this stage the students try to speak some words using short phrases. The third is *"Speech emergence*" it is when students have a good vocabulary of words and use simple phrases and sentences in their communication with others. They are able to ask simple questions, which may be grammatically correct or wrong. Students try to initiate short conversations with classmates. They are able to read and understand easy stories. The fourth is *"Intermediate fluency",* in this stages, students could use complex sentences to express their opinions. The last stage is *"Advance fluency* where the students could be near a native in their ability to perform a content area learning" (Haynes, 2005).

For my practice, I decided to apply the four stages so students could develop the speaking skill using communicative activities. The fifth stage "Advance fluency" was not applied because in this step, students should be able to speak as a native speaker. In my point of view, it is not impossible, but in a group of first grade could be difficult because it was the first time that some students had contact with the language, also they did not have enough vocabulary to communicate with other people.

1.5.4 Activities to Apply.

During the investigation I looked for different communicative activities to apply in my classes for students to develop speaking skills and improve their confidence. Ur (1996) states different activities to apply with our students, for example:

❖ *Dialogues:* learners can be asked to perform a dialogue in different ways: in different moods (sad, happy, irritated, bored, for example); in different role-relationship (a partner and child, wife and husband, wheelchair and nurse, etc.). particularly for beginners or the less confident, the dialogues is a good way to get learners to practice saying target-language utterances without hesitation and within a wide variety of context; and learning by heart increases the learner's vocabulary of ready-made combinations of words or "formulae".

❖ *Plays:* these are an expansion of the dialogue technique, where a class learns and performs a play. This can be based on something they have read; or composed by them or the teacher; or an actual play from the literature of the target language.

❖ *Role play:* Participants are given situation plus problem or task, as in simulations; but they are also allotted individual roles, which may be written out on cards, for example:
Role card A*: you are a customer in a cake shop. You want a birthday cake for a friend. He or she is very fond of chocolate.* Role card B: *you are a shop assistant in a cake shop. You have many kind of cake, but not chocolate cake.*

(Ur, 1996, p. 133-133)

These activities are different for students and very useful because they could play different roles to communicate and idea or a story like in the example of *Plays*. The first activity, *Dialogues,* was an interesting and funny activity because students communicated the same dialogue in different moods and they could interact with their partners. *"*This is

virtually the only way we can give our learners the opportunity to practice improvising a range of real-life spoken language in the classroom, and is an extremely effective technique if the students are confident and cooperative;" (Ur, 1996, p. 133-133).

I researched these activities to apply in my classes and help my students to use new knowledge in different contexts and practice. These activities are also useful to develop the speaking skills and let students improvise with their ideas, previous knowledge and the new knowledge to communicate information.

1.5.5 Accuracy

When students work with communicative activities, the teacher needs to focus in the students' communication to correct their mistakes but it is important to focus in accuracy or fluency. In this investigation I was focus on accuracy because I wanted that students could speak in English with less mistakes as in the beginning.

> Accuracy is the extent to which learner's use of a second language conforms to the rules of the language […] Classroom activities that target accuracy traditionally include drills and grammar exercise. […] the most effective incentive to improving accuracy is receiving negative feedback.

> (Thornbury, 2006, p. 2).

Paraphrasing Harmer (2001), he mentioned some ways to give feedback during accuracy work. Then, I will mention some ways to give feedback:

❖ "Repeating": is when a teacher can ask a student to repeat again everything that he said. We need to ask with a special intonation to indicate that something is not right.
❖ "Echoing": in this way of feedback, teacher needs to repeat the phase that student said making an emphasizing in his mistakes. This, automatically indicates that student made a mistake.
❖ "Statement and questions": Another simple way, is to say that something is wrong with questions like *That's not quite right* or *Do people think that's right?*

❖ "Expression": students will know that something is wrong if a teacher makes a gesture or an expression. It is very important to be careful with this because the wrong expression could appear to be a mocking.

❖ "Reformulation": this is a simple way. Teacher repeats the wrong sentences but in this case in the right way, for example:

> S: I make a cake with my big brother yesterday.
>
> T: I made a cake with my big brother yesterday.

In this investigation I used repeating, echoing and reformulation. With the first one, I said *"please, can you repeat it again"* and sometimes students repeated the sentences with the same mistakes and I said again the phrase *"please, can you repeat again"* and they understood they mistake and they corrected them, in other cases a partner helped them. When I used the second strategy, students could understand what their mistake was immediately; it was the same with reformulation. Scrivener (2011) mentioned when to correct the students' mistakes, "if the objective is accuracy, then immediate correction is likely to be useful" (p. 286). For this reason, when students made a mistakes, I corrected them immediately and they could say it again correctly.

1.5.6 Speaking Skills.

In my group of study 1°C, I could see that they had difficulties to speak in another language because they were afraid of their partners laughing of their mistakes. For this reason, I implemented the communicative activities to develop the speaking skills.

"Speaking is generally thought to be the most important of the four skills. The ability to speak a second language is often equated with proficiency in the language, as in *She speaks excellent French*." (Thornbury, 2006, p. 208).

> Speaking practice takes place through the oral presentation and
> practice of the new language items, in a dialogue work and in
> role plays mentioned before. The more mechanical aspect of

speaking are also cover in pronunciation… they ample to practice themselves.

(Cunningsworth, 1995, p.69).

Scrivener (2005) mentions some activities to practice in the classroom:

- ❖ "Repeating sentences that you say.
- ❖ Doing oral grammar drills.
- ❖ Reading aloud from the coursebook.
- ❖ Giving a prepared speech.
- ❖ Acting out a scripted conversation.
- ❖ Giving instructions so that someone can use a new machine.
- ❖ Improvising a conversation so that it includes lots of examples of a new grammar structure.
- ❖ One learner describes a picture in the textbook while the others look at it."

(p. 152)

I used some of these communicative activities. Reading aloud from the course book because in my opinion, this activity is useful for students to practice the reading and speaking at the same time and all students are focused in the reading. In addition, I applied it in different ways to read with whole class, for example:

a) All students read at the same time to engage them in the reading.
b) Just a student reads in a certain moment, I selected another student to continue with the reading, with the objective that all students followed the reading.

As I mentioned before, these ways helped me to achieve that all students focus and follow in the reading.

1.6 Key Questions

- ❖ How did Students React in the Development of Communicative Activities?
- ❖ How did Communicative Activities affect their Oral Communication?
- ❖ How did Students Use Communicative Activities to Communicate Orally with their Classmates?

CHAPTER II

2.1 Class number 1: "Making predictions"

The first class that I chose to analyze was in my second period of practice on November 20th, 2018 with the group of study 1° "C". The topic was "making predictions" and I decided to link it with the weather and clothes. In this class the main aim was for students to say the clothes that they could wear depending on the weather. Lesson plan (Appendix J)

As I mentioned in Chapter number one, I followed some stages to develop communicative activities with students (Pre-production, Early production, Speech emergence, Intermediate fluency and Advance fluency) and I decided to use the PPP approach (Presentation, Practice and Production) to develop all my classes in my practice.

I began the class with the presentation followed by stage *"Pre- production"*. This consisted on presenting the vocabulary of different clothes with flashcards (Appendix K) "They are also useful for handing out as part of various activities. They are a very useful teaching aid, especially in your earlier years of teaching." (Scrivener, 2011, p. 349). Firstly, I said the name of the clothes and students repeated after me to practice speaking skills and pronunciation, for example:

Teacher: jacket

Students: jacket

Teacher: scarf

Students: scarf

Teacher: again, scarf

Students: scarf

I used flashcards because this tool is effective to learn vocabulary because the images were attractive to students and they related the image with their meaning in the first language. In this stage all students participated because the activity was with whole class and they focused on my pronunciation so they could say it correctly. After that, students copied the vocabulary in their notebooks to associating it with drawings.

I continued with the Practice period following the stage *"Early production"* which is when students try to say short phrases with the new vocabulary. First, I played a song because "a piece of music can change the atmosphere in a classroom or prepare students for new activity" (Harmer, 2001, p.242), for this reason I used a song, to introduce the next activity and new vocabulary. The song was called "The Weather and Clothing song!" and it was about the different clothes that we can use depending on the weather, for example:

I wear a warm cot, scarf and gloves, it is snowy day.

I wear a rain coat, umbrella and boots, it is rainy day.

I wear a t-shirt, sunglasses and hat, it is sunny day.

I wear jacket, sweater and pants, it is windy day.

Scrivener (2011) mentioned that there are many ideas for using songs in class, for example: gapped text, songs jumble, matching pictures, reading or listening comprehension dictation, picture dictation, listen and discuss, sing along, compose and action movements. For this activity I used the "gapped text" because students could complete a typical phrase to talk about the weather and communicate what kind of clothes they could use.

> **Gapped text** give students the lyrics with certain words blanked out. They have to listen carefully and fill in the missing words this is, perhaps, the "Classic" way of using songs in the class! It's so common that it's a bit of an LT cliché. Vary the task usefully by, for example, using the gaps as a pre-listening exercise, with students predicting what the missing words are.

(Scrivener, 2011, p. 355)

In this case, I gave students a worksheet (Appendix L) with some sentences about the song with blank spaces and their possible answers with images. Before answering, I read the instructions and explained the activity which consisted in listening to a song and underlining the missing words, then I read the phrases and their possible answers. I played the audio three times so students could understand the audio and answer the worksheet and if they had some

mistakes, for example, they underlined *skirt* but the correct answer was *t-shirt*, they were allowed to correct them and complete the activity.

According with Etman and Zaida (2009) there are some stages that we need to follow to apply a listening activity. The first was Pre-listening stage where "… students should be tuned in so that they know what to expect…" (p.10). He mentioned many ideas of activities to do before the listening, "Predicting / speculating in a more general way can be a pre-listening activity" (Etman, 2009, p.10). I told to my students to speculate about the activity and they said:

Student A: It is about clothes

Student B: we need to underline the clothes

Teacher: Good!

When I played the audio for first time, I realized that they tried to relate the song with the worksheet. Etman (2009) states "… students should be "tuned in" so that they know what to expect." (p.10).

The second time students answered some questions. There are number of activities to apply in this stage "Matching pictures with what is heard. In this activity the students heard a description or a conversation and had to decide, from selection offered which picture is the right one." (Etman, 2009, p.13) Finally the third time some students checked their answers, completing the activity and eight students did not finish, they were missing some questions. "The post-listening stages are activities related to a particular listening text, which are done after the listening is completed" (Etman, 2009, p.19).

After that, we checked the answers together and students said short phrases that they listened in the audio to communicate the right answer using the previous vocabulary, for example: *If it's rainy and cold, I will wear a raincoat.* Also, I followed the *"Speech emergence"* stage where students had more vocabulary in this case, learning with the listening to express the answers too.

2.1.1 *How did students react in the development of communicative activities?*

I evaluated their participation and the worksheet through the observation during the activity developed. With my observation I realized that the fifteen learners out of twenty four were focused on the activity and also they enjoyed the song and six students just enjoyed the audio considering that three students were absent. The worksheet was attractive and caught the students' attention, so they wanted to work with it.

When we checked the answers, I observed that ten students out of twenty four (41.6%) were excited to participate and the rest of students paid attention to the answers. Their participation was right based on the audio and they had correct pronunciation of the vocabulary. At the same time I realized that a 25% corrected their mistakes when a partner said the right answer and 20.8% did not correct the activity considering 12.5% of learners were absent.

Students' attitude towards no completing or correcting the activity, was affected in the communicative activity progress because, they did not complet the necessary activities to achieve the goal of the class which was to say what kind of clothes they wear depending on the weather and consequently they could not communicate the correctly information.

Another point to consider was the evaluation of the activity. I took into account the finished work and the corrections during the revision with the whole group. I checked the worksheet in their notebooks and the results I mentioned previously, ten students had the correct answers, and just five students did not correct the answers of the activity. Six students wrote the right answer next to the incorrect in other color.

Students were interested in the activity because the song was enjoyable for them and consequently they sang the song for the rest of the class. Sometimes they were confused with the audio at the first time that I played but then, they listened carefully and finally, they answered the questions.

The goal of this stage was for students to identify in the audio what kind of clothes you can wear depending on the weather and then to say and share the answers with the class.

As I mentioned before, I realized that students reached the goal through the observation in their participation and by checking their worksheets were ten out of twenty four students.

Another activity in my practice was to describe a person. I put on the board an image of a person wearing different clothes (Appendix M), in this activity we described their clothes that they would wear depending on the weather, for example:

> *Teacher:* Now, we are going to make a prediction of what kind of clothes she will wear depending on the weather, for example:
>
> She can wear a *blue skirt* because it will be a *sunny day*. Give me more examples…
>
> *Student A:* she can wear blue t-shirt, if it will be a sunny day.
>
> *Teacher:* Excellent! (She writes the sentence on the board).
>
> *Student B:* She can wear sandals, if it will be a sunny day.
>
> *Teacher:* Good! It will be a sunny DAY. [ˈdeɪ] (Make emphasis in the pronunciation).

2.1.2 *How did communicative activities affect their oral communication?*

Students improved their communication orally in each stage that I applied, but specifically in "speech emergence" because they learned new vocabulary and also, how they could use it to express their opinion and give information to other person. For example, in the sentences "I can wear a warm coat, scarf and gloves, if it will be a snowy day.*"* The concept *warm coat* is new for them, they learned it in the song. The word snowy now is part in a sentences completing a phrase and they could express their opinion.

In the moment that students listened to the audio they were concentrated on the song and on their worksheet. The learners were excited to participate but when they said the answers, some students made mistakes in the pronunciation, so I corrected them using a feedback focused on accuracy work called *Echoing* "this can be a precise way of pin-pointing an error. We repeat what the student has said emphasizing the part of the utterance that was

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wrong…" (Harmer, 2001, p. 106). In this corrective feedback, teacher repeats the phrase that student said making an emphasizing on his mistakes and automatically indicate that student made a mistake for example:

Student A: she can wear a yellow hat, if it will be a suny day.

Teacher: she can wear a yellow hat, if it will be a SUNNY [ˈsʌni] day.

Student A: ok, sunny day.

Teacher: good, now repeat the sentence please.

Student A: she can wear a yellow hat, if it will be a sunny day.

Teacher: Excellent!

The last example showed some problems that I had with some students. Their pronunciation was incorrect because they said the word exactly as it is written because this is usually the way we speak and read in Spanish and they forgot the correct pronunciation.

In the production, students should describe people using the phrases learned previously. I followed the stage *"Intermediate fluency"* it is when students expressed their opinion. This activity was in pairs because according with Harmer (2001), some advantages of pair work "dramatically increase the amount of speaking time any one student gets in the class" and "it allows students to work and interact independently without the necessary guidance of the teacher, thus promoting learner independence". (p. 116).

I pasted on the board more images of people wearing different clothes and students had to communicate and make a description of what clothes the people in the pictures will use depend of the weather as in the example mentioned already. When the activity started, the students explained themselves the activity but in their mother tongue other pairs talked about the topic put in Spanish and others did the activity but instead of speaking, they wrote the sentences in their notebooks.

Harmer (2001) says some disadvantages of pair work and one of them is "students in pairs can often veer away from the point of an exercise, taking about something else completely, often in their first language" (p.16). This was the reason why my activity did not

work because students started to talk in their mother tongue about the topic and about other things. "It was a common belief that using L1 in L2 classes is one of the obstacles that prevents the appropriate second language learning and causes some serious problems in learners' L2 learning process." (Shirvan, M. 2015)

Students preferred to write the sentences in their notebooks instead of speaking with a partner. One of the reasons that learners spoke in Spanish was that "students use the mother tongue in the classroom because it is an entirely natural thing to do; when we learn a foreign language we use translation almost without thinking about it, particularly at elementary and intermediate levels" (Harmer, 2001, p.131).

When I realized this situation, I decided to change the activity. In this case, students went to the front of the classroom to describe the clothes of the images that I put on the board. Students' reaction was totally different as the pair work because the majority of students wanted to participate, they chose the image and described it based on the previous examples.

Student A: He can wear a green jacket, if it will be a snowy day.

Student B: He can wear a rain coat, if it will be a rainy day.

Teacher: He can wear a rain COAT [ˈkəʊt], if it will be a rainy day.

Student B: ok, He can wear a rain coat [ˈkəʊt], if it will be a rainy day.

Teacher: Excellent!

Student C: They can wear a dress, if it will be a sunny day.

Student D: Yes, but she can wear a sweater, if it will be a cloudy day.

In the moment they communicated the weather and the clothes I noticed they understood the activity because they achieved communication using clothes according to the weather. Sometimes they made errors with their pronunciation and I corrected them with the

right pronunciation because I focused on accuracy considering Scrivener (2011) who states "if the objective is accuracy, then immediate correction is likely to be useful." (p. 286).

2.1.3 *How did students use communicative activities to communicate orally with their classmates?*

Where students used the previous vocabulary and phrases to communicate their opinion and I was reflected in their participation. They could communicate and express their ideas about it with the whole class.

The majority of students participated in this activity 71.4% contributing information related with the topic and with the activity, in this case what kind of clothes a person would use deepening on the weather. 28.5% of students participated but their participation was wrong because they forgot the meaning of the clothes, in consequently the sentences did not have sense for example: *she can wear sandals, it will be a snowy day*. To reaffirm their knowledge I did an assessment with a checklist (Appendix N) to evaluate some aspects in this communicative activity.

The first aspect was to know how many students participated in the activity. As I mentioned before the majority of the students participated in this class, in other words 15 students out of 24 and 3 learners were absent. The reason of their participation was evident because base on my observation they understood the topic and they wanted to show it. I realized in my practices during these three years that when a student has a comprehension of the topic, they were excited to participate and they wanted to share their opinion with the teacher and their classmates, and this happened with my group of study.

The second aspect was to identify if students used the vocabulary because it was important for them to contextualize the topic learned in class with their daily activities, in this case, wearing a clothes depending of the weather. When students made predictions, they used the vocabulary on the weather and clothes, two students with a higher level than the rest of the group, used words that they knew and we did not learn in class. This vocabulary was

new for the rest of the group and they asked the meaning of the word and after, they continued to use it in class.

The third aspect was to know identify if the students said the sentences correctly because during my practices I realize that they made mistakes when they tried to say an object with a specific color, in this case with the clothes. Students usually said *dress red* when the right form is *red dress.* In the activity some students did not have problems to say the sentences correctly because we did some examples before and I did not delete one of them so student could say the sentences based on it. Example: She wears a *yellow hat*, it will be a sunny day. But just three students said the sentences wrong because they did not pay attention in my instruction. For this problem, their partners helped them and these students could understood the activity and they could communicate the information correctly.

The last aspect was if students had correct pronunciation because how I mentioned in chapter one, I wanted to focus on accuracy, so I needed to check the students' pronunciation. In this activity some students made mistakes in the pronunciation because as I mentioned before, they used to say a word exactly how they read it, so students needed to get used to not say words as they are written. A strategy to improve this case is read some readings and use the language out of the school. I realized that these students did not pay attention while I said the vocabulary with the correct pronunciation and the rest of the group said it correctly because they focused on how I pronounced words in pre-production stage.

The final comment of the first analysis was that if students followed the five steps that I decided to apply "Pre-production, Early production, Speech emergence, Intermediate fluency and Advance fluency" by the end of the class students achieved to express their opinion based on the topic learned in class. It is also important to apply different activities and strategies during the presentation and practice stages for students can practice the vocabulary with their partners. In this class I used an audio for students to learn new vocabulary and they could understand how to express the clothes deepening on the weather.

Some students had difficulty to express their own opinion about the topic, so I analyzed this situation and I concluded that students were not focused in the development of the activities. This caused that they did not follow one step thus they did not speak and say

their opinion as their partner did. For that reason they did not achieve the goal. Nevertheless, students that followed all the stages said their opinion without difficulties because they practiced in each stage during the class.

I concluded that students enjoyed the class, the activities were different as they used to work and it was a different way for them to learn. The materials that I used to work with the flashcards, song, worksheet and different images helped them to learn new vocabulary and phrases to achieve the goal of the class. This main aim was for students to say the clothes that they could wear depending on the weather, this was based on some images that I put on the board.

 The final comment of this analysis is that 71.4% of students achieved the objective of the class. This percentage represented fifteen students out of twenty one, with three students being absent. 28.5% was for students that did not achieve the goal, this percentage represented six students that did not follow each stage to communicate their opinion in the class. So, this class was successful but not for all the students.

2.2 Class number 2: "likes and dislikes"

The second class that I chose to analyze was in my fourth practice period carried out February 19th, 2019, with the group of study 1° "C". The topic was "Likes and dislikes" and the main aim was for students to be able to ask and answer questions in reference to their likes and dislikes. But, the main aim of this class was for students to be able to say their likes and dislikes. Lesson plan (Appendix O)

I started with the presentation followed by *"Pre- production"* stage. I put on the board four emojis representing like, don't like, hate and love (Appendix P). So, when I pointed at emoji students said "I like", "I love", "I don't like" and "I hate". I decided to use emojis because these appear on Facebook, so students related them with the meaning when they surfed online. Then, students worked with the book "Yes we can! 1" page 64 and 144 (2018). I decided to use the book as "a reference source for learning grammar, vocabulary, pronunciation etc." (Cunningsworth, 1995, p.7). The learners saw four images with different

activities and with the help of a book's glossary they related the images with its name (Appendix Q).

This activity, was worked with the whole class because according to Harmer (2001) "If everyone is involved in the same activity, then we are all "in it together" (p. 114). I observed that eighteen students were working on the activity, they were looking at the names of the images and they tried to answer. There were six students that did not work and did not pay attention during the activity. The reasons for this behavior was because two out of six did not bring their books, I told a student to borrow a book from their partners. The other three students were playing with a dough called "slime" and I told them that to keep it, they should put their toy away.

Cowley, S. (2010) states some reasons about distraction or lack of focus, one of them is "Too many toys in the home, or too few" (p. 124). This causes that students bring their toy to school or take their own toy to school and makes a distraction in the class. He also mentioned some general techniques for helping distracted students and are to "Use plenty of kinesthetic and hands- on approaches in lessons."(Cowley, S. 2010, p. 125). An example of the distracted student who lacks focus and he mentioned a good technique to help students, "Do some short 'focus' activities with the group, for instance playing statues or practicing physical skills such as balancing." (Cowley, S. 2010, p. 124). In this case, we can use the student's toy to give an example with whole class or to do a game related to the topic of the class.

After, I followed the stage *"Early production",* using the vocabulary of the images (watching sports, painting, drawing and cooking) I said an example using the emojis:

Teacher: with the first image and this emoji (teacher points at angry face emoji) the sentence is *"I hate watching sports".* Now, the second image with this emoji (teacher points at another emoji) the sentence is…

Student A: I like painting

Teacher: Good! Now with your opinion, the sentences would be…

Student A: I don't like painting

Teacher: Excellent!

I repeated this activity with other students and they said the answers in the correct form because the activities were written in their books and they just added "I like" or "I hate" depending on their likes. I realized that for students it was easy to express their opinion if they had a visual stimuli and a guide to base their production on.

I continued the class with the practice followed by the stage *"Speech emergence",* I put on the board some flashcards with new vocabulary about different activities of our daily life: read a book, listen to music, eat vegetables and sleep and next to each one I put an emoji (Appendix R). In this part of the activity I wrote a sentence as an example of how to express their likes and dislikes: example:

I like reading a book.

Then, I told them to say the sentences of the next worksheet (listen to music) with the emoji of love and they told me:

I love listen to music.

The majority of students made this error, therefore I wrote the sentences exactly as they had said it and I told the students to compare both sentences. According with Harmer (2001) he states "Error are part of the students' interlanguage that is the version of the language which learner has at any one stage of development and which is continually reshaped as her or she aims towards full mastery." (p. 100). Then, the learners found the error and they said again in the correct form: *I love listening to music.* So, I wrote the *-ing* in the verb *listen* in red. In that case, students identified what they needed to add.

2.2.1 How did students react in the development of communicative activities?

We continued writing sentences based on the flashcards and students wrote their likes and dislikes in their notebooks. During the presentation and practice I evaluated students' participation through the observation and their work in their notebooks.

When I put the flashcards on the board and students participated, they made some "slips", as I mentioned before, they did not add the *-ing* to the verb. "Slips (that is mistake which students can correct themselves once the mistake have been pointed out of them)" (Harmer, 2001, p.99). When they identified their mistakes, they continued participating but in this case, their answers were right. In this activity just ten students out of twenty-four participated and six out of ten said the right sentences adding the *-ing* to the verb.

The other four students made mistakes at the moment of saying the sentences because they forgot to add the *ing* but their partners helped them and after that, they say the sentences in the correct form. The six students that I mentioned at the beginning of this second analysis, continued playing with the dough "slime", this was a factor that affected my class.

I asked them about their opinion of likes and dislikes based on the flashcards but they did not answer the questions correctly, their answers were:

Student A: I like …

Student B: I like eat vegetables

Student C: I likeing sleep

When they made these errors "errors: mistakes which they cannot correct themselves..," (Harmer, 2001, p.100) I told them to pay attention to the class and other students wanted to participate. I chose a student to explain to his partner why he was wrong and after students repeated the sentence again but in the correct form. The eight students just paid attention, taking notes and listening to their partners' answers.

I continued with my class with the production followed by *"intermediate fluency"* stage, in this activity students worked in teams to play a game. I put on the board a chart with different activities, one side of the chart had numbers and on the top had letters (Appendix

S). There were some activities with new vocabulary on the chart that we did not learn in the class but students could understand the activity, because the image represented the meaning of the word and they could related it to what they knew.

Each team wrote their partners' sentences in their notebook like evidence of the activity. I gave a student two dice, one with letters and the other with numbers, the learners rolled the both dice and he identified the coordinate in the chart and said their opinion of the activity, for example:

D, 5 = sleep; *I love sleeping*

The activity started and the first students to participate by rolling both dice and finding the coordinate on the chart and he said the sentences in the correct form "I like doing homework". Then this partner wrote the sentences in their notebooks. The next student of another team, rolled the dice and found the coordinate and he also provide the correct sentences.

The following team had one of the students that did not bring their book. I gave him the dice but he did not know how to say the sentence. Another member of the team wanted to participate and I told him to explain the activity to his partner and he did. Student said the sentence with difficulty because he did not pay attention to the class nor to the instructions of the activity, even when he had borrowed a book, he did not do the activities.

This situation happened with the six students that I mentioned at the beginning of this analysis because they continued playing with the "slime" and did not pay attention to the instructions. The rest of the group participated in the activity but they were restless because in a few minutes they had physical education class.

2.2.2 How did communicative activities affect their oral communication?

I evaluated the students through the observation and with a checklist (Appendix T). I realized that six students did not express their opinion because they did not learn the vocabulary nor did they pay attention to the instruction of the activity and in the class. Twelve

students expressed their likes and dislikes. This situation was because they followed each stage that I applied to students and they were able to develop their speaking skills. Just six students had difficulties in saying their opinion correctly because they forgot to add the *"ing"* to the verb. In this cases their partners helped them to say it correctly, for example:

Student A: I don't like go to school.

Student B: No, you forgot to add *ing.*

Teacher: Right! Please say it again.

Student A: I don't like going to school.

Another instrument that I considered was my checklist, it had five aspects of evaluation. The first aspect was if "Students learned the new vocabulary" and just eighteen out of twenty four learned the new words because they participated in the class and in the game. They learned and practiced in the activity with the vocabulary used in the flashcards and on the chart. Just six students did not learn the vocabulary because they did not pay attention in class. Another aspect was if "Students tried to speak short phrases using the vocabulary learned in class". In this case, the results were the same as the first aspect, just eighteen students out of twenty four used the vocabulary learned in class during the activity.

The third aspect in my check list was if "Students used short phrases to express their opinion". The results were that nine students achieved to express their opinion in this activity saying "I hate", "I love", "I like" and "I don't like". Five students preferred use "I like" in all the sentences that they said and four students just chose one that had not been mentioned before. I listened to a student that said that he didn't like doing homework but he said that he liked it now because it was easier for him to say "like".

The fourth aspect was if "Students could communicate with their new knowledge". The results were that nineteen students expressed their new knowledge of how to express their likes and dislikes, maybe they could not say their own opinion but they practiced how to say it with the new vocabulary learned in class. The others six students did not achieve this aspect for the reasons mentioned before.

The last aspect was if "Students spoke accurately". As I mentioned in chapter one, I focused on accuracy and in this activity I evaluated how my students spoke. The results showed me that just fifteen students were able to produce accurate utterances for example:

Student A: I like playing videogames

Student B: I love playing videogames

Finally, I finished my class by checking the evidence and providing feedback playing with a dice including some images with activities learned in class (Appendix U). "Feedback is often given soon after you have finished teaching…" (Gower R, 2005, p.6). This game consisted in rolling the dice and depending of the image appeared in the dice' face, student should say a sentence using like, hate, love or don't like.

In this activity students said their opinion and I realized that the six students had difficulties to say the sentences correctly because they forgot to add *-ing* during the production, they were excited to participate. In this case, they said the sentences right and just one student made mistakes but immediately self-corrected. The rest of the group participated but sometimes they forgot to add the *ing* and their partners helped them and they corrected their mistakes.

2.2.3 How did students use communicative activities to communicate orally with their classmates?

The students communicated their likes and dislikes during the practice when they were playing with the chart in practice stage because they said to the rest of the class if they liked or disliked the activity, providing their own opinion. Also, in the wrap up students said their opinion, but in this case, the dice just had the images without the name, so the learners needed to remember the name of the action and state their opinion.

In this class, not all students achieved the goal, because they forgot how to say the sentences correctly. There were some aspects that affected the main aim of my class, the first one was that students had a "slime", this toy made that students not pay attention in the class.

The other aspect was that the next class was their last class of the day and it was physical education, so they were so restless and they wanted to go out of the classroom.

Finally, students made a self-evaluation of this activity with a checklist. I gave each student a paper with some questions about how they felt in the activity (Appendix V). Twenty-four students liked the activity, twenty-three students understood the activity and just one did not understand. I wrote a question where students needed to say if they achieved the objective and eighteen students said "yes" and six students said "no", these students recognized that they did not pay attention in class and consequently they did not achieve the main aim of the class and the activity.

Another question was if they had participated in class. Eighteen students said "yes" and six said "no". Another question was if they participation was in English and twenty-two students said "yes" even when six students said that they had not participated in class. For the last question they wrote how they felt during the activity. A student recognized that he did not participate in class but that has been a fun activity. Another student said that he felt nervous, two students did not answer the question correctly because they wrote about other things like the vocabulary learned in class and the rest of the students (twenty) said that they had fun with the activity.

Therefore, I can conclude that in addition to using games and attractive material to students for practice communicative activities, there are other factors that made my students not achieve the main aim of the class, in my case "toys". It is important to know more than one strategy to apply with students if these kinds of problems happen in class.

As I mentioned at the beginning of this analysis, I could have used the "slime" as an example to my activity. I could have written on the board: *Samael loves playing with slime.* This way, students could focus on the activity and then, I could continue asking to the class about their opinion of the "slime".

Based on the graduate profile (2018) "didactic competencies" mentioned that the teachers apply different strategies to value the students achieved and teacher achievement. Therefore I noticed that my personal opportunity is to increase my ability to use different

strategies to use in activities in order to take unfavorable situations and use them to my advantage. In this case, using their distractor as an example in the activity at hand.

Students did not achieve the main aim of the class for different factors. I analyzed the class and I realized that one of the factors that affected my class was the behavior of the students. They pay attention in the class but sometimes they started to talk about other things and played with their toys. Another factor that affected in the class was the schedule that they had. After my class was the last hour and they had physical education. Consequently, students were restless and they wanted to go out of the classroom.

Also, the material that I used was attractive. The chart was big and colorful and the dice too. But the factors mentioned previously affected in the developed of the game, 50% of students achieved the goal of the class, they said the correct sentences based on the chart. 25% had difficulties to say the sentences because they forgot add the *-ing* so, the partners helped them to say correctly. 25% did not know how to say the sentences.

I analyzed each step that I followed and I realized that they needed more practice in the class and also I needed the all students' attention. Another reason is that students did not follow the steps because they were distracted or playing and for that reason they did not achieve the goal of the class. Also I noticed that I did not apply communicative activities because the students did not speak and share information with a partner.

2.3 Class number 3: "likes and dislikes using linking words"

The third class that I analyzed was in my third period of practice on February 26th, 2019 with my group of study 1° "C". The topic was "Likes and dislikes in an interview" and the main aim of this class was for students to use linking words to connect sentences and express their likes and dislikes. Lesson plan (Appendix W).

This class was divided in two days for external reasons of the school so, I began the class followed by stage *"Pre- production"* resumed the vocabulary of the previous class that it was "linking words" (and – because –but). I asked students if they remembered the "linking

words" and five students told me what were these words and I wrote them on the board, then they told me how we used them.

> Student A: we use *and* to connect similar ideas.

> Student B: *because* meaning porque, to giving a reason and *why* is for question.

> Student C: *but* meaning pero

> Student D: we use *but* to connect opposite ideas.

After that, I played an audio about a conversation of the book Yes we can! 1, page 67 (2018), (Appendix X). According with Etman (2009) there are different types of listening activities: "**Ticking off items**. A list, text or picture is provided: listeners mark or tick off words/components as they hear them within a spoken description, story or simple list of items." (p. 7). So, in this activity, students should underline the correct answer according to the audio. I played the audio three times, so students could understand and answer the activity. Following the stage *"Early production"* students found short phrases in the conversation using linking words and that would help *"Speech emergence"* to take place proving students with vocabulary learned from the audio.

At the beginning of the audio students looked confused but then I explained what they needed to do. When I replayed the audio, they answered the questions. We checked the answers together and I told them to circle the linking words that appeared in the conversation. Then they ask me to confirm the words they had circled were the appropriate ones. I realized that twenty students identified the linking words in the conversation, the other four students did not complete this activity. This affected students' knowledge about the use of this linking words in a sentences and when learners wanted to communicate with a partner, they couldn´t because they did not learn the vocabulary and how to use it.

I evaluated this activity with a checklist (Appendix Y) with the following aspects. The first was if students understood the activity and twenty-four students understood; the task of underlining the word that they had listened to the audio. The second aspect was if Students had done the activity correctly and with my observation I realized that nineteen

students finished the activity, maybe their answer was wrong but they completed the activity and then, they corrected their errors. The others five students answered the activity when we checked all the answers together.

The next aspect was if students had participated in the activity; just ten students participated when I asked for the correct answer, nine students corrected their answers because they underlined the wrong option and five students wrote them for the first time. Finally the last aspect was if students had identified the linking words. I asked the five students that were distracted to tell me where the linking words were in text and they answer correctly, also, the rest of the students participated too. I concluded that all the group identified the linking words.

2.3.1 How did students react in the development of communicative activities?

During the practice stage, I wrote some sentences on the board, that students needed to complete with the correct linking word. I was monitoring them and I realized that if was easy to identify the correct linking work in each activity. I concluded that students´ reaction was different for each one. For five students the activities were interesting, for thirteen it was a normal activity, writing on the notebook, reading activities and listening to audios to answers some questions and for six students was boring.

I was monitoring the class and I realized that students' answers were correct, except for six students that had not paid attention to the class. These students just completed the activities writing the words in the blank spaces without any sense.

After a few minutes, we checked the answers together. I selected some students to complete the sentences on the board and at the same time, the rest of the students said the right answer. I evaluated the work made in class with the sentences and fifteen students had the correct activity, four students made a few mistakes and five students had the answers wrong. With this activity I saw that 62.5% of students understood the used of linking words in sentences because their answers were right and they knew how to use each word, 16.6%

had a few little difficulties about when to use linking words in a sentences and 20.8% did not understand the use of linking words.

The final product of the class was to produce game calling "Double Hot Potato" and following by *"Intermediate fluency"* stage. In this activity the material that I used was a ball and a die with the linking words. I gave one student a ball and another student I gave a die in the other side of the classroom. This game consisted in passing a die and the ball to their partners; when I said "hot potato", then when I said "stop" the last two students with the ball and the die should say a sentence. The student with the ball started the sentences saying an activity that he likes or hates, then the other student rolling the die and he continued the sentences depend of the linking words that appeared in the die. For example:

Student A: I like playing volleyball…

Student B: (roll a die) and playing soccer.

Teacher: Now, please read the complete sentence.

T Student A and B: I like painting and drawing.

At the same time that students said the sentence, I wrote it on the board for their partners to follow the sequences of the sentences. I repeated this dynamic five times and I realized that students enjoyed the activity. The five students that were distracted in the class participated in the activity. They had a few problems because they did not practice in the others activities consequently, they had difficulties to say sentences using the linking words in the game. Finally students wrote the sentences in their notebooks like an evidence of the activity (Appendix Z).

2.3.2 How did communicative activities affect their oral communication?

During the class, I applied different activities, following four stages: Pre-production, Early production, Speech emergence and Intermediate fluency, with the purpose that students practiced, and in the production stage, they communicated orally with their partners with the fewer possible mistakes using their new knowledge and the vocabulary learned in the class.

In this analysis, I realized that some students who did not pay attention in each stage that it was difficult for them to speak with the new knowledge because they did not practice with other activities. So, in this case, the less practice in the each stage caused students not achieved the goal of the class. They did not know where they needed to write the linking words to connect the sentences, for example they said:

Student A: I like but playing soccer and swimming.

When students made these mistakes, a partner immediately said the sentences correctly, but I told them to not say the sentences, I told them to help their partner to say it. With help of a partner, these students said the right sentences:

Student B: just need to say one linking word *but* or *and*

Student A: I like playing soccer but I hate swimming.

On the other hand, the students that were practicing in the class with the previous activities and made mistakes during the practice, were helped to identify their error and finally in the practice stage they communicated with the rest of the group saying their likes and dislikes using a linking word in sentences.

I evaluated the game using a checklist (Appendix T) with five aspects to evaluate their communication in the class. The first aspect was if students had learned the new vocabulary. I concluded that twenty four students (all the group) learned the new vocabulary of the class. I realized that they used the new words when they spoke and when they did the activities in their notebooks.

The second aspect was if students had tried to speak short phrases using the vocabulary learned in class. I saw that just ten students used the short phrases at the beginning of the class. The rest of the class just listened the phrases and they wrote them in their notebooks. This affected in class in the moment that students wanted to participate because they were not sure if the phrases were correctly.

Another aspect was if students had phrases to express their opinion. I realized that nineteen students achieved this aspect. They expressed their opinion related with the topic, students said their likes and dislikes using the vocabulary previously learned.

The fourth aspect was if students had communicated with new knowledge and nineteen students out of twenty-four achieved this aspect. Students communicated their ideas about likes and dislikes using the correct linking word in a sentences. Just five students did not achieve the goal, for the reason mentioned before. The fifth aspect was if students had spoken accurately; and the results was the same as the last aspect, nineteen students were able to produce accurate utterance and five students were not able to do it.

Finally, students made a self-evolution of this activity with a checklist (Appendix V). I gave to each student a paper with some questions about how they felt in the activity. Twenty-one out of twenty-four students liked the activity, twenty-two students understood the activity and just two students did not understand. Twenty-one students achieved the objective and three students said "no", these students recognized that they did not achieve the main aim of the class. I realized that two students did not answer the survey with the truth because as I mentioned before, five students did not achieve the goal.

Another question was if they had participated in class. Nineteen students said "yes" and five students said "no". Another question was if they participation was in English and the results was the same as the last aspect, Nineteen students said "yes" and five students said "no". For the last question they wrote how they felt during the activity. Twenty-two students said that they enjoyed the class and they liked the dynamic. A students said that he felt nervous during the activity and just one student felt boring in the class.

2.3.3 How did students use communicative activities to communicate orally with their classmates?

I concluded that students used their new knowledge to communicate their opinion orally during the production stage. In this case, students express their likes or dislikes and their own opinion to complete the sentences, for example "I like cooking" or "I love

dancing". Also, they used the new vocabulary to express their ideas and used the three linking words learned in class.

Students shared their opinion with the previous knowledge learned in class, during the practice stage, playing "Double Hot Potato". All the students participate in the game but just ten said the sentences with their own ideas. The information that students said was correctly and their learning was reflected in their participation.

The main aim of the class was for students to use linking words to connect sentences and express their likes and dislikes. In the last activity they were confused because they did not know how to connect both sentences with the linking words. For this reason they could not express their opinion in the correct form.

The last comment of the third analysis was that 79.1 % of students achieved the goal because they said their opinion about likes and dislikes using inking words in the correct form. They achieved the goal because they followed each stage that I applied. On the other hand although 100% recognize the linking words and they know their meaning, 20.8% of students did not achieve the main aim because they did not know how to connect both sentences with the linking word.

I analyzed this class and I realized that students did not show an interest in the topic during of the development of the class because the activities that I applied were more grammatical and they needed to practice more speaking. Also I could apply more strategies for this topic, I could use flashcards or an audio more interesting for them to catch the students' attention.

When students were focus in the activity was during the production stage because it was a game. This activity was successful because all students enjoy the game, they paid attention in the dynamic and the sentences that they said with the likes, dislikes and liking words was correctly. With this activity I concluded that I need to apply more strategies that catch the students' attention like this game to achieve the goals of my class. Also, do not forget more practice of speaking skills between students during the presentation and practice stage.

2.4 Class number 4: "Interview"

The fourth class that I chose to analyze was on March 19 th 2019, with the group of study 1° "C". The topic was "likes and dislikes in an interview" and the main aim of this class was for students ask and answer questions about the likes and dislikes in an interview. In this analysis just answered two questions because the class was not for a new topic, it was about students' presentation. Lesson plan (Appendix AA)

During this class, I did not follow the stages to develop communicative activities in a class (Pre-production, Early production, Speech emergence, Intermediate fluency and Advance fluency) because students represented five famous people to make an interview. Through this period of practice, we worked with different activities for student learned how to say their likes and dislikes, we read some examples of interviews and how we ask questions.

I began the class asking my students about the questions that they made in the previous class. Students opened their notebooks and they showed me their questions and then, I explained the activity. Five students represented five famous people including singers or actors in a press conference. The objective of the interview was to make a dinner party and the famous person should share common things to sit them together. At the moment that students asked their questions and the actor or singer answered, the students wrote their answers in their notebook to share the final results together at the end of the class and know the interest of the famous to sit them together at the dinner party.

We started the press conference with the first artist, he was William Levy. The student that represented this actor answered the questions in front of the class and the rest of students asked the questions in their place. I noticed that students had an active participation, they raised their hands to participate and I decided the students to ask the questions. Some questions that students asked to William Levy were:

> *Do you like playing "Free Fire"?*
>
> *What is your full name?*
>
> *What is your favorite color?*

Do you love an actress?

I realized that the student who played William Levy was one of the students that did not participate and he did not work in the activities during the class. In this press conference he was not afraid to participate because he was relaxed and he answered the questions with such certainty. Nevertheless, he had some grammatical errors at the moment to answer the questions, for example:

> *Student A:* What is your favorite color?
>
> *William levy:* Black
>
> *Teacher:* my favorite color is... Repeat it please
>
> *William levy:* My favorite color is black
>
> *Teacher:* Good!

The error that he made was answering only *black* and he did not say all the sentence. I corrected his error with a strategy called "reformulation: an underrated correction technique is for the teacher to repeat what the student has said correctly, reformulating the sentence, but without making a big issue of it…" (Harmer, 2001, p. 106).

The next artist was Camilla Mendes, she is an actress. The tudent who played Camila was a girl that always worked in class and her participation was in Spanish. She was shy to speak in English and when she participated with the language, she spoke quietly. During the interview she was excited to participate because she played an actress that she admires. The questions that she answered were:

> *What is your favorite color?*
>
> *Do you like cats?*
>
> *Do you like playing videogames? Why?*
>
> *How much do you earn?*
>
> *What do you do in your free time?*

I realized that she was not afraid at the moment to speak in English because she spoke with such certainty and accuracy. This interview showed a communicative activity because in one question two students asked the reason about her answers in a previous question:

Student A: Do you like playing videogames?

Camila Mendes: No, I don't like playing videogames

Student A: Why?

Camila Mendes: because I don't have time to play.

Student B: What do you do in your free time?

Camila Mendes: in my free time I like playing volleyball.

With this example I realized that they used the linking words in the correct form, in this case, she used "because" in sentences to give the reason about the answer that she said. Another student asked her *do you like cats?* and her answer was, "*no I hate cats*". She used a different expression to answer the question, the boy asked with *like* but she answered with *hate*.

The following famous person was Ariana Grande who is a singer. The girl who played the singer was nervous, she did not want to speak in English and her answers were *yes* or *no* with a quiet voice. The questions that she answered were:

Do you like your profession?
Do you like singing?
Do you like pop dance? Why?
Do you like William Levy?
Do you like playing "Free Fire"?

The student was nervous to participate in the activity because she did not know how to answer and she did not understand the questions. I helped her with body language to know what means the question and sometimes their partners said the questions in Spanish for her to understand and she could answer. Nevertheless, she continued answering the questions

with *yes* and *no*. In this situation, I always was next to the students to help her but I noticed that she was frustrated so I told her to go back to her chair and I continued with the press conference.

The next famous person was Joaquin "El Chapo" Guzman, he is a drug dealer. The student who played "El Chapo" was a student that sometimes participated in class but he always made notes in his notebook about the classes and he did all the activities. The student was nervous because he spoke slowly and with insecurity, but his answers were grammatically correct and he spoke accurately. The questions that he answered were:

> *Do you like drugs?*
>
> *Do you love Kate Del Castillo?*
>
> *Do you like donuts? Why?*
>
> *When did you start to buy drugs?*
>
> *What is your favorite animal?*
>
> *Do you like playing "Free Fire"?*
>
> *Do you like playing basketball?*

With this interview, I realized that students were more interested because he is a notorious man who sold something that they were interest. Also this interview was a communicative activity because a student asked another question related with the previous answer:

> *Student A:* Do you like donuts?
>
> *"El chapo":* Yes, I like donuts
>
> *Student A:* why do you like donuts?
>
> *"El chapo":* because donuts are delicious

The last famous person was Daddy Yankee, he is a singer. The student who played the singer was a student participative and he was an active student. During the press

conference he was not nervous because he was certain when he spoke. The student was engaged in the activity because I observed that he always asked question for his partners but at the moment of answering he had some grammatical problems because his partners made some jokes about the singer. The questions that he answered were:

Do you like pop music?

Why do you like singing reggaetón?

Do you love spaghetti? Why?

Do you like playing "Free Fire"?

At the beginning of the interview he was a little bit nervous and sometimes he had grammatical errors because students made jokes about the singer. This jokes affected the student because he engaged with the jokes and he forgot to answer the questions. For example the questions was *Do you like playing "Free Fire"?* and he answered *yes, playing "Free Fire".* I told him to repeat the answers using "*like*" and immediately he noticed his mistake and said the correct answer: yes, *I like playing free fire*.

In this interview, there was a communication because as the last examples that I mentioned, a students asked him question related with his last answer:

Student A: Do you like spaghetti?

Daddy Yankee: No, I don't like spaghetti

*Student A: W*hy?

Daddy Yankee: because its taste is weird

Finally, we shared the answers of the famous people to know how we could assign them a table in the dinner party. We made a chart on the board and we noticed that the five famous people answered the same questions about the videogame "Free Fire", the favorite color, relationship, food and about sports. We based on just three questions to assign them their place for the dinner.

On one side, there were the famous people who loves sports, in another there was the famous person who likes playing video games and another side there was famous person in a relationship. In the first side was Camila Mendes and Joaquin "El Chapo" because they practiced sports. In the second said Daddy Yankee because he likes playing "Free Fire" and sometimes William Levy sat with him. In the last side William Levy and Ariana Grande had couple that was with them at the dining table.

I evaluated this activity with a check list (Appendix AB) with eight aspects. I divided four aspects for students that made the role of interviewers considering 18 students as the 100%. The other four aspect for students that made the role of interviewees and I considered just 5 students as the 100% because they played the role of a famous person.

The first aspect for the interviewers was if students asked questions and the results was that 77.8% (14 students) participated asking question for their partners. 22.2% (4 students) did not ask questions. The second aspect was if students used the vocabulary learned in class including like, don't like, love or hate and 77.8% (14 students) did it because the 22.2% did not ask questions (4 students). The next aspect was if the question was grammatically correct and result 100% (14 students) was correct without the four students that did not participate. The last aspect was if students spoke accurately 78.5% (11 students) spoke with a correct pronunciation and 21.5% (3 students) had some problems with the pronunciation of some words and at the moment of reading the question. (Appendix AC).

On the other hand, the first aspect for the interviewees was if students answered the question; using the expressions like, love, don't like and hate. 80% (4 students) used this expressions and 20% (one student) did not use the expressions. The second aspect was if students answered with the vocabulary learned in class and 60% (3 students) used the vocabulary and 20% (one student) used new vocabulary and 20% (one student) did not use the vocabulary. The third aspect was if students just answer with *yes* and *no* and 80% (4 students) did not do it, 20% (one student) answered all the questions with *yes* and *no*. The last aspect was if Students spoke accurately and 40% (two students) spoke with the correct pronunciation, 40% (two students) had difficulties with some words at the moment to read the question and 20% (one student) did not speak accurately. (Appendix AD).

2.4.1 How did communicative activities affect their oral participation?

Through this period of practice, students practiced with short phrases and sentences with new vocabulary to express their opinion. In this class they used communicative activities to talk about a specific topic, in this case their likes or dislikes in an interview. They applied their knowledge to make a communicative activity.

Students showed a change in their speaking skills, in comparison to the beginning of the course in August 2018. As I mentioned before, students that were shy, now they participated. Students that always said "*Teacher I don't speak English*" and that phrase was an excuse not to participate. In this activity, they showed me an advance in their motivation to speak and participate with their knowledge of the English Language because they spoke accurately.

On the other hand, I mentioned two students that had difficulties to say sentences in the correct form. The reason of this was that in the development of learning the new vocabulary, the learning of short phrases related with the topic and the linking words in the previous classes to achieve a communicative activity, they did not pay attention and in this class they made some errors.

The common mistake that they made was at the moment to answer the questions. They just answered with yes or *no* and they did no say the complete sentences. I mentioned at the beginning of this analysis, how I corrected their mistakes using a strategy called "reformulation" by Jeremy Harmer. For example.

What is your favorite color?

Error: is black

Correct: My favorite color is black

2.4.2 How did students use communicative activities to communicate orally with their partners?

In this class, students used communicative activities to ask and answer questions in an interview. Students had the enough knowledge like the use of expressions such as: like, don't like, love and hate, the use of liking words to connect both sentences and how to ask and answer questions to develop the activity.

During the activity of press conference, as I mentioned before. I showed the students' advance with the English Level because their questions was in correct form and at the moment of answering a questions, they used the expression and linking words, as in Camila's example:

Student A: Do you like playing videogames?

Camila Mendes: No, I don't like playing videogames

Student A: Why?

Camila Mendes: because I don't have time to play.

In this example, we noticed that the structure of the sentences was correct. The grammar structure of the answer was correct and also, she used the linking word to giving the reason about the previously answer. Another point of the used of communicative activities was that in some cases, the students' answer was about their opinion and not of the famous persons' opinion.

To finish my class, I gave them a self-evaluation (appendix V) about the activity. In this class just eighteen students had attendance in class and six students were absent. The first question was if they liked the activity. 95% (17 students) said "yes" they enjoyed the activity and 5% said no, just a one student did not like the activity. The second question was if they understood the dynamic and 100% said yes (18 students). The next question was if they achieved the objective of the activity and 83.3% (15 students) achieved the objective of the activity and 16.7% (three students) said no.

The fourth question was if students participated in the class 77.8% (14 students) said yes and 22.2% (four students) said no. These students made jokes about a famous person and they made questions in Spanish. The last question was if their participation was in English and 66.7% (12 students) said yes and 33.3 said no (six students). I realized that two students said the question in English but then started to speak in Spanish and sometimes said the questions in English and Spanish.

The last comment of the fourth analysis was that students achieved the main aim of the class that was for students to ask and answers questions in an interview. With my observation and considering the check list and the students' self-evaluation, I realized that students applied their knowledge that they obtained in the previous classes during my period of practice. The used phrases such as "*I like playing volleyball*" and used the linking word "*because*" for giving a reason of their answers. This activity showed me their advance in the English language like: learning new vocabulary, speaking accurately and improvement of students their participation in English language especially with the shy students.

Another point was the students' attitude the shy students in this class had an outstanding participation because two students did the role of famous people. They participated in front of the class and they spoke in English. I noticed a shy girl motivated to participate and she always asked some questions to her partners. The questions were grammatically correct and she had correct pronunciation.

This communicative activity helped me to notice the students advanced with their speaking skills at the moment of their participation in the interview. As I mentioned before, students applied their knowledge of the previous classes in their questions and answers. Also, their interest to continue learning the English language, because some students investigated words that we did not learn in class to use it in their questions.

CONCLUSION

Communicative activities are not considered an easy activity to develop when learning a foreign language. The purpose of this essay was for students to develop the speaking skill through communicative activities because as I mentioned before, communication is important to express our opinions and talk with people around the world. "The general purpose of English Language is for students develop skills, knowledge, attitudes and strategies of learning to participate and interact in a social practice of the language" (Aprendizajes Clave, 2018, p.165)

I identified a problem in my group of study with a diagnostic exam and through the observation and I realized that students did not want to speak in English. For this reason I decided to apply communicative activities to develop the speaking skill.

I decided to analyze four classes to obtain students' results in their development of speaking skill through the communicative activities with the strategy selected. After to analyze each class, I realized that in three classes, I did not apply communicative activities. I followed each step of the strategy by Haynes (2005) but I did not apply activities when students should share information with a partner to make a communicative activity in the third stage "speech emergency".

The objective of the pedagogical essay was not achieved because I realized that students practiced speaking skills through a sentences but they did not accomplish real communication because there was not interaction with a partner. Even though, I did not apply communicative activity in my four classes, Following the Haynes' steps (2005) I observed that in each class, students increased their vocabulary through the audios and readings also they practiced speaking skill with some sentences to express their own opinion. Nevertheless, they developed their confidence at the moment to participate because students were not afraid to make mistakes.

The fourth class that I analyzed was an "interview". In this activity students accomplish to use a communicative activity. They interacted with a partner at the moment to ask and answer questions using the vocabulary previously learned and their communication was not based on saying sentences. In the process of this class, I realized that students had an active participation. At the beginning of the course, I had a several numbers of students

that were shy and their participation were in their mother tongue. During this activity the students participated and there were three students that where shy to speak in English but in the activity stand out with an excellent participation.

My expectations at the beginning of this essay were to apply one communicative activity in each class with the objective that students could practice the speaking skill in a real context. Also, they could learn new vocabulary to express their opinions and have confidence at the moment to speak. My expectations for students were that they could achieve the objectives, also they could change their opinion about the learning a foreign language.

At the end of this essay, I realized that not all my expectations were achieved. Firstly, to apply a communicative activity in each class was not achieved. But my students achieved to communicate with a partner through a communicative activity in my fourth class and they increase their participation and interest in a second language. Their oral communication was not much, but in contrast with the beginning of the school year was a good process because they lose their afraid to speak in English and they had a conversation without a script.

The analysis and reflection about the key questions of this essay were fundamental to obtain the final results of the investigation. First, I obtain results of the students' reaction in the process of the use of communicate activities, but in this case was for the development of the activities to practice speaking skills, because just in one class I applied a communicative activity. Students' reaction were different in each class because some topics were more interesting for them and in this case, students were engage in the activity. On the other hand, if the topic were not interesting for them, they were not engage and they were boring in the activity.

The second question focused in the students' participation. Based on the activities applied in class, their participation increased constantly during my practice. At the beginning just three or four students participated, but at the end of the class twenty students out of twenty- four had an active participation.

In the last class, I applied a communicative activity and the results were different in these two questions with the analysis. The first question was about the students' reaction. During this activity, students were engage and excited with the interview because their

partners played a famous people. So, this activity was contextualized with the objective that students investigate information about their favorite people to ask them some questions using the vocabulary earned in class.

The results of the second question were that students had an active participation. They participated in the interview with questions and answers and they had correct pronunciation. There were a few students that had a few difficulties to speak but their intention to participate increased in contrast at the beginning of the school year.

The last key question was focused on how affected the students' oral communication through the communicative activities. I applied one communicative activity with successfully. I realized that it was possible with the practice using the five steps by Haynes. The third step "speech emergency" I was not apply exactly as he mentioned, but is important in the process of development of speaking skill.

I conclude that the use of communicative activities helped students to improve their oral communication because during the interview, students interact with a partner, sharing information without saying only sentences. This achieve was through the practice of repetition of new vocabulary then, using short phrases and finally, saying their opinion with a sentences.

During my practice in the school year and with this analysis, I identified the characteristics of graduating profile of basic education in my students. One of them was "Students use the mother tongue, orally and written to communicate clearly and fluently... students have basic tools to communicate in English language" (Plan de estudios, 2011, p.39). At the beginning of the school year, students used their mother tongue when they asked their doubts but after a few months, they had the enough knowledge to ask and communicate in a second language.

Another aspect of the graduating profile of basic education that I identified in my students was "the use of technology resources to communicate, obtain information and build knowledge" (Plan de estudios, 2011, p.40). I realized that students used the technology to investigate information related with the topic of the classes, for example: the parts of skeletal system, story or comic and the meaning of some words.

An opportunity to achieve of the graduating profile (BECENE, 2018) was "to create a good environment to give a confidence attitude, self-esteem, respect, creativity, curiosity to learning". In my opinion, this was the most important because with a good environment to learn a foreign language, students do not have afraid to speak and make a mistake. This aspect was one of my strength because I developed this profile with my students and they participated and they achieved the objective in class.

Another strength that I developed in this school year was to recognize students with special needs but in this graduating profile (BECENE, 2018) I have a weakness, this is to apply activities adequate for their needs. I always applied the same activity but I dedicated a few minutes to explain and help them with the activity. I need to improve this profile, adequate the same activities but with a low level for students with special needs to they could develop by themselves their graduating profile of basic education.

The way that I applied communicative activities and presented to students based on the process of Haynes (2005) it was different that I was expect. I mentioned before that I followed the five steps by Haynes but I was not apply a communicative activity because I focused on the practice of speaking skills using sentences. Even though, in my fourth analysis, I applied a communicative activity and I obtained a good results about the process of communication in students.

Based on this analysis, I have some questions that could help me to continue with this investigation:

1) How can I apply communicative activities in each class?
2) How can I apply communicative activities to achieve "advance fluency"?
3) Is there another way to apply communicative activities?

These questions could help me in the future at the moment that I want to develop speaking skill with my students. Communicative activities are important at the moment of learning a foreign language for that reason, it is important to know how we can apply these activities and how I might apply another strategy that could be more effective.

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APPENDIX

Appendix A
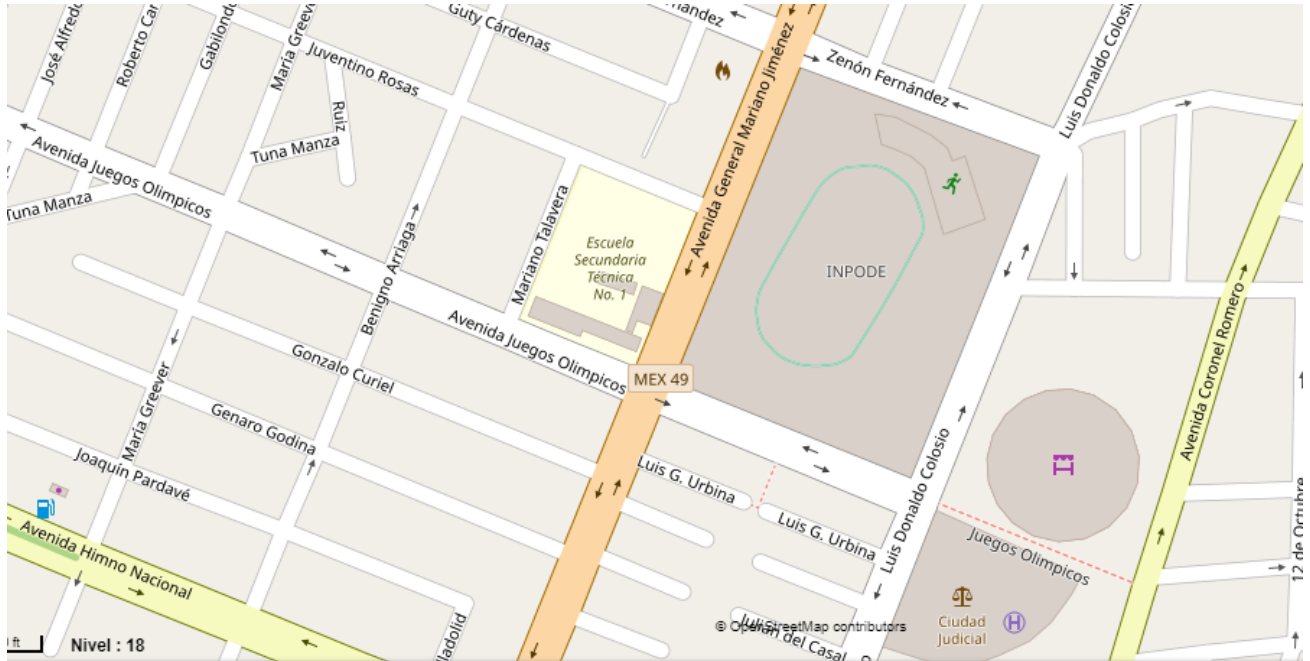
School's map "Secundaria Técnica Número 1"

Middle School is located in Mariano Jimenez Street #899.

Recourse: INEGI, taken December 11, 2018

http://gaia.inegi.org.mx/mdm6/?v=bGF0OjIyLjE0MTA4LGxvbjotMTAwLjk4NTQ3LHo6

MTg=

Graphic of the parents' school degree.

Resource: Consejo Técnico Escolar 2018.
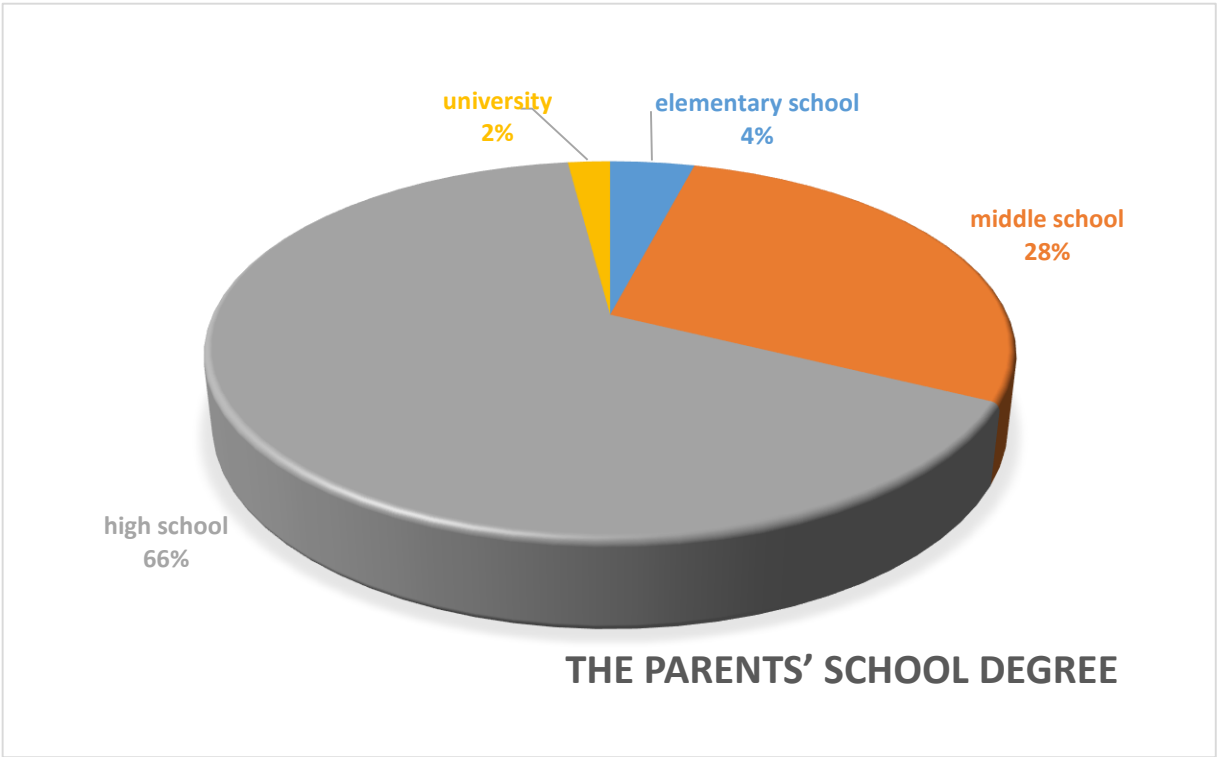
Teacher's interview.

Resource: From Becene's assessor.

Adapted from: ICELT

Appendix D

Diagnostic Exam: Listening exam, first grade.

Source: Cambridge: English qualifications. Pre A1 starters, A1 movers and A2 flayers. Sample papers. For exams from 2018.

DIAGNOSTIC EXAM

FIRST GRADE

Name:_____ Group_____ Score: _____ Date:_____

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

There are two examples.

Examples

What is the new girl's name? .... Kim

How old is the new girl? 8

Questions

1   What is Kim's family name? ....

2   Where does Kim live? in ....Street

3   What number is Kim's house? ....

4   What is the name of Kim's horse? ....

5   How old is Kim's horse? ....

Diagnostic Exam: Listening exam, first grade.

Source: Cambridge: English qualifications. Pre A1 starters, A1 movers and A2 flayers. Sample papers. For exams from 2018.

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

What animal has Alex got in his bedroom?

A ☐   B ✔   C ☐

1 Which picture are May and Sam looking at?

A ☐   B ☐   C ☐

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

A ☐   B ☐   C ☐

3 What is Mum's favourite fruit?

A ☐   B ☐   C ☐

4 Which dog is Anna's?

A ☐   B ☐   C ☐

5 What is Lucy wearing?

A ☐   B ☐   C ☐

Listen and colour. There is one example.

Diagnostic Exam: Writing exam, first grade.
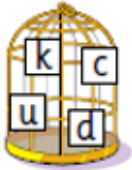
Source: Cambridge: English qualifications. Pre A1 starters, A1 movers and A2 flayers. Sample papers. For exams from 2018.

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

Example

s n a k e

Questions

1

_ _ _ _

2

_ _ _ _ _

3

_ _ _ _ _

4

_ _ _ _ _ _

5

_ _ _ _ _ _ _

Diagnostic Exam: Reading and writing exam, first grade.

Source: Cambridge: English qualifications. Pre A1 starters, A1 movers and A2 flayers. Sample papers. For exams from 2018

Look and read. Write yes or no.

Examples

There are two armchairs in the living room.	yes
The big window is open.	no

Questions

1	The man has got black hair and glasses.	
2	There is a lamp on the bookcase.	
3	Some of the children are singing.	
4	The woman is holding some drinks.	
5	The cat is sleeping under an armchair.	

Diagnostic Exam: Reading exam, first grade.

Source: Cambridge: English qualifications. Pre A1 starters, A1 movers and A2 flayers. Sample papers. For exams from 2018.

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

Lizards

Lots of lizards are very small .... animals .... but some are really big.

Many lizards are green, grey or yellow. Some like eating (**1**)......................... and some like eating fruit.

A lizard can run on its four (**2**)......................... and it has a long

(**3**)......................... at the end of its body.

Many lizards live in (**4**)......................... but, at the beach, you can find some

lizards on the (**5**)......................... . Lizards love sleeping in the sun!

Example

| animals | tail | balloon | trees |
| legs | spiders | teacher | sand |

Appendix E

Students English Level.

The graphic shows the English level in each group.
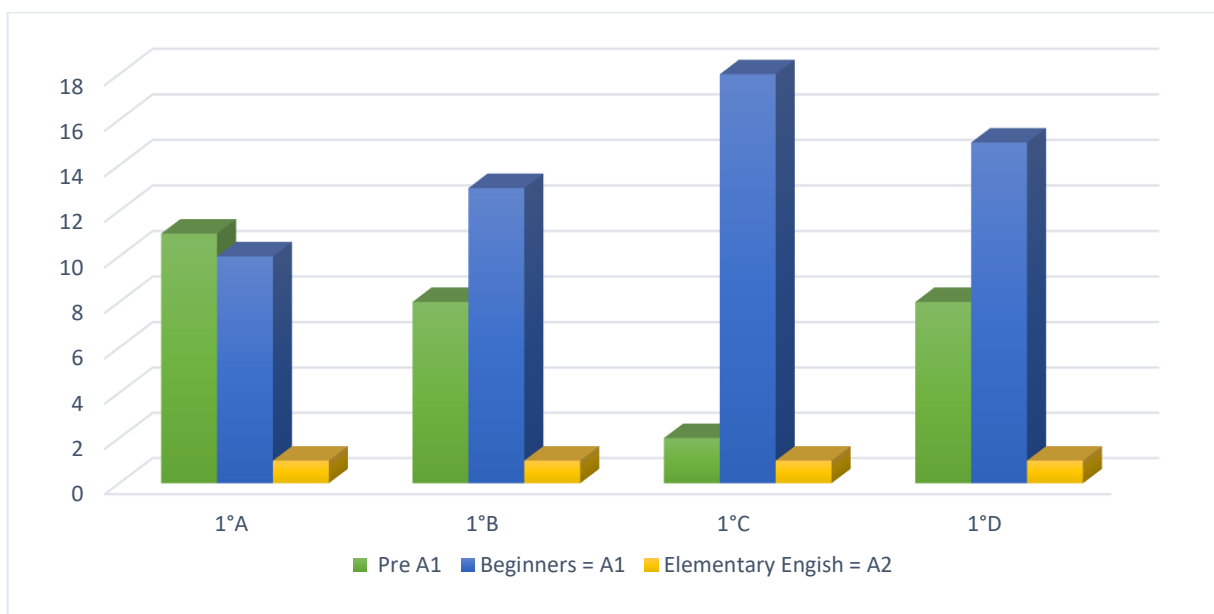
Appendix F

Results of the SIsAT exam (Sistema de Alerta Temprana).

Resource: Consejo Técnico 2018.

Subject: Spanish

Group 1°C	Knowledge Expected	In develop	Need support
Reading	7	11	6
Writing	1	11	12

Appendix G

Diagnostic Exam.

Results of the group 1° "C" divided in listening, reading and writing skills.
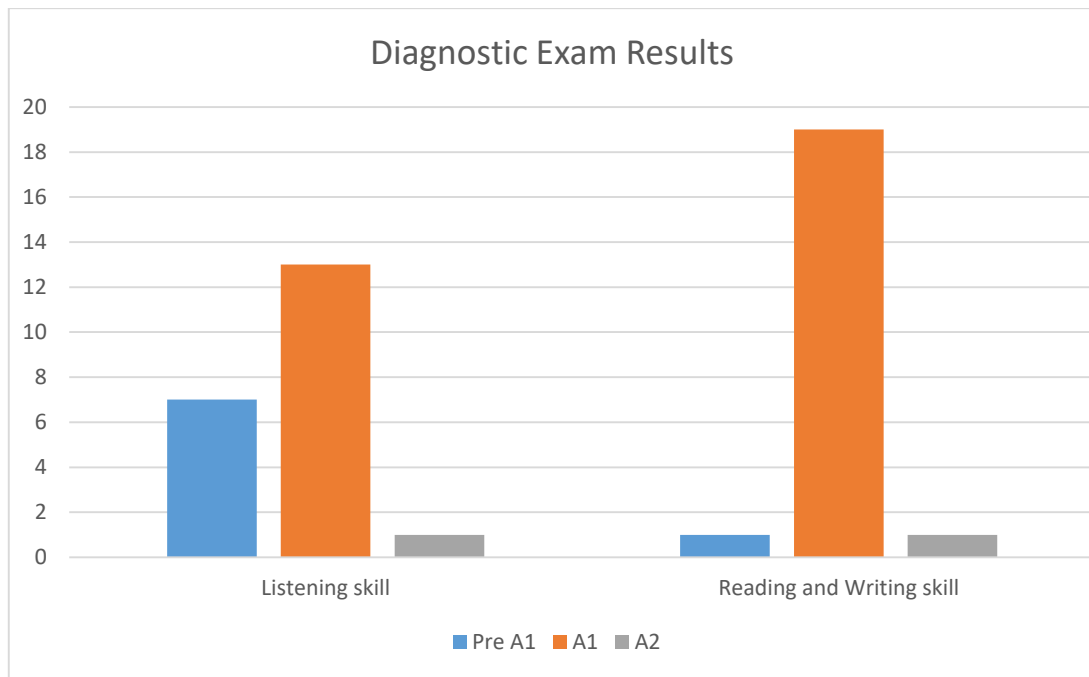
Appendix H

Students' survey about their interest and about the subject.

Source: From my own creation.

TEST   Nombre: _____

Subraya una opción según tu opinión.

1. ¿Por qué estas estudiando la secundaria?
a) Porque me gusta aprender
b) Porque mis papas me dicen que tengo que estudiar
c) Porque me quiero superar
d) Porque es lo que sigue después de la primaria

2. ¿Qué tipo de actividades realizas más en clase?
a) Leer y escribir
b) Transcribir textos
c) Resúmenes
d) Mapas conceptuales

3. ¿Cómo te gusta estudiar?
a) Solo
b) Con música
c) En silencio
d) Con un amigo

4. ¿Qué tipo de método utilizas para estudiar?
a) Leer mis apuntes
b) Memorizo algunos conceptos
c) Realizo mapas conceptuales
d) Leer mis libros e investigo en internet
e) Otro (especifica cual)

5. ¿Qué materia te gusta más?
a) Español
b) Matemáticas
c) Ciencias
d) Inglés
e) Otro (especifica cual)

6. ¿Has tomado clases de inglés?
a) Si, en la primaria
b) Si, en una escuela particular
c) No

7. ¿Por qué crees que es importante aprender inglés?
a) Para tener un mejor sueldo
b) Para poder comunicarnos con otras personas
c) Porque es indispensable hoy en día
d) No sirve para nada

8. Te gustaría seguir estudiando
a) Hasta la universidad
b) Hasta la preparatoria
c) Terminar la secundaria
d) No, ya no quiero estudiar

9. ¿Por qué te gustaría seguir estudiando?
a) Para ganar más dinero
b) Para tener una mejor vida
c) Para tener un título profesional

10. ¿Qué haces en tu tiempo libre?
a) Trabajo
b) Hago mi tarea
c) Cuido a mis hermanos
d) Realizo una actividad artística o deportiva (especifica que actividad)

11. ¿Qué tipo de música te gusta?
a) Pop
b) Banda
c) Rock
d) Electrónica
e) Escribe tú artista o grupo favorito:

12. ¿Cómo te gustaría trabajar en la materia de inglés este ciclo escolar?
a) Con juegos y dinámicas
b) Con videos y audios
c) Con lecturas
d) Otro (especifica)

Check list used to evaluate the speaking skill in a final product.

Adapted from: ESL GOLD.

Pre- service Teacher: _____ Subject: _____

Game: _____Date: _____ # Class: _____ Group: __C___

Number	Knowledge	Pronunciation	Grammar rules	Participation	Team work
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					

Appendix J

Lesson plan.

Topic: Making predictions.

Class 5

Class: 5	Main aim: By the end of the class students should be able to say what kind of cloths you should to wear depend of the weather.				
Stage	**Time**	**Stage Aim**	**Procedure**	**Material**	**Interaction**
Introduction	5 minutes	Motivate students	Teacher will write on the board 3 numbers with an action. Then, teacher will say the number and students will do the action. 1 = stand up 2 = clap 3 = step 4 = turn 5= sit down	Board	Teacher / student
Presentation	10 minutes	Students learn new vocabulary and practice speaking skill.	Teacher will present vocabulary about clothes and apply drills to students practice the pronunciation.	Flashcards (sweater, boots, scarf, gloves, hat, t-shit, dress, skirt, sneakers, sandals, jeans and shorts) Ap.8	Teacher / student
Practice	20 minutes	Students will say what kind of clothes you can wear depend of the weather. Students practice listening and speaking skills	Teacher will play a song of the clothes that we can wear with the different weather and students will complete a worksheet with the clothes that they will listen. Teacher will write on the board a sentence, for example: *when it is rainy, I wear a coat.* She will apply the substitution drills and students.	Audio Worksheet Ap. 9 Speaker	Teacher / student

Production	10 minutes	Students will describe the clothes that a person wear depend of the weather.	Students will make a conversation with a partner and what they will say what kind of clothes they can wear according with the weather. For example: Maria is wearing a dress, it is sunny.	Script of the last video. (Example) Ap.6	Student / student
Wrap up	5 minutes	Students practice the listening skill of the new vocabulary.	Students will play "bingo". In pairs, they will divide a paper in 9 parts, in each space will write the name of different clothes. Teacher will say the vocabulary learned in class and students will put been or a little paper in the space when the teacher mention It. The winner would be the student who complete the chart.	Student's notebook	Student / student Teacher / student

Appendix k

Flashcards with vocabulary of clothes.

Source: my own creation

Images: Google
https://www.google.com.mx/search?biw=1366&bih=657&tbm=isch&sa=1&ei=TaCjXKHuMcGesQW_hJv4
Bg&q=clothes+animado&oq=clothes+an&gs_l=img.1.0.0l10.12458.16665..18416...1.0..0.113.948.2j7......1....
1..gws-wiz-img.......0i67j0i5i30j0i8i30j35i39j0i30.raG9lZ2pukE

Sweater   boots

Scarf   Gloves

hat   Sandalas

Dress   skirt

Sneaker   T-shirt
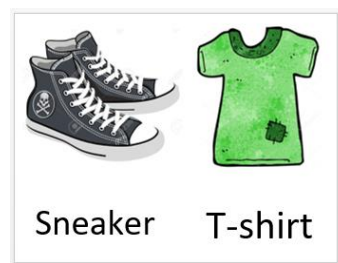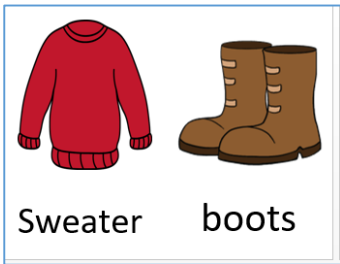
Appendix L

Worksheet with a sentences about the song with a blank spaces and their possible answers with images.

Source: my own creation.

Listening song: https://www.youtube.com/watch?v=g5UULVTf0mw

Appendix M

Flashcards to students can describe the clothes of each person.

Source: Google.

Appendix N

Checklist to evaluate the students' participation in a communicative activity.

Source: Adapted from ESL GOLD

CHECK LIST

Communicative activity.

No. List	Participation		Use of vocabulary		Correct grammatical sentences		Correct pronunciation	
	YES	NO	YES	NO	YES	NO	YES	NO
1								
2								
3								
4								
5								
6								
7								
8								
9								
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24								

Appendix O

Lesson Plan.

Topic: Likes and dislikes.

Class 1

Class: 1	Main aim: By the end of the class students should be able to say their likes and dislikes.				
Stage	Time	Stage Aim	Procedure	Material	Interaction
Introduction	5 minutes	Teacher evaluation	*Teacher will present her evaluation of the month and she will say the rules of the class.	Nothing	Teacher / student
Presentation	5 Minutes	Students will express their likes and dislikes though images.	*Teacher will use the book "Yes we can! 1" page 64. *Students will see an images and they'll identify the name of each activity. *Teacher will give an examples of their likes and dislikes according with the images. *Example*: *I don't like watching sports* *I like cooking* *Students will give their opinions.	Book: "Yes we can! 1"	Teacher/ Student
Practice	20 minutes	Students will express their likes and dislikes in a sentences.	*Teacher will play an audio about an interview. (3 times) *Students will complete the dialogues while they listen he audio. *Teacher and students will check the answers together. *Teacher will put on the board some activities and with her opinion will write some sentences using the new expressions in the book. (page 65) *For example:* *I hate eat vegetables.* *I love read books.* (teacher will show the expressions with emoji's)	*Speaker *Audio *Flashcards (read books, eat vegetables, eat chocolate, listen to music, dance and sleep) *Emoji's	Teacher / student Teacher / student Individual work

			*Students will write sentences in their notebooks with their opinion.		
Production	15 minutes	Students will say they likes and dislikes	*Teacher will show a chart with different activities dived in 6 parts (horizontal and vertical) *Each student will role two dices. *Student will identify each number in a chart to obtain an image. Then, he/she will say his/her opinion like in the previous examples. I like – I don´t like – I hate – I love – enjoy	*Chart * Two dices	Student / teacher Whole class
Wrap up	5 minutes	Feedback of the class	*Students will role a dice with some images of different activities. *They will say a sentences like in the previous examples using like, love, don´t like and hate	*Dice with images	Student / teacher

Appendix P

Flashcards: emoji's.

Students related the emoji's with the vocabulary like, don't like / dislike, love and hate.

Source: Google.
https://www.google.com.mx/search?biw=1366&bih=657&tbm=isch&sa=1&ei=BpqjXMXQFo3KswWK0ZK
YAw&q=emojis+&oq=emojis+&gs_l=img.3..0i67l4j0l2j0i67l2j0l2.578471.580481..581382...0.0..1.194.930.
0j7......2....1..gws-wiz-img.....0..35i39.pogWgypR76M

Appendix Q

Students read the glossary and they relate the words with the images.

Source: Book Yes we can! 1 (2018). Pp. 64 and 144.

Appendix R

Flashcards with different activities.

Students said a sentences based on the flashcards with the emoji's.

Source: my own creation.

Game

Chart with different activities. Students found an activities based on the coordinates and said a sentences using like, don´t like, love or hate.

Source: my own creation.

Checklist to evaluate the students' participation during the game with the chart and coordinates.

Source: my own creation.

Adapted from ESL GOLD

Check list
Communicative activities

	Students learned the new vocabulary		Students tried to speak short phrases using the vocabulary learned in class.		Students used short phrases to express their opinion		Students could communicate their new knowledge		Students spoke accurately	
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
1	X		X		X		X		X	
2	X		X		X		X		X	
3	X			X	X		X		X	
4	X			X		X		X		X
5	X		X		X		X		X	
6	X		X		X		X		X	
7	X		X		X		X		X	
8	X			X	X		X		X	
9	X		X		X		X		X	
10	X		X		X		X		X	
11	X			X	X		X		X	
12	X			X	X		X		X	
13	X			X	X		X		X	
14	X			X		X		X		X
15	X		X		X		X		X	
16	X		X		X		X		X	
17	X			X		X		X		X
18	X			X	X		X		X	
19	X			X	X		X		X	
20	X			X		X		X		X
21	X		X		X		X		X	
22	X			X		X		X		X
23	X			X	X		X		X	
24	X			X	X		X		X	

Appendix U

Dice to give a feedback with the vocabulary of the class.

Appendix V

Students' survey about the communicative activity.

Source: my own creation.

Appendix W

Lesson plan.

Topic: Likes and dislikes in an interview.

Class 2

Class: 2	Main aim: By the end of the class students should be able to use linking words to connect their likes and dislikes.				
Stage / Time / Interaction(s)	Time	Stage Aim	Procedure	Material	Interaction
Warm up	5 minutes	Feedback of the class	*Students will role a dice with some images of different activities. *They will say a sentences like in the last class using like, love, enjoy and hate	*Dice with images	Student / teacher
Presentation	10 minutes	Students will learn the use of the linking words.	*Students will read text in their book "Yes we can! 1!" page 66. *Then, they will answer some questions related with the reading in their notebooks. *Teacher will ask about the linking words *and – but – because* appear in the reading * Students will identify in what case we can use it and where appeared in the reading.	*Book "Yes we can! 1!" page 66	Teacher / student
Practice	20 minutes	Students will identify the linking words in an audio.	*Teacher will play an audio. (3 times) *Students will listen and read the dialogues. *Then, they will circle the correct word according with the audio. *Students will underline with red color the linking words and teacher will check the answers with whole class.	*Speaker *audio *book "Yes we can!1"	Teacher / Student
Production	10 minutes	Students will communicate their opinions	*Teacher will give a ball to student and another student a dice.	*Dice with linking words *ball	Student / Student

		using linking words.	*Then we'll ply hot potato. *The last student with the ball will say a sentences, for example: I love chocolate. *The other student will role a dice and he will complete his partner's sentences depend of the linking word that appear in the dice. For example: because is delicious. *teacher will wrote on the board the sentences and students will write on their notebooks.		

Appendix X

Script of the audio.

After to complete the activity, students identified the linking words in the conversations.

Source: Book Yes we can! 1 (2018) p.67

5 Listen and label the photos of Alan and Gareth. 29

▶ **Listen again and circle the correct options.** 29

ALAN: *Hey / Hi*, Gareth. Do you want to go to Valle de Bravo on the weekend?

GARETH: Hmm. I'm not sure... What would we do there?

ALAN: Oh, there's plenty to do! We could *climb / swim*, for example, *and / but* sail. You like sailing, *right / don't you?*

GARETH: *Well / No*, I like to sail, but I hate cold *water / weather*. It's really cold in Valle, isn't it?

ALAN: Yes, it is cold, but that's *no / bad* excuse. Just try not to fall into the water! You don't want to stay home the whole weekend, do you?

GARETH: No, I don't. But can't we do something else?

▶ **Discuss what places near where you live you could recommend to Gareth.** 🏃

Appendix Y

Checklist to evaluate the students' participation.

Source: From my own creation.

CHECK LIST

Linking words

No. List	Students understood the activity		Student finished the activity		Students participated in the activity.		Students identified the linking words	
	YES	NO	YES	NO	YES	NO	YES	NO
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
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Sentences with linking words.

Students' evidence of the production stage.
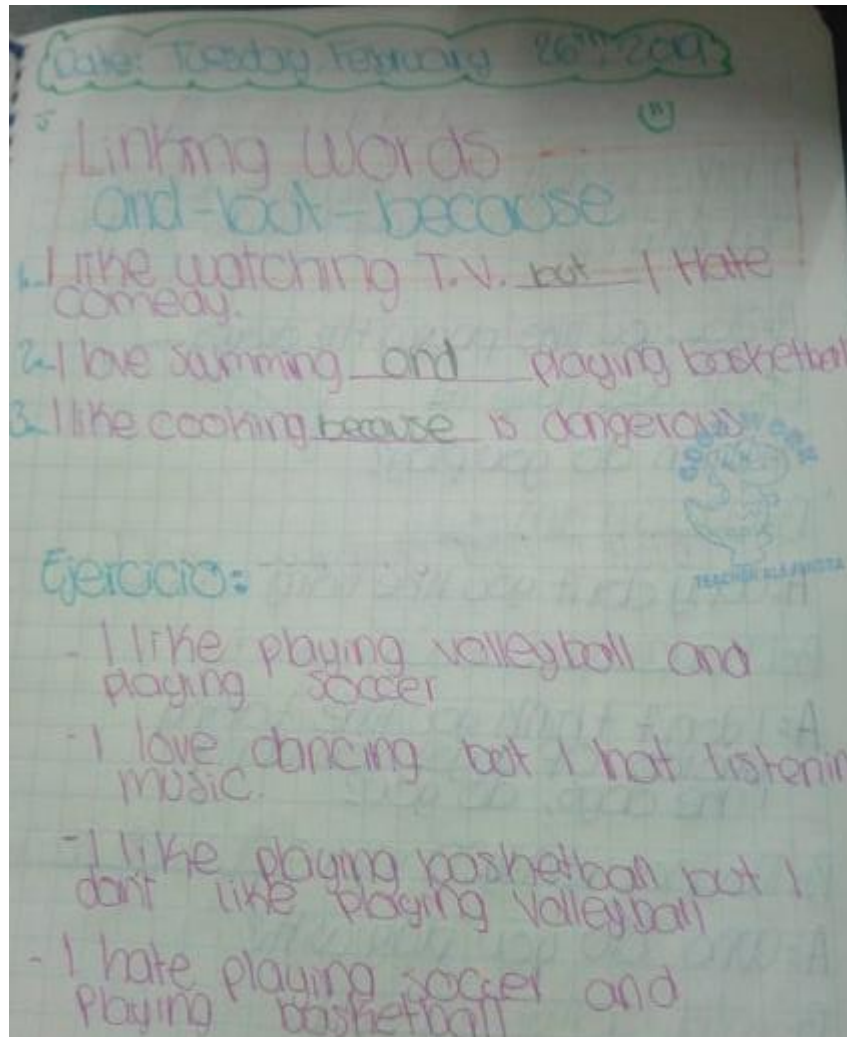
Appendix AA

Lesson plan.

Topic: likes and dislikes in an interview.

Class 7: Final product.

Class: 7	Main aim: By the end of the class students should to make an interview.				
Stage / Time / Interaction(s)	Time	Stage Aim	Procedure	Material	Interaction
Presentation	10 minutes	Explain the rules of the activity	*Teacher will explain the activity. *Teacher will present five famous persons that students can make an interview.	Nothing	Teacher / student
Practice	30 minutes	Students do an interview	*Each student (famous) will stand in front of the class and students will started to ask questions. The rest of the students will answer the questions in their notebooks.	Students' questions	Student / student
Production	10 minutes	Students write the answers of the interview.	Students will have a few minutes to complete the questions.	Questions in students' notebook	Student / student

Checklist to evaluate the students' participation during the interview.

Source: From my own creation.

Adapted from ESL GOLD

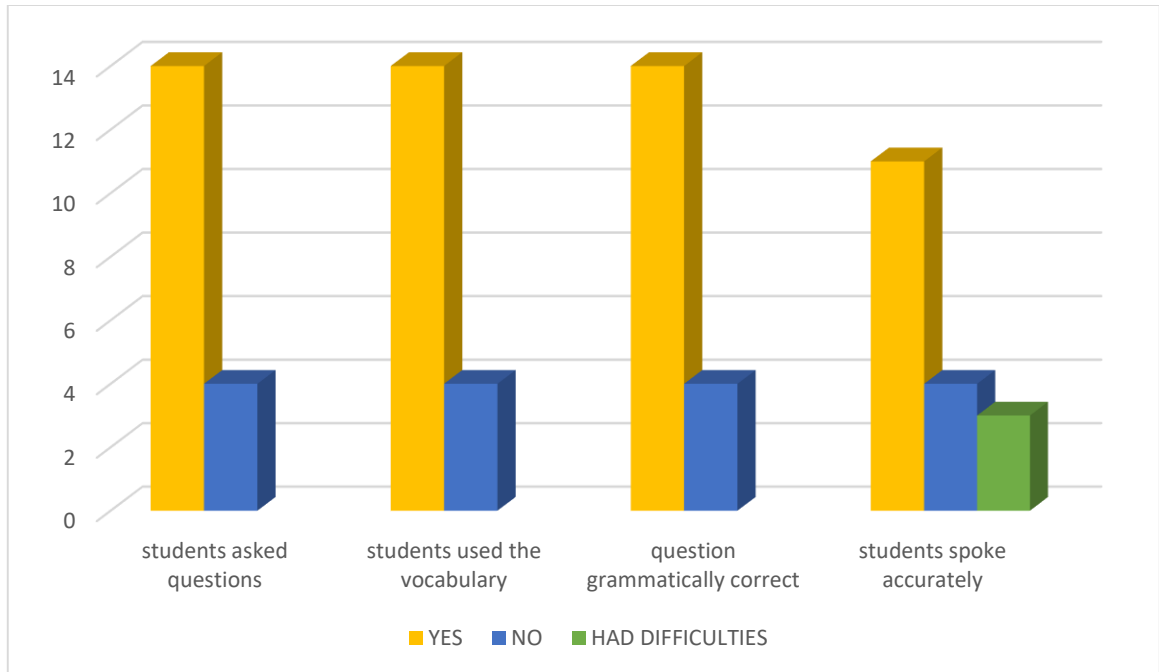Alejandra Guerrero González
7 de enero del 2019

**Check list
Interview**

	Students asked questions		Students used the vocabulary learned in class		The questions was grammatically correct		Students spoke accurately		Students answered using the expressions like, love, hate or don't like		Students answered with the vocabulary learned in class		Students answered just with yes or no		Students spoke accurately	
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
1									X		X			X	X	
2		X		X		X		X								
3	X		X		X		X									
4	X		X		X											
5									X		X		X		X	
6		X		X		X		X								
7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8	X		X		X			X								
9	X		X		X		X									
10									X		X			X	X	
11	X		X		X		X									
12	X		X		X			X								
13		X		X		X		X								
14	X		X		X		X									
15	X		X		X		X									
16	X		X		X		X									
17	X		X		X			X								
18									X		X		X			X
19										X		X		X		X
20	X		X		X		X									
21	X		X		X		X									
22	X		X		X		X									
23	X		X		X		X									
24		X		X		X		X								

Appendix AC

Graphic of the results of the communicative activity (interviewers).

Graphic of the results of the communicative activity (Interviewees).