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

TITULO: Combining Listening and Reading Activities to Favor Comprehension in the EFL Learning Process

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FECHA: 7/15/2021

PALABRAS CLAVE: Escucha, Lectura, Estrategias, Actividades, Combinación.

SECRETARÍA DE EDUCACIÓN DE GOBIERNO DEL ESTADO

SISTEMA EDUCATIVO ESTATAL REGULAR

DIRECCIÓN DE EDUCACIÓN

INSPECCIÓN DE EDUCACIÓN NORMAL

BENEMÉRITA Y CENTENARIA

ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ

GENERACIÓN

2017   **2021**

"**COMBINING LISTENING AND READING ACTIVITIES TO FAVOR COMPREHENSION IN THE EFL LEARNING PROCESS**"

ENSAYO PEDAGÓGICO

QUE PARA OBTENER EL TÍTULO DE LICENCIADO EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD EN LENGUA EXTRANGERA: INGLÉS

PRESENTA:

C. EDUARDO ISRAEL MARTÍNEZ SOTOMAYOR

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SAN LUIS POTOSÍ, S.L.P.   **JULIO DEL 2021**

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1. Introduction

This document represents and was created with the purpose of learning and improving in the area of English teaching. As the development was made in the subject of English in junior high, it was necessary to select an aspect to help students with their abilities in the language, and at the same time, in my training as an English teacher. Combining listening and reading activities to favor comprehension in the EFL learning process is related to the combination of listening and reading activities in order to favor student's comprehension. According to the Aprendizajes Clave students should be able to develop the skills that the language demands, which are: reading, listening, speaking and writing.

At the same time, as a part of the social and academic aspects, it is important for students to improve their listening and reading skills, in order to understand information of the actual world and to keep increasing their knowledge. In my case, this area of study helps to incorporate and improve my abilities as teacher, in order to provide the best for my students.

As part of personal reasons to work on Combining listening and reading activities to favor comprehension in the EFL process, I can mention that, for me it was interesting to use two skills simultaneously, and to see the results of this process. In the previous practices I worked with each one of the skills, and only sometimes I combined them. In my personal opinion I enjoy reading because I can see how the language is used and on the other hand, listening, is a skill that requires more process and practice, but it is a fundamental part in the communication of the language.

As each one of the skills has their nature and process, it was something really interesting for me to incorporate the strategies that people can use to understand better the information and how teacher can help students to understand better. I mean not only is the action of reading and listening, but also there are other options to enrich the comprehension, I think that this is the aspect that catch me the most about how to help students to understand better using two skills simultaneously.

The purposes of the study are in part, to observe and analyze the results from the reading and listening activities and see the effects of this combination and how this helps students to understand the language better. Another purpose is, to develop and practice the use of strategies to facilitate the comprehension at the moment of reading and listening simultaneously, taking into account the sequence of application of the activity, and the task of each step.

The study had a process and all the activities started by analyzing the areas where I could work with the group, and how the study would help students with their progress in the English subject. As I decided to work with listening and reading activities simultaneously, so it was necessary to check the group profile.

I had the opportunity to get to the group, which   was of second grade from the junior high Antonio Diaz Soto y Gama and I wanted to know their abilities, necessities, interests and preferences. This information was rescued from the diagnostic exam applied before working with them and an electronic survey about their preferences and likes.

Based on the data that those instruments gave to me, I started to search for information about the study, this, with the purpose of to be ready for the application and to know the sequences and the strategies that the authors suggest in reading and listening activities.

After searching for information, I started planning the lessons where the area of study was going to be present and the information from authors would help me to design the activities for my students. After planning the lessons I had the practice periods where I had the opportunity to apply the lessons and the activities previously designed, and to observe if the activities worked or not, at the same time to see the areas of opportunity in my students and me.

Then, it was necessary to reflect about how the activities were applied and the effects that those created in my students, and to improve the application or modify some aspects and then apply them again. It was a cycle that I followed in my lessons.

During the application of the study, I had some difficulties that affected in part the work implemented. One of those difficulties was the attendance of my students, as the current situation caused by the pandemic covid-19, the modality of education changed. The sessions were virtual and in that case not all students had the opportunity to connect in the class, and for this reasons I only worked with less than half of the entire group. This affected the student´s participation and interaction, because the students who were connected sometimes did not want to participate and they did not response to my questions and also they did not send their evidences to me.

Another difficulty was that in the application of the activities, my students used a lot of Spanish at the moment of comment the information form the reading and listening activities, so this was an aspect that affected me a lot. Some time I got stressed or I did not ask students to use more the language in the first lessons.

The difficulties were an important part because I think that we need to be out of our confortable zone and understand that we have to be ready for any situation and to keep improving as teachers and persons.

This pedagogical essay is only a proof that we always learn, we never stop, as the world changes every day, it is necessary to keep working and learning, and increasing our abilities. In part, this study is useful for students, because they can work on their abilities especially in receptive skills, and in a world where all is communication it is necessary to understand the information.

It is very useful because I keep learning and I challenge myself to improve the areas of opportunity as teacher and person, I think the study could be useful for my classmates and teachers, because it is an experience made in the context of San Luis Potosi, this document also could represent the situation that we live in Mexico and maybe people from other countries could perceive the context and how we work with a second language here in Mexico.

It is necessary to develop the abilities and taking the graduated profile from Benemerita y Centenaria Escuela Normal del Estado I realized that the opportunity

of describe and tell the experiences of professional practices is an aspect that allows to share our progress as teachers trainees, to observe and reflect about our areas of opportunity, our positive aspects, the effects that we have in our students and the importance of the teaching.

The aspect that I consider I developed appropriately was about describe the experiences of professional practices because the way of collecting information helped me to describe how the designed activities worked, an important part was the use of the framework that guided me to reflect and describe my professional practices. It is important to mention that the record of my lessons also helped me to identified and reflect about the details of my lessons.

2. CHAPTER 1

The development of this chapter shares the nucleus and topic line of combining listening and reading activities to favor comprehension in the EFL learning process and the school context where the study took place and the characteristics of the group that I worked with. The purposes of the study and the methodology to follow in order to apply activities and collect the results .At the same time the theoretical bases consulted in order to know about the topic, the suggestions in reading and listening activities from authors. And the strategies that teacher can use in the application of these activities as well.

2.1 Nucleus and Topic Line

The name of the topic of study is: Combining Reading and Listening Activities to Favor Comprehension in the EFL learning Process, the base of this topic is related with the use of receptive skills (listening and reading) used simultaneously in order to help students understand the language, according with the program students should be in contact with written and spoken language in order to analyze and reflect on the situations presented, and then, they could use the language to communicate. It is important to consider the activities and the strategies used by the teacher in the application of the receptive skills, and the benefits that combine these two skills at the same time.

The nucleus of this topic is related to "the didactic competence in teaching the specialty" in this case, there are some competences that the teacher trainee needs to cover according with the English Teaching. In this case the ability to create and to apply listening and reading activities simultaneously according with the level of the students, demands that the teacher learns to use strategies and develop didactic competences to achieve the objectives.

The thematic line that this topic follows is: the analysis of teaching experiences". It is important to consider the process and the analysis of the teaching strategies related with activities of listening and reading activities that I applied to students and to see if the strategies are useful in order to favor student

comprehension of the language and if it is necessary to change or improve the application of activities and strategies.

Based on the context and the place where teachers are, there are some aspects related with the importance of teaching and learning English, this is not only a good option for schools, it is established by the government, and therefore teachers need to know how to work and what the students need to learn at the end of their studies. For this reason it has been established a program to guide teachers in this process of teaching and learning in education.

As the actual time demands, that it is important for people to learn more languages, different to the native language. Therefore it is part of education to help students to develop the abilities to learn another language. In this case, English. As mentioned, there is a program that demands to teachers to cover the academic contents in order to achieve the goal of education and the subject.

Learning a language requires a process, time and guide. In general; languages work with different skills, they are four (speaking, writing, listening and reading) the contents are based on these four skills, and the program demands students to develop these skills in order to have a learning of the second language, and to be able to use the language in their life at the end or during their preparation and studies.

The topic of Combining Reading and Listening Activities to Favor Comprehension in the EFL learning Process is focused in two of this skills which are listening and reading, both are receptive skills, based on the program it is important to develop these two skills to work on competencies, for example: in the program the level that students need to achieve at the end of this cycle is B2. Establishing a connection with these two skills and the program, the level demands students be able to understand the main ideas of complex texts dealing with concrete and abstract topics.

For this reason I need to plan and to use strategies that help students to develop these skills to facilitate the comprehension of written and spoken

information. The program suggests to work with social practices of the language, in order to show students how to use the language in different social situations they also have to develop more competencies using the language, for example: reflect, analyze, understand, express, and share.

2.2 School Context and Geographical Location

The following paragraphs contain information about the unique features and information about educational, geographic and social characteristics of the school: Antonio Diaz Soto Y Gama, in order to see the context of the school where I presented my practices.

2.2.1 Name, Code, Address

The name of the school is Secondary General Number 7 "Antonio Diaz Soto y Gama" with the code: 24DES0072T. The school is located in Eusebio Kino street #6 col. Fovisste and the postal code is 78150, the school is in San Luis Potosi. (Appendix A) This school is between Av. Paso De La Frontera and Av. Paso Del Norte, Casa Del Trabajador (La Catra) .The level of the school is junior high, it is a public school and it offers a morning shift, the phone number is 481731.

2.2.2 School History

The anniversary of the school is in October, and the school foundation was in 1981. As part of the history of school I decided to add the character´ biography:

Antonio Maria Idefonso Diaz Soto y Gama was a Mexican lawyer and politician who participated in the Mexican Revolution of 1910. He was born on January 23, 1880 in San Luis Potosi and he died on March 14, 1967 in Mexico. He studied in San Luis Potosí, first at the Instituto de la Immaculada Concepción and later at the Instituto Literario.during his studies Antonio Diaz Soto Y Gama joined to liberal club Ponciano Arriaga and it was in charge of the secretary and vice-president. But he was sent to prison by the government of Porfirio Diaz, then he leaved to prison and he followed in the opposition files, then in 1901 he graduated as a lawyer and

then he moved to United States, after that He came back and collaborated with the "El Colmillo Publico" newspaper.

2.2.3 Current Physical Condition of the School

In the school there are 14 classrooms in total, there is also a science lab, 5 spaces assigned for workshops, the school has a media room, a library, a social work office, a principal office where it is divided in three sections: the sub directorate, a small kitchen and a bathroom. At the same time, the school has: an office used by Unidad de Apoyo a la Educación Regular (USAER) and there are two fields: one of basketball and another one of soccer. There is a space behind and it is used as breakfast nook, because there are chairs and tables, also in this space there is the school store and upstairs there is the inspection.

In the side of the USAER area, there are two bathrooms for teachers and two bathrooms for students, in the entrance space there are 3 planters. Also there are 2 prefectures and a controller cubicle. Also there is a small cellar to save cleaning materials, jugs and books. And near of the soccer field, there are two rooms; in the first one: Teachers save Physical Education materials, and the other is used as an office of syndical delegation.

2.2.4 School Personnel

This school has a personal conformed by 49 people, it has a principal and his name is Francisco Gonzales Mendoza and a sub principal: Maria Alberta Salas Luna and there are 23 teachers, who are in charge of the subjects, also there is a person in library, two people in Sala HDT, in the lab there are 2 people. In the administration and escolar support the school has 3 managers in prefecture and two people in the USAER area, also there are 4 people in the escolar administration and a person in comptroller and 5 people in quartermaster staff and security of school.

2.2.5 English Academy

In the school there are 4 teachers in charge of the English subject, in the next table are organized the teachers 'names and groups.

SEGUNDA LENGUA –INGLÉS	
ALEXANDRA SUKEI DELGADO ALEMÁN	1°A, 1°B, 1°C, 1°D
DAVID ANDRÉS LÓPEZ JUÁREZ	1º E
KARLA LUCÍA MORALES RODRÍGUEZ	2°A, 2°B, 2º C, 2º D
CLAUDIA DEL ROCIO LOREDO CASTILLO	2º E, 3°A, 3°B, 3°C, 3°D

2.2.6 Number of Students and Groups

There are a total of 536 students for 14 groups in the school: in first grade the groups are from A to E, in second grade, groups are from A to D and in third grade, are from A to D, in each group there is an average about 35 to 40 students. In my case I work with 3 groups: 2°E, 3°A and 3°B and the groups are around 37 to 40 students per group.

2.2.7 Current Situation

According to the current situation of the country and education caused by the coronavirus (covid-19) it is important to mention the modality of working with students, and the adaptations related with this situation. The way of working is virtual, students stay at home, and they work with teachers using the current media such as: computers, cell phones and TV. Students and teachers work from house, and they are not in the school, but it is important to mention that the school has the adequate spaces and tools to work.

The way of working is by using the app: What Sapp and E-mail , these are the main tools for communication between teachers and students, it is important to say that in the English subject, I work only three days with the group, Mondays, Wednesdays and Thursdays and in only one day we have synchronic

classes(Monday). The attendance to these classes is by zoom and Google meet applications. The rest of the week, we work with an activity according to the class online and with the TV programming provided by the government. Students send the activities by whatsapp and E-mail.

2.3 Relevant Social and Academic Characteristics

The following information represents the characteristics of the group where the study is made, the social and academic aspects that students have and how they interact with the English subject and their needs and likes that they have about the language.

2.3.1 Group Description

The group of 2nd grade, group E has a total of 36 students where 19 are girls and 17 are boys, this group is a little quiet and not all students connect in the classes, when they are in the class only some of them participate and share their ideas, some of them are involved in the activities but I don't have much response in whatsapp. Only some students ask for doubts or make questions for the activities. They are very polite when they communicate with me and most of them are organized with the activities that they send.

2.3.2 Group Grade Average, Needs and Likes

The age of the students is around: 13-14 years old, they are in the adolescence stage, It is important also to consider the interest of the students, for this reason I applied a survey about their likes, interests and preferences (Appendix b). based on the survey I could infer that they are in contact with the actual world, so they like the actual artists and also they like to read genders related with science fiction and fantasy .They enjoy doing activities such as listening music, and playing videogames, when they are free, aspects such as music and technology are present all the time in their activities.

About the academic aspects, some of their favorite subjects are Spanish and science. In the classroom they like to do activities where they have to: draw, read,

watch pictures, work in groups, and participate in dynamic activities.   They receive information better by watching. Also they prefer that the teacher apply activities with images and electronic games and videos.

Some ideas that students have about the English are: they think it is difficult to understand the words and they need time to concentrate. For some students, learning English is something new, and others have been in contact with the language and they know that it is necessary to learn the English. Students are in contact with the language by some activities such as: listening to music, reading and watching movies, I could say that they are in contact out of class.

2.4 Description of the Case Being Study

In this group the level is A1 based on the diagnostic exam applied at the beginning of the cycle, I used the Young learners Sample papers from Cambridge Assessment English (Appendix c) . It is important to mention that the exam was only focus on two skills of the language, listening and reading, in order to relate the information with the topic of study. According to the exam, students work better with the reading skill than the listening skill.

Taking the information of the survey, students share some aspects that they reflect in the exam, they does not understand some words and it is difficult for them to understand what the teacher says. At the same time, from the four skills of the language (reading, listening, writing and speaking) it is harder for them to work with speaking and listening, because they don't understand and it is difficult for them to pronounce the words, in the other side some of them are able to understand and to work better in reading skill.

2.4.1 Identification of Topic of Study.

The topic of study is related with the combination of listening and reading activities in order to favor the comprehension in the EFL learning process and to how the use of strategies during the application of reading and listening activities,

helps students   in the development   of both skills and to improve the comprehension of the language.

 2.4.2 Purpose

Considering the results of the diagnostic exam, where the information is that students worked in a good way in the area of reading. While in the listening part, they had some difficulties with comprehension. So the purpose of this study is to help them with the both areas and make a combination in order to favor the comprehension. The combination includes the sub-skills of both skills and the strategies that teacher can use in the application of these skills simultaneously.

2.4.3 Action Plan

The first step is to analyze the situation and the reasons for the topic of study, after identify what are the objectives of the study and how they are going to help students to improve or to increase their learning. In this case the reasons are that students don't understand words and information in English based on the surveys and diagnostic exam. After identifying the reasons, it is necessary to investigate the information according to the skills and the language and the strategies that teacher can use in the class according with listening and reading skills. It is necessary to check references of authors.

The next step is to plan the activities based on the information from the references, and include the level and the interest of the students, it is necessary to incorporate activities that are useful for the topic of study. Then the next step is to apply these activities in order to see the results and if there is something to change and to observe the progress of the students according to the activities. Then, it is necessary to analyze the results and reflect about the results, and then review again information related with the topic in order to change or improve the activities

2.5 What is known about the Topic?

As part of the investigation it is necessary to establish the information that would be necessary for this document, the research shows the suggestions and the activities from authors, in order to know the main concepts and the characteristics of the area of study.

2.5.1 Key Words

In this topic of study there are some key words that are fundamental to the case and the development of the study, it is important to establish that there are multiple factors that are involved in the topic of study. The key words are: listening, reading, strategies, activities and combination.

2.5.1.1 Methodology

In order to develop the activities of the study, it is important to establish the use of a methodology to plan and to apply the activities in the most adequate way, in this case, I will use the PPP (presentation, practice and production) methodology because the stages and the sequence are appropriate to the application of reading and listening activities.

This methodology demands working with an input in the first stage (Presentation).(An input is: the language presented by an audio or a text).The methodology of PPP allows me to work with both listening and reading skills at the same time and to apply strategies and to assess the student performance. It is important to mention, that the use of listening and reading activities simultaneously is to help students to understand the language.

2.5.1.2 Activities, Strategies and Applications

The activities must contain a set of characteristics in order to work in both skills, for example to share a conversation about a topic and students will listen and read in order to understand the language and the massages. The strategies will work in both skills, it is important to work with sub skills of each skill in order to create

further development of both skills. In order to applicate the activities it is necessary to organize activities of pre-reading/listening, while and after reading/listening.

The activities where students will work with the receptive skills at the same time, must have an assessment by the teacher, in order to prove if there is a progress and if it works or not, also the observation is very necessary because it is a part of reflection about the experiences with the application of the activities where it has to be involved the combination of the receptive skills.

2.6 Literature Review

The next information shows the aspects that I considered would help me to design and apply the activities related to the topic of study. I added some quotes from different authors and I made a comparison with my experience in English teaching.

2.6.1 The EFL Process

English as a foreign language is an aspect related with a classification of the language in students, "foreign language contexts are those in which students do not have ready-made contexts for communication beyond their classroom" (Brown D. 2001,p.116). In Mexico, English is a foreign language, most of the students are not in contact with the language beyond their classroom, the subject is part of the academic profile in basic education (pre-school, elementary school, secondary school, high school).

The present investigation is focused on secondary school, where students are exposed to language, 3 hours a week through material designed by the teacher and the educational program (Aprendizajes clave) to give the opportunities to students to learn and use the language.

2.6.2 Communicative Competence

Learning a foreign language is a process and there are a lot of factors, students should work with some skills in order to learn the language and use it. The main objective of a language is communication. Teaching the language is focused in

how students are going to communicate with others, and how students understand and interact with the language in different situations. "Learners are not only expected to acquire accurate forms of the target language, but also to learn how to use these forms in given social situations in the target language setting to convey appropriate, coherent, and strategically-effective meanings" (Alptekin, 2002,p.58).

The term communicative competence has been established by some specialists and has been defined in many ways and classifications. "The term communicative competence is a combination of components such: organizational competence (grammatical and discourse) pragmatic competence (functional and sociolinguistic) strategic competence and psychomotor skills" (Brown D. 2001,p.68).

"Organizational competence (grammatical): This competence enables the speaker to use knowledge and skills needed for understanding and expressing the literal meaning of utterances" (Bagarić V., Mihaljević Djigunović J. 2007, p.97). This competence is very important for students, because it is how the language is structured. The correct use of the language is a very important aspect in order to get an effective communication. Based on the program, students need to learn the grammatical forms to express themselves in a correct way, the aspect of grammar always will be present in the process of learning a language.

Language is not only focused on the grammatical structures, but also the way to use the grammar to give sense in communication, the meaning of the language helps students to understand and to use the language in order to communicate with others. "Organizational competence(discourse) Canale (1983, 1984) described discourse competence as mastery of rules that determine ways in which forms and m eanings are combined to achieve a meaningful unity of spoken or written texts" (Bagarić V., Mihaljević, Djigunović J. 2007,p.97).

"Pragmatic competence (functional and sociolinguistic) the sociolinguistic competence in their model includes knowledge of rules and conventions which underlie the appropriate comprehension and language use in different

sociolinguistic and sociocultural contexts" (Bagarić V., Mihaljević Djigunović J. 2007,p.99). The use of the language in different situations is something that students need to develop in order to be effective communicators.

The program (Secretaria de Educacion publica, 2018) suggests developing the situations where students will use the language, this is called social practice of the language, where, in each lesson students should be able to communicate in a specific situation, and with a particular grammatical structure, the situations are commonly taken from real life interactions where students have a high possibility of actually using it.

2.6.3 Uncovering Grammar

The process of learning a language demands students to know grammar, based on the communicative competence, learners need to recognize and to dominate grammar in order to communicate in a good way. "Grammar is sometimes defined as the way words are put together to make correct sentences. Grammar not only affects how units of language are combined in order to look right, it also affects their meaning" (Ur P. 1996,p.75).

Grammar: is an aspect that learners of a new language need to know, learn and use correctly, in order to communicate effectively. Teachers consider this aspect very important to teach, and to students to develop it. At the same time, the program establishes and suggests helping students to develop the correct way to use the language through using the grammar.

Grammar is the appreciation of language rules and the structures, students should be able to develop the ability of recognize the rules and the elements that construct a sentence and to learn how to create those sentences in a correct way. "Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence, thus a grammar is a description of the rules that govern how a language´s sentences are formed" (Thornbury S. ,1999, p.1-2).

The program (Aprendizajes Clave) suggests that students use the language correctly and to express their ideas and feelings with structures of the language. This is a very important aspect for teacher to provide examples and opportunities to students develop the abilities of grammar. "Grammar is conventionally seen as the study of the syntax and morphology of sentences. In another way, it is the study of linguistic chains and slots" (Thornbury S.1999, p.1-2).

Grammar is a process for making a speaker´s or writer´s meaning clear when contextual information is lacking, there is a process where learners talk like babies, only with the vocabulary, but the grammar is an essential point for communication. Learners need to learn not only what forms are possible, but what particular forms will express their particular meaning.

Grammar is a very important part in the learning process, because it is an essential part in order to communicate. There is a Comment about grammar from Penny Ur, a teacher trainer, and author of Grammar Practice Activities: "There is no doubt that a knowledge- implicit or explicit –of grammatical rules is essential for the mastery of language"(Thornbury S., 1999,p. 4).

Recognizing and learning grammar is not the only thing that a teacher needs to develop in the class. The teacher needs to invite students to use the grammar in order to communicate, each structure that students create is going to communicate something, and the importance of the meaning is that learners know how to use the grammar and expressions to communicate or to give and receive a message in different situations.

2.6.4 Learning Vocabulary

Vocabulary can be defined, roughly as the words we teach in the foreign language. It is an important point in the learning process of the language. In the same way, students need to learn some aspects from the vocabulary in order to communicate. Penny Ur shares some aspects that need to be taught, such as:

"Pronunciation and spelling: where learners have to know how a word sounds like (pronunciation) and what it looks like (spelling)"(Ur P. 1996, p.60).

Vocabulary is an essential part of teaching and learning, because it is necessary to know how the objects, actions, phenomena, facts, and things around us are named. In a world where there is a lot of vocabulary. It is necessary for teachers to take time to teach the words and how they are used in the language, the pronunciation, the spelling and the use in structures. If students do not know vocabulary it is going to be difficult for them to communicate effectively and to express their ideas in different situations and contexts.

The learning of vocabulary not only represents memorization and to know how the words are written and spoken, but also, what is the definition and the meaning of each one and how and when they can be used. "The meaning of a word is primarily what it refers to in the real world, its denotation; this is often the sort of definition that is given in a dictionary" (Ur, 1996, p.61). Based on the program and in the activities there, students should be in contact with different vocabulary in different contexts, so it is important to teach them how the vocabulary could affect a sentence, and whether a word can be used in a conversation.

A teacher has to work in order to form competent users of the language, and one of the important things to develop is to know about the lexis(vocabulary) , how it works, and how learners can use it in order to develop the language better and easily. The important aspect of learning vocabulary is that students will be able to develop the ability to form grammatical structures and to communicate in a good way.

2.6.5 Assessment

This term involves some characteristics related with the performance of the students in the classroom toward an activity or instruction from the teacher. "Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher makes an assessment of the student performance"

(Brown, 2001,p.402). It is important to consider the importance of the assessment in the classroom and how this action can help students and teacher. "A good teacher never ceases to assess students, whether those assessments are incidental or intended" (Brown, 2001, p.402).

The activities in the classroom related to the language always are going to be assessed, but students have to be free, they have to feel comfortable and without feeling that their overall competence is being judged, because assessment is part of their learning process. There are different types of assessment:

> Informal and formal. Informal assessment is involved in all the incidental, unplanned evaluative coaching and feedback on tasks designed to elicit performance, but not for the purpose of recording results this kind of assessment is related with a term used by experts called formative evaluation, assessing students in the process of forming their competences and skills in order to help them continue that growth process. (Brown D. 2001, p 402)

This type of assessment is related to the progress of the students class by class, because in each part of the lesson and in each activity that teacher applies, it is necessary to assess the performance of the students, and what opportunities areas the students have and also it helps teacher to see, if the teaching strategies are working or not.

> Formal assessment is a set of exercises or experiences specifically designed to tap into a storehouse of skills and knowledge, usually within a relatively short time limit. They are systematic, planned sampling techniques constructed to give teacher and student an appraisal of student achievement. Such assessments are sometimes, but not always, as they occur at the end of a lesson ,unit or course.(Brown D. 2001,p 402)

This type of assessment is common in the education, since I was a student; I remember that teacher asked us to make a test or a project in order to prove if we

learned during the bimester or the year. This type of assessment is helpful also to see general areas of opportunities of the teacher and students.

2.6.6 The purposes of assessment

Assessment is an activity to appreciate the learner's performance, and there are some proposals to do it. "A very important aspect that the school involves is to help in the progress of students in the development of skills, attitudes, knowledge and understanding" (Kyriacou C, 2007 p.105). Learners have to be monitored and observed all the time, in order to provide feedback in their performance. It also involves not only the side of learners, but also teaching. Assessment is a tool for teachers to see if the teaching has been effective, or not, and depending on the results, improve the opportunities areas in teaching and learning. At the same time the assessment represents an opportunity to motivate students in their language process and academic development.

2.7 Language Skills

Language works and is learned through abilities, that learners need to develop in order learn English and use it.

> Teachers tend to talk about the way we use language in terms of four skills- reading, writing, speaking and listening, these are often divided into two types, receptive skills is a term used for reading and listening, skills where meaning is extracted from the discourse .Productive skills is the term for speaking and writing, skills where students actually have to produce language themselves. (Harmer J. 2007 p.265)

These classifications about the skills represent a conformation about what an effective communicator needs to know, in my experience as student and teacher; the program suggests applying activities where all of these skills (reading, listening, writing and speaking) need to be present. Because when students try to communicate they are going to use these skills to give or receive information in different situations.

In order to answer a written or spoken question, you have to first listen or read it and then answer or complete the information, this why students need to develop this four skills of the language.

> When we speak or write we are producing language and no one would argue with the idea that language activation takes place when we are doing this. But reading and listening also demand considerable language activation on the part of the reader or listener. (Harmer J, 2007 p.265).

2.7.1 Sub skills

It is important to consider that each skill is divided into smaller skills. "it may appear convenient and useful to identify particular abilities or "skills" as a teaching focus, and to break these down into smaller areas of focus that we take as sub skills"(Allison D. 1999, p. 145).

Each skill is divided into smaller abilities called sub skills, in order for students to develop the main skill; they have to work on the smaller abilities. Each of the four skills of the language has a set of abilities, for example I have worked with reading sub skills, where students need to read for specific information in a text. This aspect about working with a sub skill, helps students to construct the skill of reading information in a second language, and to understand the message from the information in a text or audio.

2.8 Speaking

As in the previous part I mentioned that, the four skills of the language are very important for students to work with, in this part the essential skill of the language where people communicate frequently is the speaking ability, this is a very important skill, because the face to face interaction most of the time is by spoken language, there are a lot of reasons to develop this skill in the classroom. "Firstly, speaking activities provide rehearsal opportunities - chances to practice real-life speaking in the safety of the classroom" (Harmer J, 2007 p. 123).

In the program of junior high it suggests for teachers to provide situations where students can share information by speaking, but there are some concepts to focus on before students can speak, and as I mentioned in the previous part, the sub skills and the knowledge are important parts in order to develop this skill effectively. "The more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users" (Harmer J, 2007 p. 123).

2.8.1 Pronunciation

Pronunciation is one of the aspects that construct the speech, this because not only establish your way to speak, but also your culture and context, "Pronunciation teaching not only makes students aware of different sounds, and sound features (and what these mean) but can also improve their speaking immeasurably" (Harmer, 2007, p. 248). As student and as teacher, I have seen a lot of times that students don't participate or do not take the risk to talk, because they are afraid about speaking,

"Concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed- all these things give them extra information about spoken English" (Harmer, 2007, p. 248). It is important for teachers to cover this important knowledge, because it does not only changes the way to recognize and produce sounds in students, but also, affect their position or their feeling about speak without a pressure of say the words wrong.

2.8.2 Grammar

As part of the process of speaking skill, students need to be able to use the correct language in order to communicate effectively, as speaking is a productive skill, the focus of grammar will be present at the time that students speak, this is the importance of work with activities where students recognize and produce the language in a correct way. "Grammar teaching may grow directly from the tasks

students are performing or have just performed as part of a focus-on-form-approach. We also want to provide opportunities for students to practice different grammar points"(Harmer, 2007, p. 22).

2.8.3 Vocabulary

The aspect of vocabulary is also present and is important for students to learn it because at the time of speaking it is necessary to use the vocabulary to express their opinions and to interchange information. "Vocabulary typically refers mainly to single words (e.g. dog, green, wash) and sometimes to very tightly linked two-or three-word combinations (e.g. stock, market, compact, disc, sky blue, go off" (Scrivener J, 2005 p.227).

2.8.4 The Interaction Effect.

The interaction effect: "The greatest difficulty that learners encounter in attempts to speak is not the multiplicity of sounds, words, phrases and discourse forms that characterize any language, but rather the interactive nature of most communication" (Brown D,2001,P.269). In my experience, I have been in situations where some students do not try to speak, because they are not sure about what they are going to say. The aspect of interacting with other people is common in all the subjects and sometimes students find difficulties to interchange information. Teacher needs to provide opportunities and strategies for students to exchange information and interact.

2.8.5 Micro skills of oral communication

It is important for students to develop the micro skills of the oral communication, the next chart (Brown, 2001, p.271) shows the micro skills of oral communications, and according to the program of junior high it is necessary that students will be able to communicate in a good way, and checking the chart, it is important to work in different areas of the oral communication.

Figure 1: Table 17.1 Micro skills of oral communication

1. Produce chunks of language of different lengths.
2. Orally produce differences among the English phonemes and allophonic variants.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and into national contours
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, pluralization,), word order, patterns, rules and elliptical forms.
9. Produce speech in natural constituents- in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Accomplish appropriately communicative functions according to situations, participants, and goals.
13. Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meaning.
16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Note. *Table 17.1 Micro skills of oral communication,* Brown D. (2001), Pearson Education. p.271

2.8.6 Speaking Assessment

As I mentioned in the previous paragraphs, it is important that teacher monitories the performance of the students, in this part I am going to explain the different types of performance of students in speaking activities, and the aspects to consider when students produce spoken language .

Imitative: At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word of phrase or possibly a

sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be included in the criterion performance. We are interested only in what is traditionally labeled "pronunciation" no inferences are made about the test-talker´s ability to understand or convey meaning or to participate in an interactive conversation. (Brown, 2003, p.141)

As the name of this type of speaking performance says, the principal focus is to imitate the language, no matter if the language is understood; the objective is to repeat, to imitate. According with my experience, I have been involved in this type of speaking performance, when I ask students to repeat words and phrases, such as: food vocabulary, sequence words, clothes, colors, and days of the week. As the author says, the language is assessed mainly by the pronunciation, so this type of performance is basic in teaching language. The next chart from (Brown, 2003,p 145) shows the scale for repetition tasks, it measures if the production of the words is comprehensible.

Figure 2: *Scoring scale for repetition tasks*

2	acceptable pronunciation
1	comprehensible, partially correct pronunciation
0	silence, seriously incorrect pronunciation

Note. Scoring scale for repetition tasks, Brown, (2003), Pearson Education. P.145.

A second type of speaking performance is intensive: "Examples of intensive assessment tasks include direct response tasks, reading aloud, sentence and dialogue completion, limited picture cued tasks including simple sentences: and translation up to the simple sentence level"(Brown,2003, p.141).

In my experience with this type of performance in speaking skill, I have tried to involve my students to use the language correctly and to produce information. In this case, one of the   tasks in this performance is: the use of pictures to help students to produce information, for example, students look at the picture of a

sandwich and they tell me the possible instructions, students need to use competences of the language to produce the instructions.

Another example is: the use of reading aloud, this, gives the opportunity to students to practice the pronunciation and grammar, also the stress and to work on fluency.

Figure 3: *Test of Spoken English scoring scale(1987,p 10)*

Pronunciation:
Points:
0.0-0.4   Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker   to be unintelligible.
0.5-1.4   Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be occasionally unintelligible.
1.5-2.4   some consistent phonemic errors and foreign stress and intonation patterns, but the speaker
           Is intelligible.
2.5-3.0   Occasional non-native pronunciation errors, but the speaker is always intelligible.

Note. Test of Spoken English scoring scale (1987,p 10) Brown, (2003),Pearson Education, p. 149.

This is an example of how can be graded the pronunciation, the chart is taken from (Brown,2003, p. 148), based on some comments that I have heard before, some teachers and people say that the pronunciation is a very important aspect in the language, because the comprehension is affected by the sounds of the words. It is necessary to teach how to make the sounds of the words.

Figure 4: Scoring scale for fluency

Fluency
Points:
0.0- 0.4   Speech is so halting and fragmentary or has such a non- native flow that intelligibility is
           Virtually impossible.
0.5-1.4   Numerous non-native pauses and/or a non-native flow that interferes with intelligibility
1.5-2.4   Some non-native pauses but with a more nearly native flow so that the pauses do not
           Interfere with intelligibility.
2.5-3.0   Speech is smooth and effortless, closely approximating that of a native speaker.

Note. Chart of the scoring scale for fluency in oral productions .Brown D(2003) Pearson Education. p. 149.

The part of fluency is important to consider, because it also affects in the comprehension of the language, the previous chart(Brown,2003, p. 149) , shows the scale of fluency. I think that this is an ability to people who dominate the language in a good way, because the person who dominate, can speaker faster and clear

The next chart represents the scale of an intensive task, we can see that the importance of speak clear and correctly is important when there is an interaction, and in this way the other people can understand the massage or the information. (Brown,2003, p. 157)

Figure 5: *Scoring scale for intensive tasks*

2	comprehensible; acceptable target form
1	comprehensible; partially correct target form
0	silence, or seriously incorrect target form

Note. Scoring scale for intensive tasks. Brown,(2003), Pearson Education, p. 157

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. the stimulus is almost always a spoken prompt(in order to preserve authenticity)(Brown,2003, p.141)

In my experience with this type of skill performance, there are some tasks that help me to assess my students. In this case I think that since I say "Good morning, students how are you?" I am making a question and students are making a direct response. At the same time, when I design activities where students need to make short conversations, for example, an activity of "find someone who", could be an example of a responsive task, where students are asking for names of the person who does an action.

Interactive: The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes include multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges, which have the purpose of maintaining social relationships.(Brown,2003, p.141)

The interaction is fundamental in the language, because people share information about specific facts or situations, and they also exchange information about their personal environment. In my experience I have applied activities where students need to interact and to make interviews about specific information, for example, to interact in order to ask for information related to holidays and personal information.

2.9 Writing

Writing is part of the productive skills, so students should be able to produce written language to communicate and share information. There are many reasons for getting students to write, both in and outside class. "Firstly, writing gives them more 'thinking time' than they get when they attempt spontaneous conversation. This allows them more opportunity for language processing - that is thinking about the language" (Harmer J. 2007 p. 112).

In my personal experience in writing, I agree with the comment that students have more "thinking time" than speaking, and they can search words or consult phrases and structures from dictionary or notes, I think that writing is always present in the life, and now with the actual time, it is necessary to communicate through emails and social media.

When thinking about writing, it is helpful to make a distinction between writing-for learning and writing-for-writing. In the case of the former, writing is used as an aide memoire or practice tool to help students practice and work with language they have been studying. .(Harmer J,2007, p. 112)

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The aspect of writing- for learning represents the activities and the actions that teacher and students do in the classroom, it is part of the learning and practice of the skill of writing, everything that involves writing in the class is to practice and learn the use of the language. In my experiences and according to the lesson plans and the program, students should be able to produce written language, and use it correctly to communicate in real life situations.

Writing-for-writing, on the other hand, is directed at developing the students' skills as writers. In other words, the main purpose for activities of this type is that students should become better at writing, whatever kind of writing that might be. There are good 'real life' reasons for getting students to write such things as emails, letters and reports.(Harmer J,2007, p. 112)

The conformation of these two aspects is very important, because students need to practice in class to develop the skill of writing, and at the same time they need to learn how to write in a correct way, there are roles to follow and characteristics in written language. There is a process, where students learn how to write correctly and how to give the message in different contexts. In my experience, at working with books of junior high, they demand, students to write sentences with a correct grammar, but they have to communicate something related to a specific situation of the real life at the same time.

Each skill has a process, in this case of writing there is no an exception, when students will produce the language by writing, they need to pass for a process before. "Process writing approaches tend to be framed in three stages of writing. the prewriting stage encourages the generation of ideas, the drafting and revising stages are the core of process writing" (Brown, 2001, p. 34).

In order to produce a correct written language, it is important to consider some skills, students need to generate ideas in order to write something, in my experience, this stage is related with the presentation of the language, by an input (a text or an audio) where students get familiarized not only with the new

knowledge, but also with the knowledge that they already have, and this helps a lot to produce and generate ideas.

In the next stages where students need to write the text, there are some sub skills in order for students to generate the written language, they use the generated ideas and the knowledge of the language to write, in the part of drafting. According to my practice as a teacher, when students write something, they have some doubts about how to write a word, how to join ideas, and I think that this is part of the process of writing. "In a process approach, drafting is viewed as an important and complex set of strategies, the mastery of which takes time, patience and trained instruction. Several skills apply to the drafting/revising process writing" (Brown, 2001, p. 348).

The other stage is revising, in this part, it is necessary that students check what they wrote before they share their productions, and this is something that in my opinion and in my experience, teacher is very important in this part, why? Because students sometimes forget some rules or they avoid some punctuations.so it is important to work and help students to develop their writing skills.

2.9.1 Writing sub skills

As part of the main skill, there are small abilities that students need to develop as part of the main ability; in the next paragraphs I explain some of the sub skills of writing with their characteristics and purposes.

2.9.2 Proofreading

"Proofreading is the process of reading handwritten, keyed, or printed material and marking errors to indicate corrections, thus, proofreading is essential to ensure the accuracy of your work" (Pagel L. 2010, p. 3). The perception of checking a work and prove that there are not errors is an action that is related with the process of proofreading, this ,in case of writing it is an ability for students, to check their own work and detect possible errors, this is an ability of writing and it is very important, because it help to students to practice the language and the way how they write.

2.9.3 Editing

"Editing is a phase of the writing process that occurs near the end, after brainstorming or generating ideas, after drafting and revising" (Anderson, 2007, p. 10). The process of writing demands students to develop this kind of skills, to reinforce the ability to write, it is important to see that this skill focuses not only in the correct use of the language, but also in the correct organization and if the text it is clear,

In my experience when students write, I have seen that some of them use a good organization and when they are writing they consult the dictionary in order to see if the words are written correctly. "Students carefully go through their own text, checking if it says what they want to, if it reads clearly and smoothly, if it is language is correct" (Scrivener, learning, p. 195).

2.9.4 Micro skills of writing

In the next chart taken from (Brown, 2001 p 343) are presented the micro skills of writing, it is important to consider that students need to develop the micro skills in order to improve the main skill, there are some micro skills that are important, not only in the English language, but also in the Spanish, for example the orthography.

Figure 6: *Table 19.1. Micro skills of writing*

1. Produce graphemes and orthographic patterns of English.
2. Produce writing at an efficient rate of speed to suit the purpose.
3. Produce an acceptable core of words and use appropriate word order patterns.
4. Use acceptable grammatical systems(e.g. tense, agreement, pluralization) patters, and rules.
5. 5 express a particular meaning in different grammatical forms.
6. Use cohesive devices in written discourse.
7. Use the rhetorical forms and conventions of written discourse
8. Appropriately accomplish the communicative functions of written texts according to form and purpose.
9. Convey links and connections between events and communicative such relations as main idea, supporting idea, new information, given information generalization, and exemplification.
10. Distinguish between literal and implied meanings when writing.
11. Correctly convey culturally specific references in the context of written text.

12.	Develop and use a battery of writing strategies, such as accurately assessing the audience´s interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Note. Table 19.1. Micro skills of writing, Brown D. (2001) Pearson Education p 343

2.9.4 Writing assessment

In the following paragraphs I am going to explain the different types of writing performance and the aspects that teacher needs to consider, depending of the task and performance of the students. As I mentioned in the section of assessment, it is important to see the progress of the students in the activities and tasks that teacher applies, and improve the opportunity areas.

> Imitative: To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern. (Brown,2003, p. 220)

Related to my experience, when I ask my students to copy words from the board, from the text and from the book, we are working in the imitative writing, because they are practicing the spelling and the morphology of the words or phrases that they write. This is basic and since we were children we started copying the letters and copying maybe our names in order to practice and to memorize the letters, this is something similar. An example of imitative writing is the use multiple questions to practice spelling, you present a sentence with 4 options written in different ways, students need to choose the correct written word.

There are some aspects to consider for imitative assessment such as: spelling, writing letters, words and punctuation.

Intensive Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness, but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design. (Brown,2003, p. 220)

Working on this type of writing performance, I have applied some activities about the use of pictures to help students to write, for example I show a picture and students need to do a description of the actions, the clothes, the emotions, they use short sentences to do it. In this kind of activities they practice the grammar structures and the vocabulary related with the actions of the pictures.

Figure 7: *Scoring scale for controlled writing*

2	Grammatically and lexically correct.
1	Either grammar or vocabulary is incorrect, but not both
0	Both grammar and vocabulary are incorrect

Note. The chart "*Scoring scale for controlled writing"* shows the scale for controlled writing, that it is involved in the intensive performance, the use of grammar, vocabulary it is important. Brown, (2003) Pearson Education p.228.

Responsive

Here, assessment tasks require learners to perform a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines, and other guidelines. Genres of writing include brief narratives and descriptions, short reports,

lab reports, summaries, brief responses to reading, and interpretations of charts or graphs. (Brown,2003, p. 220)

In this aspect I have worked with some responses to videos, so students look at the video and they express the points of the video,, so they are focusing on the information of the video, using the language correctly, but the main focus is that they recognize and share the message from the video

2.10 Reading

The important skill of reading, is always present in most of my lessons, this because, as part of the methodology that I usually use (PPP) presentation, practice and production) to plan my class and to apply activities. This methodology is divided by these stages, and the use of reading, is mainly used in the first stage (presentation). In this part, teacher presents the language by an input, which could be a text or an audio.

Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get it. Reading also has a positive effect on students´ vocabulary knowledge, on their spelling and on their writing. (Harmer J. 2007, p. 99)

The skill of reading is present when teacher shares a text with students and it has the purpose of focus in vocabulary, grammar or punctuation, in my case I have applied many texts in my practices, so it is an excellent way to present and to engage students with the topic. "Reading texts also provide good models for English writing, at different times we can encourage students to focus on vocabulary, grammar or punctuation. Teachers also use reading material to demonstrate the way we construct sentences, paragraphs and whole texts" (Harmer J. 2007, p. 99)

2.10.1 Bottom up and Top-down Process

In order to take the information from a text, there are some processes, they are bottom up and top-down. These processes are very important because they are useful to understand and to make a division about how students perceive the language.

> In bottom-up processing, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data-processing mechanisms to impose some corticated knowledge of these signals. Top-down, processing in which we draw on our own intelligence and experience to understand a text. (Brown, 1996, page 298)

In my experience, I think I have tried to mix both of these processes, how? by developing activities that involve these two ways to receiving information and giving a sense, for example when I ask to my students to focus in the vocabulary that is used in the texts, the grammar structures, but at the same time, I ask to them to look for the information of the texts, what is the massage, what is the objective, so to achieve the purposes of both process, students have to have the knowledge about the language and they also need to use their experience and intelligence , in order to do the tasks.

2.10.2 Intensive Reading and Extensive Reading

There are two types of reading, it is important to understand the differences and the importance of each one of them, these two types are: extensive and intensive reading.

"The term extensive reading refers to reading which students do often-(but not exclusively) away from the classroom. They may read novels, web pages, newspapers, magazines or any other reference material. Where possible, extensive reading should involve reading for pleasure". (Harmer J, 2007, p. 99-100)

As in the previous part is mentioned there are two kinds of reading, the first one is extensive reading, that it is related to reading for pleasure, in my experience, I only have collected information about my students, about the practice of reading away from the classroom, and I could understand that they are in contact with the English, but most of them don't read for pleasure, they are in contact by social media, but they don't read a lot

The term intensive reading, on the other hand, refers to the detailed focus on the construction of reading texts which takes place usually(but not always) in classrooms. Intensive reading is usually accomplished by study activities. We may ask students to work out what kind of text they are reading, tease out details of meaning. Look at the particular uses of grammar and vocabulary, and then use the information in the texts to move on to other learning activities. We also encourage them to reflect on different reading skills.(Harmer J, 2007, p. 99-100)

Intensive reading always is present in the activities that I plan and apply, inclusively the activity book is designed according to the program, there are lectures and activities designed to develop the language process and to work on reading skills. I think that it is very important to encourage students to read more and to read something that they like, away from the classrooms.

2.10.3 Reading sub skills

As part of the main skill of reading, there are some small abilities called sub-skills that help to develop the understanding of the information by a reading, in the following paragraphs I explain the characteristics and the purposes of each sub skill.

Skimming

Skimming consists of quickly running one's eyes across a whole text(such an essay, article, or chapter) for gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or

message, and possibly some of the developing or supporting ideas. (Brown D, 2003, p 308)

In my experience, I have used this sub skills when I ask students to tell me about the text without reading all the text, only with some words that they recognize or some pictures, they can understand what is the texts about, and I think that this sub-skill, is used as part of the use of the intelligence and the context that students have for understand the ideas and the meaning of the text.

A typical skimming task would be a general question from the teacher, such as is this passage about Jill's memories of summer or winter? Or is this story set in a school or a restaurant? The learners would attempt to find out the answer quickly, without reading every word of the passage, by speed-- reading through some points of the text. Skimming is mainly concerned with finding key topics, main ideas, overall theme, basic structure, etc.(Scrivener J,2005. p 185)

Taking the examples of the questions, in my experience I have asked this kind of questions when I start a reading activity, as the author says, this make students to check out the texts and to look for an answer quickly, so that allows them to take some ideas without reading all the text, this is a very important subskill, because it is useful for students communicate, and interact with information from a text.

Scanning

Scanning or quickly searching for some particular piece or pieces of information in a text, scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text.(Brown , D, 2001, p. 308)

The sub skill named scanning, it is an ability to look for specific information in a text, in my experience, I have been in contact with this since I was student, this because in the books there are some activities where students need to collect

some information from the texts, this kind of activities are designed to work with the text and to pick up specific information, but at the end this information is for students to understand a massage or what is the sense of the text

"A common scanning activity is searching for information in a leaflet or directory, and a typical scanning task would be what time does the Birmingham train leave? Or What does Cathy take with her to the meeting?"(Scrivener, J, 2005 p. 185).

As the example of the Author says, there are some questions that help to encourage students to read and to look the information in the text, those questions are part of the process of recognizing information and details of the text, and every question that teacher does, generates interaction with the students and the information from the text, allows the communication and the introduction of the topic.

"Skimming and scanning can be summarized as follows: **skimming**: fast reading for: key topics, main ideas, overall theme, basic structure and **scanning:** fast reading for specific individual pieces of information (e.g. names, addresses, facts, prices, numbers, dates)"(Scrivener, 2005, p 185). Each one of these two sub skills has a function and both demands students to check and share information using the language provided.

> Skimming and scanning are both top-down skills. Although scanning is involved with details of the text, the way that a reader finds those details involves processing the whole text, moving her eyes quickly over the whole page, searching for keywords or clues from the textual layout and the content that will enable her to focus in on smaller sections of texts that she are likely to get answers from. (Scrivener, 2005, p 185).

It is important to consider the purpose of each one of these subs kills, and to understand that both sub skills generate that students check the text and interact with the information provided; also it is an easy form to take information without reading all the text.

Predicting

"When we read texts in our own language, we frequently have a good idea of the content before we actually start reading" (Harmer, J, 2005 p. 101). Personally this is the sub-skill that I enjoy the most, because it allows not only to help students to understand what they are going to read, but also it helps to turn on the brain, to start the learning process.

"There are tasks which specifically encourage prediction, such as .What do you think will happen next?' or 'What do you think the next few words will be?" (Ur,1991, p. 149). In my experience, I like a lot to interact with my students and to discover the knowledge that they already have, when you ask to your students and they answer, you get different points of view ,different ideas, different perceptions and you get the view about what they know and how they think, so it is very important to join this knowledge that they have, with the new knowledge of the text. I think the action of prediction must always be in the reading tasks.

2.11 Listening

Listening is a skill that involves the use of attention and interpretation by the ears, "Most students want to be able to understand what people are saying to them in English, either face-to-face, on TV or on the radio, in theatres and cinemas, or on tape, CDs or other recorder media" (Harmer, J, 2007, p.133). This is a special skill because it would be part of the communication face to face, also you can take spoken information without being with a person. In my experience as a student I always saw this skill very difficult, because as a second language student, I did not have contact with the English, so I didn't understand anything.

This is a process and it takes time to develop the ability to listen and understand. Now, in my experience as a teacher, I have applied some activities of listening, using audios and videos. I have seen that it is a little more difficult for my students to understand, not only because it is a second language, but also for the

extension of the audio or video. "Anything we can do to make that easer will be useful for them. This is especially important since the way people speak is often significantly different from the way they write. Listening is good for our students' pronunciation, too" (Harmer, J, 2007, p.133).

In principle, the objective of listening comprehension practice in the classroom is that students should learn to function successfully in real-life listening situations. This begins so, it makes sense to examine first of all what real-life listening is, and what sorts of things the listener needs to be able to do in order to comprehend satisfactorily in a variety of situations

Figure 8: Box 8.1: LISTENING SITUATIONS

Box 8.1: LISTENING SITUATIONS	
interview	theatre show
instructions	telephone chat
loudspeaker announcements	lesson, lecture
radio news	conversation, gossip
committee meeting	watching television
shopping	story telling
Cambridge University Press 1996	

Note. The chart listening situations shows the situations where students need to listen. Ur P. (1996) Cambridge University Press, p. 105)

I think that most of the language and the knowledge that we teach is mainly designed to help students to practice in their real-life, what they learn in the class, as the program of English to Junior High students has some approaches about working with social practices of the language, that means, students are going to be exposed to knowledge that they will need in their real life. In the case of listening, students need to develop this ability to interact and to communicate, but at the same time to learn.

2.11.1 Top down and bottom up process

As the same way of reading, listening also has two ways of processing the information, the next quote explains the characteristics and the differences of each one.

> Bottom up techniques typically focus on sounds, words, intonation, grammatical structures, and other components of spoken language. Top-down techniques are more concerned with the activation of schemata, with deriving meaning, with global understanding, and with the interpretation of a text.(Harmer, 2007, p.170)

I think that both of the processes are important in order to understand the language and to understand the meaning of that language. In my experience I have worked with both processing, because when you ask your students for listening to some words, and some phrases you are working on bottom up processing, and when I ask my students to tell me about the audio, and make some questions about the story, conversation I am working on top-down processing.

2.11.2 Extensive and intensive listening

Listening is also classified in two types: extensive and intensive, in the following paragraphs is explained the characteristics and the differences of each one, and the importance to work with these types of listening with students, as well.

> Students can improve their skills--and gain valuable language input- through a combination of extensive and intensive listening material and procedures. Listening of both kinds is especially important since it provides the perfect opportunity to hear voices other than the teacher´s, enables students to acquire good speaking habits as a result of the spoken English that absorb and helps to improve their pronunciation.(Harmer,2007, p. 303)

In my experience, I think that listening to different kinds of speakers, is a good way to enable students to being exposed to different sounds and rhythms, because each person speaks different. As English involves some specific sounds and rules, but people have their own accents, for this reason I try to use different audios, and I think that could be great for students to listen another voice than only the mine.

Extensive listening

"Extensive listening will usually take place outside the classroom: in the students 'home, car or on personal MP3 players as they travel from one place to another" (Harmer,2007, page 303). It is important to see the aspect of this type of listening, because it normally take please in the students' environment, but it could be useful for teacher to use the extensive reading as an opportunity to encourage students in the class and in the learning process.

In my experience, students of Junior High are in a process of likes and dislikes, that change frequently, so in order to they enjoy and pay attention to the language, it must be interesting for them. "Extensive listening(where teachers encourage students to choose for themselves what they listen to and do so for pleasure and general language improvement)can also have a dramatic effect on a student's language learning" (Harmer,2007, page 303).

As the author says "The motivational power of such an activity increases dramatically when students make their own choices about what they are going to listen" (Harmer,2007, p. 303). So, extensive listening gives a motivational power and it increases their interest and the ways to participate in an activity. I have seen when they listen to music, they enjoy the moment and the activity because it is something that they like and they prefer.

Intensive listening

Intensive listening is different from extensive listening in that students listen specifically in order to work on listening skills, and in order to study the way in which English is spoken. It usually takes place in classrooms, or language

laboratories, and typically occurs when teachers are present to guide students through any listening difficulties, and point them to areas of interest.(Harmer 2007, page134)

This is the common kind of listening that I have worked with, this is the way that I have presented the listening activities, to focusing on how the language is spoken, and this kind of listening is the one that I have been in contact with since I was a student. In this aspect I used audios in order to show students some structures, vocabulary and examples about how the language is used in different situations, as the author says, the teacher needs to be present most of the time to guide students in the listening activities.

2.11.3 Sub skills of listening

Listening also has sub skills that reinforce the ability, the next information shows the different sub skills in listening, and what the teacher can do to guide and work with those sub skills and develop the main skill better.

Paralinguistic clues, listen for specific information, general understanding

"Students need to be able to listen to a variety of things in a number of different ways. In the first place, they need to be able to recognize paralinguistic clues such as intonation in order to understand mood and meaning" (Harmer, 2007, P.135). In this part of the listening, it is important that students develop the ability of understand the meaning and mood, for example, if teacher shares an audio about a conversation in a classroom and they listen some particular sounds about the class and the intonation of the teacher, it will be easier for them to understand the sense of the audio.

Skimming and scanning

There are two sub skills (skimming and scamming) that help students to understand the information of the audio, they are important sub skills and facilitate the comprehension of the massage in an audio. "A not-too-long listening text is

given, improvised or recorded; learners are asked to identify some general topic or information (skimming), or certain limited information(scanning)" (Ur,1991, p. 113).

"Students need to be able to listen for specific information (such times, platform numbers"(Harmer, 2007, P.135). In my experience I have worked with this sub skill ,when I apply activities where students look for specific information about a topic, for example, personal information, materials or steps in an experiment.

By the other hand "for more general understanding (when they are listening to a story or interacting in a social conversation)"(Harmer J, 2007, P.135). This sub skill helps students to understand general information of the text, for example about what is an emergency? In what place a comic strip is taken? And also to look for vocabulary about feelings and food, these are sub-skills to understand the information.

Predicting

> Students need to be made ready to listen. This means that they will need to look at pictures, discuss the topic, or read the questions first, for example, in order to be in a position to predict what is coming. this is not just so that they are in the right frame of mind)and are thinking about the topic) but also that they are engaged with the topic and the task and want to listen.(Harmer, 2007, p.135)

As in the previous part, I mentioned, predicting is one of the most important part of the class in the work of receptive skills, is when you expect that your students activate their previous knowledge and join it with the new knowledge, also it is a good way to help students to be ready and to understand the information easily.

2.12 Combining reading and listening

The combination of two skills could generate a positive response in the English learning of the students, in the following paragraphs I explain some of the benefits that this combination generates and how this can be possible and some of the effects of working with both skills at the same time.

2.12.1 Skill integration

The effect of working with a specific skill is good, because it contributes in the learning of the students, and imagines the effect of working with two skills at the same time. "In order to replicate the natural process of skill-mixing, because we want to provide maximum learning opportunities for the different students in our classes, it takes sense to integrate different skills"(Harmer, 2007, p. 266).

"Skill integration is a major factor in lesson planning; weaving threads of different skills and topics is a major art of teachers who plan for a sequence of lessons" (Harmer, 2007, p. 267). It is important to consider the benefits of mix two skills at the same time. This process duplicates the actions of the body senses of the students and it help them to develop their abilities of the language.

In this study the objective is to integrate reading and listening skills simultaneously and it is important to consider the opportunities and the strategies to do it. "A form of extensive reading that has recently been receiving more attention from language teachers and researchers is reading while simultaneously listening to an audio recording, or to the teacher reading a narrative aloud"(R. Brown, R. Waring, S. Donkaewbua , 2008 p.138).

There are also some benefits in the integration of these skills, some of them are shared by (R. Brown, R. Waring, S. Donkaewbua , 2008 "The benefits cited have included increases in overall language proficiency, particularly listening comprehension, as well as the ability to acquire a greater sense of the rhythm of the language" p.138).

> Studies investigating the effectiveness of reading-while-listening for comprehension have claimed that because low-proficiency English as a foreign language (EFL) readers tend to break sentences into small incoherent parts while they read (thereby spoiling the sentences' integrity 2and rendering them meaningless), the teacher reading aloud early on in a program helps retain that integrity by presenting larger semantic units, which

in turn leads to better comprehension(R. Brown, R. Waring, S. Donkaewbua , 2008, p. 138)

The importance of reading while reading is that students can identify the pronunciation of the words and the integration of sentences, as in the information is mentioned, there are students who do not understand sentences because they break the sentences. At the same time the sounds and the intonation give students some clues about the information of the text and audio. For example if it is a question or an answer, if the person who is speaking is surprised, all this clues take place when teacher read aloud or the audio makes those sounds.

2.12.2 Pre-while and post activities reading

Pre-reading

Spend some time introducing a topic, encouraging skimming, scanning, predicting, and activating schemata. Students can bring the best of their knowledge and skills to a text when they have been given a chance to "ease into" the passage.(Brown,2001 p.315)

In my experience, working in this part of the reading activities, I like to discover the knowledge of my students, and their opinions, their ideas about the texts that we are going to read, in order to generate interest and to activate the previous knowledge, I make questions about experiences that could be related with the texts, and also I use pictures to generate ideas according to the text, this is a good way to interact with your students and to generate participation and that they express their ideas.

While- reading

Not all reading is simply extensive or global reading, there may be certain facts or rhetorical devices that students should take note of while they read. Give students a sense of purpose for reading rather than just reading because you ordered.(Brown,2001 p.315)

In this section, it is important to keep the attention on your students, because it is important to emphasize the importance of the reading, as the author says, students need to know what is the purpose of the reading, and what information they are receiving.

After- reading

> Comprehension questions are just one form of activity appropriate for post-reading. Also consider vocabulary study, identifying the author's purpose, discussing the author´s line of reasoning, examining grammatical structures, or steering students toward a follow-up writing exercise.(Brown,2001 p.315)

In my experience in this stage, I use this part of the sequence to assess the comprehension of the text when my students finish, this, because as the author says, you can make comprehension questions or discuss the text, and you solve some doubts about the information presented. Another aspect is that, this part of the reading sequence is a door for the next stage in the lesson, after this part you can go to practice or to invite students to do an exercise to practice.

2.12.3 Listening sequence (pre-while- post)

The application of receptive skills, requires an organization and sequence in order to help students to understand, as in the previous part of reading, there are three stages (pre-while-post) where teacher and students make different tasks following a sequence to facilitate comprehension.

> Listening tasks Expectations.(pre-listening) "Learners should have in advance some idea about the kind of text they are going to hear. Thus the mere instruction 'Listen to the passage ...' is less useful than something like: 'You are going to hear a husband and wife discussing their plans for the summer" (Ur,1991 p.108)

It is important to consider the instructions and the introduction before presenting a listening, as in the part of reading is mentioned, teacher needs to activate the schemata of students and ask them to predict what they are going to listen.

"The latter instruction activates learners' relevant schemata (their own previous knowledge and concepts of facts, scenes, events, etc.) and enables them to use this previous knowledge to build anticipatory 'scaffolding' that will help them understand"(Ur,1996 p.108). In my experience I ask some question to students and I try to contextualize them with pictures and ideas, this is an important part of the lesson, because you can make the association of the old knowledge with the new knowledge.

Purpose Similares (while) "rather than say simply: 'Listen and understand ...'we should give a specific instruction such as: 'Listen and find out where the family are going for their summer holidays. Mark the places on your map(Ur,1996 p.108). As part of the roles of the teacher, he needs to explain students the purpose of each activity and to be a guide for them, in this case teacher needs to use good instructions and help students with the content of the audio.

"The definition of a purpose enables the listener to listen selectively for significant information - easier, as well as more natural, than trying to understand everything" (Ur,1996 p.108). This part is where some type of the sub-skills are present, for example the action of understand specific information from the audio , and also to understand the general meaning of the audio.

Ongoing listener response.(After) "Finally the task should usually involve intermittent responses during the listening learners should be encouraged to respond to the information they are looking for as they hear it, not to wait to the end"(Ur,1996 p.108). This is the last part in the sequence of the application of listening activities, in my experience, this is where teacher assess student´s comprehension and interact with students, waiting for a response and experiences from the audio. At the same time, it is a bridge to the next stage in the lesson plan.

Figure 9: Reading and listening sequence
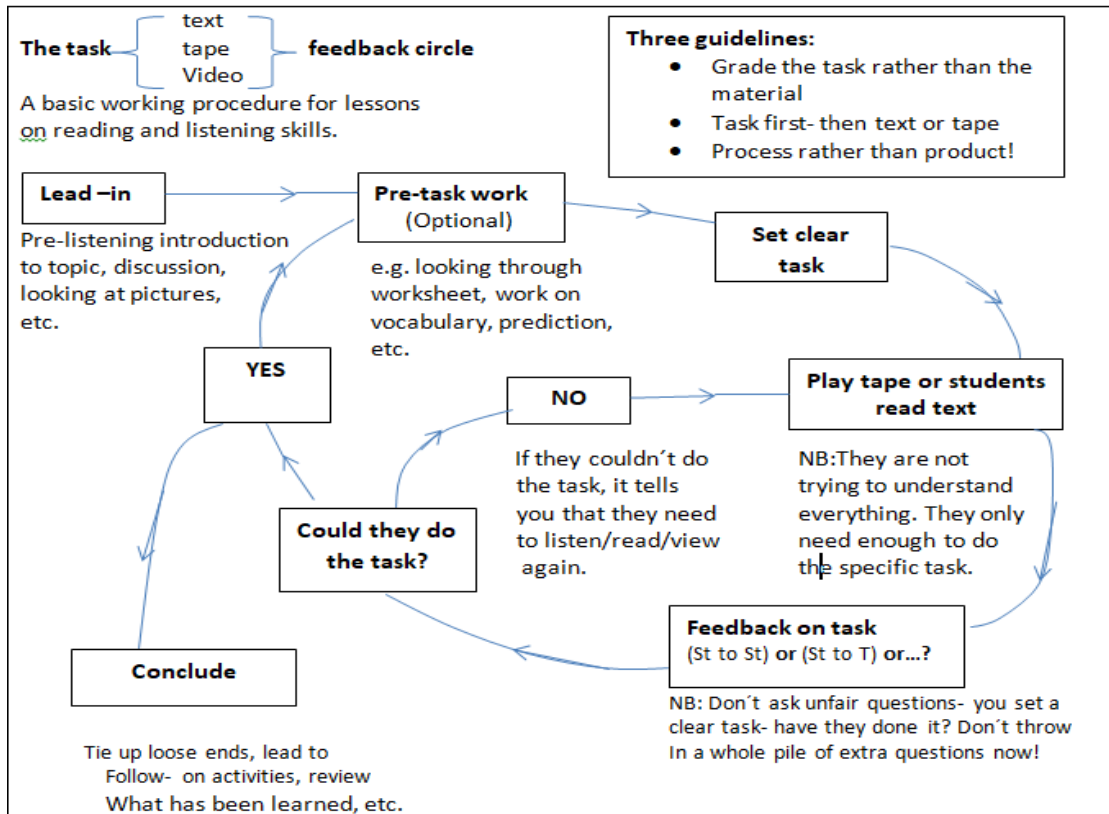
Note: The figure 9 shows the example of a sequence for receptive skills activities.(pre-while-post) Scrivener, (2005 Macmillan Heinemann ELT) p.174)

2.12.4 Reading assessment

The following information represents the types of reading performances, and it allows teacher to assess students' performance, and to identify the purposes of the tasks

Perceptive

In keeping with the set of categories specified for listening comprehension, similar, specifications are offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters,

words, punctuation, and other graph emic symbols. Bottom up- processing is implied..(Brown,2003, p.189)

In this part students identify letters, words and phrases of the language; in my experience I have applied activities about matching the vocabulary with pictures. It is a good way to help students to learn vocabulary and to relate without translating. Also the identification of the words in a picture is a kind of reading task that reflect the assessment of the performance of the students, for example if in the picture there is a table and students identify that object on the picture with the word, they are reading and understanding.

Aspect to consider in assessment

Recognition of alphabetic symbols, capitalized and lowercase letters, punctuation, words and grapheme-phoneme correspondences.

2. Selective

This category is largely an artifact of assessment formats. In order to ascertain one´s reading recognition of lexical, grammatical, or discourse features of language with in a very short stretch of language ,certain typical tasks are used: pictured-cued tasks, matching, true/false questions, multiple-choice, etc. stimuli include sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as well, A combination of bottom-up and top-down processing may be used..(Brown,2003, p.189)

In most of my reading activities I have used at least one of these tasks to prove that my students understood the meaning of the text and they identified the structures and vocabulary. This type of performance is also very used in the course books and the kinds of tasks are also to help students with the text comprehension. I have used true/false questions, matching and questions to see the understanding of my students. And it provides a reflection of the information and the use of the language in the texts.

Aspects to consider:

Lexical and grammatical aspects

3. Interactive

Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes and the like. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical and discourse).(Brown,2003, p.189)

In this kind of reading, it is important for students to use their knowledge and to give an understanding for a text; in my experience I only have applied activities for looking for instructions of an experiment and to interpret the reaction of the experiments, and to look for how to make instructions.

4. Extensive

"Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories and books"(Brown,2003, p.189). Most of the times, teacher designs the text according with the needs of students, and the aspects that students need to focus on, also teacher considers if the students can read extensive text and what is the information that students need to look for. The next chart shows the types of reading and the length, focus and process.

Figure 10: Types of Reading Performance and Focus,

	Length			Focus		Process	
	Short	Medium	Long	Form	Meaning	Bottom-up	Top-down
Perceptive	● ●			● ●		● ●	
Selective		●		● ●	●	●	●
Interactive		. ● ●		●	● ●	●	● ●
Extensive			● ●		● ●		● ●

Figure 8.1. Types of reading by length, focus, and process

Note. The chart shows the performance in reading tasks and the focus of each one. Brown D. (2003) Pearson Education)

2.12.5 Listening Assessment

At the same way as reading, listening has their types of performance to enable teacher to assess students, the next information shows the different types of performance in listening.

Intensive

"Listening for perception of the components (phonemes, words, intonation, discourse markers, etc) or a larger stretch of language" (Brown, 2003, p.120). In my experience in this type of listening performance students could be in a process of recognizing the sounds of the words so they recognize that they are words of English language. Particularly, I reflect this type of performance, when we check the alphabet, they are recognizing the sounds of the letters, also when I share vocabulary they practice the sounds of the words.

Aspects to consider: Recognition of phonological and morphological elements

Responsive

"Listening to a relatively short stretch of language(a greeting, question, command , comprehension check, etc) in order to make an equally short response".(Brown, 2003,p.120).In my experience, students are in contact since they were in elementary school maybe they have heard the particular phrase of "good morning, teacher", so this is an example of how they have been in contact with this greeting and now when they listen it they understand the meaning of this phrase, so they look for an answer. At the same time, when they listen to a command for example stand up, sit down, silent please that demands an action and a physically or spoken response.

Aspects to consider: Appropriateness of responses

Selective

> Processing stretches of discourse such as short monologues for several minutes in order to scan for certain information. the purpose of such performance is not necessary to look for global or general meanings, but so be able to comprehend designated information in a context of longer stretches of spoken language (such as classroom directions from teacher , TV or radio news items, or stories)assessment tasks in selective listening could ask students, for example, to listen for names, numbers, a grammatical category, directions and certain facts and events.(Brown, 2003,p.120)

In this category in my experience, I have worked on ask students to listen and to identify information form the texts, for example names, and then they need to make some tasks in order to see if they really understood the message and the information of the audio, in this part is important to see that activities as this one, need to be scoring by the exact word and to see if students are able to recognize that words and information.

Aspect to consider: Listening comprehension.

2.13 Aprendizajes Clave

Commonly in the Education provided by the government, it is necessary to organize and specify the objectives and the topics that teachers and students need to achieve. In Mexico there is a document named Aprendizajes Clave and it is a program where teachers can be guided in order to provide the contents during the school cycle. In the next part I will explain the objectives of the English subject, the teaching focus and the characteristics of the program.

2.13.1 Syllabus

A syllabus is a document which consists, essentially, of a list. This list specifies all the things that are to be taught in the course(s) for which the syllabus was designed (a beginner's course, for example, or a six-year secondary-school programmer): it is therefore comprehensive. The actual components of the list may be either content items (words, structures, topics), or process ones (tasks, methods). (Ur, 1996 p.176)

In my experience, Aprendizajes clave, it is a version about what is a syllabus, in this document you can see the general objective of the subject and the teaching focus, also you can find the graduating profile for junior high students, also the contents and the topics to cover during the year, and the level that students must have in each grade. You can find suggested activities, in order to guide teacher with the contents as well.

Mixed or multi-strand' Increasingly modern syllabuses are combining different aspects in order to be maximally comprehensive and helpful to teachers and learners; in these you may find specification of topics, tasks, functions and notions, as well as grammar and vocabulary. (Ur, 1991, 177)

We can classify Aprendizajes clave as a mixed or multi strand syllabus, based on Penny Ur´s description and classification, Aprendizajes clave is designed to help teachers and students to achieve the objectives of the subject, also it has the topics, suggestions, the functions, and the use of the language. All these aspects to construct the knowledge are in the syllabus to have an organization and to take it as a guide for teaching.

2.13.2 Teaching Focus

The way of working in the English subject and the objectives about the English Teaching are part of a teaching focus. The English subject has the focus of

communication, because as part of the main objective of a language, it is important to develop the communication of students in second language and to design the situations and the objectives that each student needs to achieve in order to be a competent use of language.

2.13.3 Communicative Language Teaching (CLT)

> CLT has two main guiding principles: the first is not just patterns of grammar with vocabulary items slotted in, but also involves language functions such as inviting, agreeing and disagreeing, suggesting, etc. which students should learn how to perform using a variety of language exponents(e.g. would you like to come to the cinema, do you fancy coming to cinema? What about coming to cinema? How about a film? (Harmer, 2007, p 50)

The curriculum in English as a second language in basic education takes a focus of action centered to social practices of the language, and these are oriented to learning integration and process to offer students opportunities to participate in communicative interchanges that demand the appropriate use of knowledge, abilities, attitudes and strategies and to reflect about different aspects of the language and culture.

> Students also need to be aware of the need for appropriacy when talking and writing to people in terms of the kind of language they use. the second principle of CLT is that if students get enough exposure to learning, and opportunities for language use- and if they are motivated- then language learning will take care of itself. (Harmer, 2007, p 50)

Social practices of language observe communicative interaction and how it establishes the focus of teaching and learning. Therefore, language is defined as a communicative, cognitive activity and reflective through which it is possible, for example, to express, exchange and defend ideas, emotions, desires, interests; establish and maintain interpersonal relationships, access and interpret

information, participate in the construction of knowledge, organize thought and reflect on the own process of discursive creation.

2.13.4 Graduating Profile

Figure 11: Levels of English

LEVEL	DESCRIPTION
0	Unable to function in the spoken language.
0+	Able to satisfy immediate needs using rehearsed utterances.
1	Able to satisfy minimum courtesy requirements and maintain very Simple face-to-face conversations on familiar topics.
1+	Able to initiate and maintain predictable face-to-face conversations And satisfy limited social demands.
2	Able to satisfy routine social demands and limited work requirements.
2+	Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective.
3	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.
3+	Often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks.
4	Able to use the language fluently and accurately on all levels normally pertinent to professional needs.
4+	Speaking proficiency is superior in all respects, usually equivalent to that Of a well- educated, highly articulate native speaker.
5	speaking proficiency is functionally equivalent to that of a highly articulate, well- educated native speaker and reflects the cultural standards of the country where the language is spoken.

Note. In the next chart we can see the levels of English learning. Brown D.(2001) Pearson Education, p. 97

According to the curriculum students of secondary school need to achieve the level B2 at the end of the education, the graduating profile says that students should be able to describe in English, experiences, facts, desires, aspirations, opinions and plans. so the level showed in the chart is that students are able to satisfy routine social demands and limited work requirements

2.13.5 Reading and Listening

In these two skills it is important to establish that the program demands that students should be able to Understand and exchange opinions about the general meaning, main ideas and some details of various oral texts and clear writing in standard language when dealing with familiar issues (work, study, free time, etc.) and current affairs

2.14 Key questions

Based on the study and the investigation made, it is necessary to take the guide about what would be analyzed during the application of listening and reading activities, for these reason it is necessary to consider the impact of the combination of both skills and how this helps students to understand better. At the same time if the role of the teacher can influence the strategy and how students react after the whole process.

How did the combination of reading and listening activities affect language comprehension?

How did the strategies influence in the reading and listening activities?

What results did students have after applying combined activities?

3. CHAPTER 2

The development of chapter 2 is according to the analysis of the lessons where the topic of study was applied; the following information contains some of the results that each key question showed, at the same time the aspects of improvement and the positive effects of the case. The information is organized by lesson, in total I analyzed 6 classes and the reflections were made by question, I included the following 3 key questions:

- How did the combination of reading and listening activities affect language comprehension?
- How did the strategies influence in the reading and listening activities?
- What results did students have after applying combined activities?

These questions are answered with the observation, evidences and the criteria of the class, it is included a chart to show the results and the criteria of the activity, the evidences as well are present in the appendix section.

In order to organize and get the analysis I used the Gibb´s Framework that is one of the most famous cyclical models of reflection leading you through six stages exploring an experience: description, feelings, evaluation, analysis, conclusion and action plan.

3.1 First Lesson

During the week from January 11th to January 15th I had one synchronic class with the group of second grade group E

3.1.1 Question 1: How did the combination of reading and listening activities affect language comprehension?

The class was on Monday, January 11th at 9:00 am with the group 2nd E, the app used for this class was zoom. The topic of the lesson was about Monologues and the main aim was: by the end of the lesson students should be able to use simple past to talk about experiences in a monologue. (Appendix D) the methodology used was PPP (presentation, practice and production)

According with the lesson plan, the area of study takes place in the first stage (Presentation).The material used was: pictures and a video of a monologue.

Before applying the activity of listening and reading through the video, I asked some questions for students according with the topic of the video. The video was about a person who is telling a monologue about his last holydays.

The video contains the text and the audio, so when it was played students could read and listen. During the video students had to write the actions that the person tells in the video, and then, they had to answer some questions to prove that they understood. I played the video two times and at the students made some comments and they answered the questions, but they did it in Spanish.

At the beginning of the lesson I was motivated, because I was going to use a video and there is a tool that allows working with the two abilities simultaneously, then when I asked the introductory questions it was really interesting to see that some students remember some things about the previous class, after that , when we were checking the vocabulary it was really interactive, because students were participating and repeating the pronunciation of the words.

It was really exciting to see that 3 students identified some details of the video and some of them were laughing because it was a comic monologue.

Aspect	Results
Introductory questions Students answered the questions correctly	6 students answered
Checking vocabulary Students could match the pictures and pronounce the words	1st word – 6 students repeated 2nd word 6 students repeated 3rd word 3 students repeated 4th word 2 students repeated 5th word 2 students repeated
Video activity Students identified the actions from the text	3 students answered
Questions Students answered the questions from the video	3 students answered

Based on the student's answers I observed that students had remembered some things about the last class. The aspect of checking vocabulary was an important part "we need to understand some words in order to understand the meaning of a text" (Ur P.1996, p. 140). Because many students participated and I could realize that students knew the vocabulary, because they had to match with some pictures and they were participating correctly and they were paying attention in the pronunciation and trying to repeat the words.

Based on my observations I could realize that the three students who participated in the actions that appeared in the video, they understood some of the details of the video and they were able to identify the actions, they commented in Spanish but the actions of the video were correctly.

The aspect of using introductory questions I think was important because students could be ready about the content of the video and what they were going to listen and read. "Learners should have in advance some idea about the kind of text they are going to hear" (Ur P. 1996, p 108) At the same time, the aspect of check vocabulary helped to understand better the information, because they got familiarized with the vocabulary of the video, with the form and the sounds, I can say this because based on in their answers (three students) , they used the vocabulary that we checked before watching the video . For that reason I could infer that checking vocabulary increased the comprehension about the video.

It is important to consider that the video is an important tool, because students could listen and read simultaneously, and it allowed identifying the sounds and the form of the verbs. Although the students used Spanish to say their answers, it was really interesting to see that they understood part of the information, it is necessary to engage them to use English to explain their answers.

Based on the activities applied and the results, I could see that the use of reading and listening activities and the nature of each skill helped students to identify ideas of the video and to understand some of the details. At the same time, the use of the video helped to mix the both skills. The important aspect to present

the vocabulary was an important part, because it helped students to use the vocabulary to understand the ideas of the text. And I had to consider how my students can express or support their answers using English.

Keep providing videos in order to students understand and work on reading and listening skills simultaneously and to incorporate more task in order to get the information from the text. Encourage students to use English at the moment of participate, or guide them to use it.

3.1.2 Question 2: How did the strategies influence in the reading and listening activities?

Criteria

Aspects	Results
Introductory questions Students answered the questions correctly	6 students answered
Checking vocabulary Students could match the pictures and pronounce the words	1st word – 6 students repeated 2nd word 6 students repeated 3rd word 3 students repeated 4th word 2 students repeated 5th word 2 students repeated
Video activity Students identified the actions from the text	3 students answered
Questions Students answered the questions from the video	3 students answered

The strategies that were used during the application of the listening and reading activity were related to the introductory questions, "A general question is given

before reading, asking the learners to find out a piece of information central to the understanding of the text" (Ur, 1996 p.146) where 6 students participated, I think that the questions were appropriate to introduce students with the topic, because I could observe that some students could recognize the topic. The questions had the purpose of engage students with the topic, so I tried to contextualize students with the new information, as 6 students expressed their opinions about their last vacations, I could infer that they had an idea about what they were going to read and listen in the video.

The way of presenting the vocabulary was adequate because based on their answers and my observation I could see that they liked the activity and it was easy for them to match the words with the pictures. In the moment of work on pronunciation, I said the word and asked students to listen and then repeat, not all the students participated, I tried to wait a moment and I asked to the rest of the group to pronounce the word, but they did not do it.

At the moment of getting the information of the text, I think that it was helpful for students to play the video two times. But it could be better to pause the video and ask students to write, because they could not get some ideas. After they watched the video I asked about the actions that they could get from the video, and I could see that the students who participated were correct in the information, the only thing that I needed to consider is that they used Spanish to explain the actions.

The aspect of introduce the topic and let students know about what they were going to listen and read, I think that it was an important thing, because students could relate their own experiences with the experiences of other people, at the same time it was something that allows the interaction with the students. "Tasks should encourage learners to apply their own background knowledge and experience to the reading of texts"(Ur P. 1996, p.149).

I could realize that it was a great idea to check vocabulary before watching the video, because students got familiarized with the sounds and the forms of the words, and I think that when you see a word that you know in a sentence will be

easier to understand the massage of that sentence even if you do not know all the words of that sentence, "we need to understand some words in order to understand the meaning of a text, but by no means all: we often 'skip' or misread words in order to make sense of the whole more quickly or conveniently" (Ur P, 1996 p.140). I think that something similar happened with my students, because when we shared the ideas from the video, their answers were related to the vocabulary that we checked.

As their answers were in Spanish it is something that we needed to work, because it is necessary that once they have understood the information they could express it using the Language.

Based on my observations and the evidences of student's results, (Appendix J) I can infer that the strategies used in the application of the activity helped student to understand the information, and that there are some aspects to consider, such as the sequence and the way of applying the activity. At the same time the aspect about how I can help my students to use the language and to encourage the rest of the students to participate, because not all of them participate in class.

As part of the action plan I am going to add more pictures to encourage students and motivate them in the introductory activity and try to apply techniques in the use of videos, guide students to use the language. Keep checking the vocabulary in order to help students to understand and try to involve all the students and invite them to participate and know about what they think.

3.1.3 Question 3: What results did students have after applying combined activities?

Criteria

Aspects	Results
Introductory questions Students answered the questions correctly	6 students answered

Checking vocabulary Students could match the pictures and pronounce the words	1st word – 6 students repeated 2nd word 6 students repeated 3rd word 3 students repeated 4th word 2 students repeated 5th word 2 students repeated
Video activity Students identified the actions from the text	3 students answered
Questions Students answered the questions from the video	3 students answered

The results in the first activity where I introduced students with the topic were that some students remembered some aspect from the last class, so it told me that they are paying attention. A t the moment of answer the questions I could see that some of them answered correctly but they did it in Spanish, and as they were exposed to the questions about their experiences I could infer that they knew what they were going to listen and read.

When we checked the vocabulary I could see that it was easy for them, because most of them were participating fast and correctly, at the moment of listen and read, they were paying attention to the video and they asked me to play two times the video in order to understand better.

After listen and read I asked for some comments about the video and only three students shared their answers, they were correct but once again they did it in Spanish, it was interesting to see that the answers were related to the vocabulary that we previously checked before watching the video, so I could infer that the vocabulary was an important part for the comprehension "Students should have an opportunity to give feedback on what they have read, either verbally or in written form" (Harmer J, 2007, p.110).

Those students gave me details that I expected that they could watch in the video so it was really nice to observe that. The aspect to improve is the use of

Spanish in class, I needed to guide them and motivate them to express their ideas in English.

The results that I could see after the complete activity were related to the sequence of the activity, because from the introductory activity to the questions of the video, most of the students were in contact with the information.

There are some aspects that infer in the results of students, for example the use of video, that it is a tool that allows mixing reading and listening skills at the same time. And the aspect of that each skill has their strategies and sequences, for example the introductory activity and the vocabulary part, because at the end each skill has their own aspects but both contributed to the comprehension of students, at the same time it is important to say that students who participated were able to recognize the information, although they used Spanish but they understood the information and it was correct.

The results were interesting but there were things to consider, for example to include all the students in the activity, because based on my observations not all students participated and also that help students or guide them to use English, because they could understand the information but it is necessary to use that information to produce the language.

I would add more activities to students to interact in English and that the things that they understood from the input can be said in English, at the same time more activities to help students to understand the input better and easer. Keep providing the vocabulary and the introductory activity could be more attractive for them.

3.2 Lesson 2

During the week from January 18th to January 22nd, 2021 I had one synchronic class with the group of 2nd "E".

The class was on Monday, January 18th at 9:00 am with the group 2nd E, the app used for this class was zoom. The topic of the lesson was about Monologues and the main aim was: : by the end of the lesson students should be able to use past

progressive to create a monologue about their experience during the quarantine (Appendix E)The methodology used was PPP (presentation, practice and production)

3.2.1 QUESTION 1: How did the combination of reading and listening activities affect language comprehension?

According with the lesson plan the area of study took place in the first stage: Presentation. And the material used was: pictures and a text of a monologue.

At the beginning of the lesson, I tried to contextualize students with the topic of past continuous, by making a question about, the actions that they were doing a day before. In order to help students to answer that question, I provided some examples using my information and pictures. Some of the students shared their experiences in Spanish and I guided them to say in English and we continued with the activity. Then, I asked students to look at the picture of the monologue and predict the content. As the author mentions:

> Prediction is a major factor in reading. When we read texts in our own language, we frequently have a good idea of the content before we actually start reading. Book covers give us a clue about what is in the book; photographs and headlines hint at what articles are about. (Harmer J, 2007,p.101)

The activity that students were going to do was: to read and listen the monologue and to complete some missing words. In the activity I read aloud the monologue two times and students filled the words in the text, after listening and reading we commented the answers of the text. At the end, we answered some True/false questions in order to confirm the student´s comprehension. Then, we commented the answers of the questions, I asked to some of them to read each question and the rest could give their opinion, some of them were using Spanish to explain. I repeated the words in English, and I did not invite students to repeat, and we continued sharing ideas in Spanish.

In the pre-listening/reading activity based on my observation of the class, when I asked students to participate and three of them shared their opinions in Spanish I was motivated to help them to repeat in English. Then, when I asked students to imagine the possible content of the monologue and that only two students participated, I was worried about if students were going to understand the monologue. In the section of complete the missing words, based on the answers that students shared, I thought that my pronunciation or the voice in the computer could affect the sounds of the words, because some students were confused with the answers.

At the last section, as 5 students participated using Spanish I was worried, because they were using Spanish and I also started to speak in Spanish and I felt a little in pressure, because I did not know how to encourage to speak in English in that moment.

Criteria

Aspects	Results	Observations
Students used their experiences to share information	3 students shared their opinions based on their experiences	They did it in Spanish and I guided them to say it in English.
Students used their previous knowledge to predict the information before they read and listen.	2 students shared their ideas	There was only one picture To predict and I think all students had the same idea
Students were able to complete the missing words of the text while they were reading and listening	6 students commented the answers of the missing words	They had some problems with the answers, they got confused with the words

Students understood the information by answering the true/false questions	5 students answered the true/false questions	Some of them answered in Spanish and some of them gave the wrong answer
Students supported their answers with the information of the text.	5 students supported their answers in the true/false questions	They used Spanish to support their answers and

Activities to contextualize students were an important part of the activity, because the questions that I included were similar to what students were going to do at the end of the lesson. Based on the observations that I made in that moment, I could identify that students tried to use the language if I helped them and guided them. And they could use their own experiences to get in contact with the language

The activity of predicting the information of the text, based on the ideas that students shared I think that some students wanted to participate, but I did not provide more pictures of the text, so I think it limited the student´s participation.

The way of providing the input was adequate for me and students, because I could manage the level of the voice and the pace of the reading. There are some advantages of reading aloud "Less recorded material means less of the expense, inconvenience and occasional breakdown that the frequent use of tape-recorders entails" (Ur P. 1996, p. 109). The activity of reading aloud based on the definition of the author: "Reading aloud: An enjoyable activity, when done with conviction and style, is for the teacher to read aloud to a class, this allows the students to hear a clear spoken version of a written text" (Harmer J. 2007, p.307).

As I read the monologue two times, before reading in the second time I asked students if the peace was adequate, and two of them said it was okay, but they could not complete the missing words in the first time that I read, so I tried to read slower and I tried to make an emphasis in the spaces where they had to complete. "You can also adapt the level and speed of the text to your specific students and respond directly to their needs"(Ur P. 1996, p 109). And based on the answers that they gave me I could identify that in the first time I read faster.

Nerveless there were some problems to complete the missing words, because students at the moment of sharing answers, they had different answers, so probably my pronunciation could affect, but we corrected the answers in that moment.

In the last activity as 5 students provided the correct answers but some of them did it in Spanish, and it was necessary to use the English at the time of explaining and sharing answers.

The use of personal information helped to the introduction of the activity, because students saw how they created their own information by using their experiences, because they shared their own information and I helped them to say it in English. A sub-skill in reading and listening is predicting, it is important because it activates previous knowledge of students and it allows sharing ideas and comments about the information that they were supposed to listen to and read.

Based on the comments that students shared by looking the picture of the Monologue, some of them understood that the monologue involved the action of the picture, I think that I had to provide more pictures to contextualize better the students, because not all of them participated, because it was only one picture.

In the application of the activity, I think that the use of reading aloud allowed raising the voice, managing the peace and making an emphasis on the part where students had to complete, because students could complete the missing words in the second time, where I read slowly and I tried to pronounce better. There is an evidence of this activity at the end of the reflection (Appendix K).

At the same time the use of pre-While-Post activities of both skills support the presentation of information. One aspect is that students participated more in each stage of the activity, they shared ideas and they tried to answer the exercises and based on my observations of the performance of the students in each stage, I could define that it is necessary to provide more activities to help students to understand and to help them to be ready at the time of listening and reading.

By the other hand the use of Spanish when we share answers and in the instructions, it is an aspect that I need to improve. Because based on my observations and their works students got the idea of the text, but they had to use the same information to support their answers.

The combination of the listening and reading activities helped to identify the ideas of the Monologue and to look the forms of the language. Based on the student's answers (Appendix K) and comments about the monologue, I could infer that they understood some points of the language presented. The action of not only combines the skills, but also the sub skills such as: predicting of each one, support the understanding of information and language in students. Though the answers provided by some students were in Spanish, it is important to mention that I need to improve that area.

I need to keep providing predicting activities "There are tasks which specifically encourage prediction, such as .What do you think will happen next?' or 'What do you think the next few words will be?" (Ur,1991, p. 149.) And use more tools for mix the reading and listening skills simultaneously such as: videos and audios.

And use a different task to assess the student performance and to prove the comprehension.

> In order to ascertain one´s reading recognition of lexical, grammatical, or discourse features of language with in a very short stretch of language ,certain typical tasks are used: pictured-cued tasks, matching, true/false questions, multiple-choice.(Brown D. 2003, p.189)

3.2.2 Question 2: How did the strategies influence in the reading and listening activities?

Criteria

Aspects	Results	Observations

Students used their experiences to share information	3 students shared their opinions based on their experiences	They did it in Spanish and I guided them to say it in English.
Students used their previous knowledge to predict the information before they read and listen.	2 students shared their ideas	There was only one picture To predict and I think all students had the same idea
Students were able to complete the missing words of the text while they were reading and listening	6 students commented the answers of the missing words	They had some problems with the answers, they got confused with the words
Students understood the information by answering the true/false questions	5 students answered the true/false questions	Some of them answered in Spanish and some of them gave the wrong answer
Students supported their answers with the information of the text.	5 students supported their answers in the true/false questions	They used Spanish to support their answers and

"Subdivide your techniques into pre-reading, during-reading and after reading phases" (Brown D. 2003 p.325). The strategies used in this lesson were according to the reading and listening sequence(pre-while-post) in the first part of the activity: three students participated in the questions to contextualize the information of the topic, the examples that I provided, about my personal information using past continuous, helped to a student to produce her own information, the others two the students who participated, they needed my help to produce the phrase in English, and based on their comments that they shared, they were in contact with the new topic.

In this pre-reading/listening activity, I asked students to look at the picture and only two students participated, they mentioned the possibly content of the monologue and they did it in Spanish, I only repeated the phrases in English, but I did not ask them to repeat, this is an aspect that I needed to consider.

In the part of while reading and listening, the strategy was according to read the text aloud in order to help students to complete the missing words, in this stage, I asked students for participations after read the text two times, and the results were that: in total 6 students participated and four students could identify the missing words correctly and the rest were confused with the sound of the words, but we checked the correct answers anyway. Their evidences showed that they could complete the missing words; I shared a picture about one student´s evidence (Appendix K).

In order to help students to understand and look for details of the text, the strategy was to ask some true false questions about the information of text, where not all students participated, only five students shared their answers, in this part the questions were showed in the presentation so students only answered the questions orally, based on my observations, the first three questions students answered correctly and in the last questions there were some problems, because the information of the text was a little difficult or confused.

Based on the check list, their evidences(Appendix K) and the observations, I could identify that some of the strategies implemented in the application of the activity helped most of the students to understand the language, and that there were strategies that I needed to modify and change.

The strategies that worked and helped a lot were the use of personal information to introduce students to read, because based on the ideas that some students shared, they could have a notion about what they were going to read, at the same time the use of reading aloud, it allowed to manage the pace and the volume of the reading, based on the evidence, most of students could complete the missing words after that I changed the pace, as I read the text two times, in the

second time I modified the pace and I tried to pronounces clearly in the spaces where students had to complete.

The checklist gave me the results that students understood most of the points of the lecture, but the results were that some of them used Spanish, either to answer or give the support to their answers, this is an aspect that I needed to consider, and to try to modify or add more tools in order to students use the language to answer or interact in English.

It is important to consider the strategies and the role of the teacher in the application of reading and listening activities, the strategies were used as a support in the student's comprehension of the language, and based on the analysis and according to the results, I could recognize that there were some aspects to consider and others that were an important part of the activity, for example the use of predicting activities, engage students with the topic, and the use of reading aloud could be a strategy to manage the pace of the language, and the use of true/false questions to invite students to check the information of the text.

I think that it is important to add a section where students write their ideas about what is the text about, before they read and listening, in order to see the opinion of all the students. At the same time to add more activities where students practice the pronunciation of the language before and after listening and reading.

Another aspect to consider is the use of introductory questions to contextualize students and also an activity after the reading to interact with the information of the passage in English.

3.2.3 Question 3: What results did students have after applying combined activities?

Criteria

Aspects	Results	Observations

Students used their experiences to share information	3 students shared their opinions based on their experiences	They did it in Spanish and I guided them to say it in English.
Students used their previous knowledge to predict the information before they read and listen.	2 students shared their ideas	There was only one picture To predict and I think all students had the same idea
Students were able to complete the missing words of the text while they were reading and listening	6 students commented the answers of the missing words	They had some problems with the answers, they got confused with the words
Students understood the information by answering the true/false questions	5 students answered the true/false questions	Some of them answered in Spanish and some of them gave the wrong answer
Students supported their answers with the information of the text.	5 students supported their answers in the true/false questions	They used Spanish to support their answers and

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According to the checklist, in the first part of the activity only three students participated in the introductory activity and based on my observations, some of them did it in Spanish, and for that reason I guided them to repeat using English, one of them used the example that I provided to share her opinion. In the part of predicting only two students expressed their ideas, because there was only one picture. At the time of listening and reading, students completed the missing words, the results based on the participation of the class were that 6 students could complete the text with the missing words, two of them were confused with some words, but then we checked the correct answers.

Based on their evidences, I could identify that most of the students could complete the text with the missing words in the correct way. In the last part of answering the true/false questions based on my observation and the checklist, the students who participated were 5 and they could identify the details of the text but at the moment of share the answers they did it in Spanish, so I tried to invite them to use the English but they had not confidence to use English.

The application of the activity gave me some points to reflect, for example that the introductory activity was an important part of the reading and listening activities, the students who participated shared their answers and those answers could be examples to the rest of the group, when students had to predict the content I thought that the opportunities to participate were going to be few, because there was only one picture as example of the content of the text.

The results of the activity where students completed the missing words were that some students could identify the missing words in the correct space, but some of them got confused about two words with the similar pronunciation, it is important to consider that the use of reading aloud allowed change the pace and try to make a clear pronunciation. Because I read the text two times and in the second time I tried to read slower and higher, and in the second time most of the students could complete the missing words. There is evidence about this task (Appendix K).

Then, the interaction using the information of the text by answering some true/false questions, gave me some points to consider, for example that most of the students, based on their participations could understand most of the details of the text, and at the same time to reflect about the true false questions. At the moment of answer the questions they did it in Spanish, there was a positive aspect, because the information that they shared in Spanish was correct, the aspect to improve is to invite them to use the English to support and share their answers.

The student's results were an important part for the study, because I could view what were the tasks that needed to be adequate and to see if I needed to change

something, based on the results I think that I needed to consider offering more opportunities for student´s participation and also to engage students to use the language when they participate. As in the Analysis is mentioned, there is a positive aspect, that students understood the information, based on their answers I could assume that they understood, the only thing is to engage them to use the language more and more.

In order to get their results not only by my observations and to check that all the students participated in the activity, I need to add a task where students can write their ideas, in the case of predict what they think the text content could be. At the same time to include the questions that I make after they read and listening in the same worksheet,

It is necessary to consider at the same time to provide more pictures or examples in order for students use the language more, and to make them feel confident to participate in English. At the same time to generate more ideas and to introduce them in the topic

3.3 Lesson 3

During the week from March 1st to march 5th I had one synchronic class with the group of second grade group E from the junior high "Antonio Diaz Soto Y Gama". The class was on Monday, March 1st at 11:00 a.m. the app used for this lesson was "Zoom". The topic of the lesson was about "Conversations about experiences" and the main aim was: by the end of the lesson students should be able to use linking words to join ideas in a conversation.(Appendix F)

3.3.1 Question 1:How did the combination of reading and listening activities affect language comprehension?

I applied an activity about a conversation between two friends who were talking about experiences; students were going to listen and read the conversation and complete some missing words in the text.

As (Harmer J, 2007 recommends: "Students need to be made ready to listen. This means that they will need to look at pictures, discuss the topic, or read the questions first, for example, in order to be in a position to predict what is coming" p.135) . Before presenting the conversation I asked students to look at some pictures that were related with the topic of the passage, and I asked them to write all the possible ideas that they had about the text, I waited some minutes to let students think and write. Then, we shared the ideas about the possible content of the text, they used the pictures to produce their ideas, some of them did it in Spanish and some in English.

After sharing the ideas I asked to someone to read the instructions in order to avoid any doubt and to get students ready for the activity. "Providing the students with some idea of what they are going to hear and what they are asked to do with it helps them to succeed in the task"(Ur P. 1996, p 110). After clarify about what they were going to do, I played the audio and asked students to pay attention. They were listening and reading and trying to complete the conversation with linking words. After the audio finished I asked if I should play the audio again and they said yes.

 So the audio was played again and then we checked whether they completed the conversation correctly. I asked for participation to read the whole conversation to check the answers, we were checking the answers and students read the whole conversation; each dialogue was read by one different student.

After clarifying the answers students had to answer some true false questions "Learners write ticks or crosses to indicate whether the statements are right or wrong; or make brief responses ('True!' or 'False!' for example)"(Ur P., 1996, p 113). In order to see their comprehension about the conversation, they spent some minutes to answer, then we socialized the answers, they answered if the option was true or false in English but at the time of explain their answers they did it in Spanish.

Before the lesson I was excited and nervous because I was going to be working again with my students, and when the class started I was motivated. During the application of this activity I think I was a little bit worried, because I thought that the audio could not be appropriate and that I probably would have difficulties with that, but at the end it worked well. At the same time, I was desperate because I thought that my students did not understand me and I was using a lot of Spanish, but I tried to control myself.

Criteria

Aspects	Results	Observations
Students were able to predict the text watching the pictures	6 students commented in the class and wrote ideas in their evidences	During the class students mentioned the ideas of prediction in Spanish In their evidences they did it in English
Students could identify the missing words from the conversation	6 students participated reading the dialogues 7 students participated in the checking of answers	Some students got confused with some words
Students were able to answer true/false questions	4 students participated	Students answered correctly if the answer was true or false
Students explained their answers	4 students participated	Students used Spanish to explain their ideas.

During the application of the listening and reading activity I could collect some results, starting with the predicting activity where I could observe that 5 students participated, and some of them commented in English and some in Spanish, I think that their answers were good because they were related with some aspects of the text, as they had to write the ideas in their worksheet or notebook I could identify that some of them added more ideas in their notes, but they did not mentioned,

and those ideas were written in English. When I checked the evidences (Appendix L) I could identify that most of the students were correct.

Checking the while reading and listening I could observe that most of the students could complete the missing words after the second time of playing the audio. "Students will want to hear it again to pick up the things they missed the first time"(Harmer J. 2007p.135).In this activity I asked the participation of 6 students in order to check the missing words, because there were 6 dialogues in the conversation, at the moment of checking the missing words, in some answers some students were wrong but their classmates corrected them.

In the part of checking the true false questions, students spent a couple of minutes to answer the questions, then we shared the ideas and 4 students participated, they reflect about if the statements were true or false and why they though that, an aspect is that students understood the text but they commented the answers in Spanish. There was a space for write the explanation of why the answer was true or false but students did not complete in their evidences, so I could obtain the information from the people who participated in the class

I think that invite students to write their ideas and predictions of the text, gave them more time to think and add more ideas and helped them to identify what they were going to read and listen. "Writing gives them more 'thinking time' than they get when they attempt spontaneous conversation. This allows them more opportunity for language processing - that is thinking about the language - whether they are involved in study or activation"(Harmer J. ,2007, p.112).

In the activity of complete missing words, I think that it was necessary to familiarize students more with the sounds and the form of the words, because they were confused with the answers, at the same time could be useful that they listen the sounds and how they are written in order that they understand better at the time of complete the conversation.

The last task about the comprehension questions I think could be more attractive or at least add more images to help students to understand the questions

and to help them to express their opinions, because they did it in Spanish, I think that I omitted the part of filling the char of explanations because I did not have much time and I was in pressure. As I mentioned only with the answers that they gave me I could see that they understood the text but they did not express in English the answers.

The combination of these two skills and the tasks in the pre-while-post activities contributed in the comprehension of the students because based on their comments and the results, they had an idea about the conversation, because from their ideas before reading and listening they were trying to predict the information of the conversation, and I think it was part of comprehension.

Then, they were in contact with the conversation, although some of them were a little bit confused the aspect of listening and reading simultaneously, helped to identify the words, at the end of the activity, they had to prove what they understood from the text after listening and reading the conversation, so as only some students participated and they did it in Spanish I could assume that at least they could understand something from the text.

In the next application could be appropriate to add more pictures in order to help students to understand the questions and also provide tools like key words to help them to produce language to support their answers in English. Practice the sound and form of the vocabulary before listening and reading the passage could be useful as well. Organize better the worksheets and try to add more ways of capture the student´s information.

3.2.3 Question 2: How did the strategies influence in the reading and listening activities?

Criteria

Aspects	Results	Observations
Students were able to predict the text watching	6 students commented in the class and wrote ideas	During the class students mentioned the ideas of

the pictures	in their evidences	prediction in Spanish In their evidences they did it in English
Students could identify the missing words from the conversation	6 students participated reading the dialogues 7 students participated in the checking of answers	Some students got confused with some words
Students were able to answer true/false questions	4 students participated	Students answered correctly if the answer was true or false
Students explained their answers	4 students participated	Students used Spanish to explain their ideas.

The strategies used in the activity were related with the aspect of what could be helpful for students in order to understand better the text, in the first part I tried to familiarized students with the topic and to know about the ideas and the experiences that students could have, were 6 students who participated and shared their ideas, it was very important to see that most of their answers were related to the conversation. But they were in Spanish.

As a way of get the information from their evidences and not only from my observation I decided to add a section where students could write their answers, and during the checking of their evidences I could identify that they added more ideas and they wrote them in English.(Appendix L)

I think that the aspect of complete missing words gave students the necessity to pay attention in the text, because they had to listen and read in order to complete the activity, at the same time it is a good opportunity to practice and to learn how the words are spoken and written "Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing" (Harmer J, 2007, p.99). This task involved student's attention, because I could observe that when

they were answering it was difficult for them to pronounce those words, I think that would be better to practice the vocabulary before listening and reading.

When students ended to reading and listening the conversation, it was necessary to prove if they understood the text, "It is important for teachers to design techniques in such way that student's responses indicate whether or not their comprehension has been correct" (Brown D. 2003, p.259). So for this reason the true/false question were included, as they spent some minutes to answer, they had the opportunity to check the text again in order to corroborate their answers and with the complete words was helpful, as only 4 students participated they were correct, but their explanations were in Spanish, I think that they understood the text but they need more tools or confidence to use English.

> Familiarize students involved the question from the teacher about what was the text about? or what did students think? "There are tasks which specifically encourage prediction, such as .What do you think will happen next?' or 'What do you think the next few words will be? (Ur,1996, p. 149)

I think that the predicting activity helped to contextualize students and to get them ready about the possible information of the text.

The task related with the missing words involved students to be reading and listening the text according with the audio and the text, this was useful because students wanted to know the missing words in order to complete the activity, at the same time they practice the sounds and the written from of those words.

The questions about the text were an important part because it was where students brushed up the information from the conversation, and it allows interaction with them. The use of the text to produce the language was an aspect that needed to be focus on because students express their information but they used Spanish. They got the information they understood it, but they supported their answers with their first language.

As part of the strategies that teacher can use in the application of reading and listening activities I could say that they affect the way of how those activities were presented, because it was not only to listen and read, but also to be engaged with the information, to try to generate a sequence and to involve students in the process of reading and listening, from the generation of ideas that students gave me and the contact that they had in the missing words to the interpretation of the information. I think that students were able to understand the language, and with these strategies it was easier for them to identify more ideas.

As part of the action plan could be useful to generate more opportunities and confidence in students to use more English than Spanish, keep providing the material to help students to understand and to be engage in the activities, try to involve all the students in the process of reading and listening.

2.3.3 Question 3: What results did students have after applying combined activities?

Criteria

Aspects	Results	Observations
Students were able to predict the text watching the pictures	6 students commented in the class and wrote ideas in their evidences	During the class students mentioned the ideas of prediction in Spanish In their evidences they did it in English
Students could identify the missing words from the conversation	6 students participated reading the dialogues 7 students participated in the checking of answers	Some students got confused with some words
Students were able to answer true/false questions	4 students participated	Students answered correctly if the answer was true or false
Students explained their	4 students participated	Students used Spanish to

answers		explain their ideas.

The application of this activity gave me some important results and aspects to consider to keep improving the job, in the first task of predicting, I could observe that my students could use their own knowledge to share ideas about what the conversation could be about, some of them shared their comments in English and Spanish at the moment of the class, and in their evidences (Appendix M) they used English and they added more ideas about the text.

"The task should usually involve intermittent responses during the listening learners should be encouraged to respond to the information they are looking for as they hear it, not to wait to the end" (Ur P., 1996, p. 108) The next task about complete the missing words gave me some points, for example: that most of the students were able to identify most of the missing words, and that they could perceive the sounds of the words in a regular way, because some of them were confused in the pronunciation. The results in the last task were important because I could identify that the students who participated were able to understand some ideas from the conversation and they used their first language to comment about the answers

When students expressed their ideas I could observe that one question could activate their previous knowledge, because when one student started to participate, then another and another, so I think that the response of students can be useful in order to make a better understanding, because each one of them had a different idea and this contributed to get a major preparation about what could be the conversation about. "Remember than the cultural background(s) of your students can be both facilitating and interfering in the process of listening" (Brown D. 2003,p. 258).

It is important to consider that students needed to be in contact with more and more listening activities, because sometimes it is difficult for them to understand the missing words, in my observation I could see that they were confused or

maybe they did not know the pronunciation of the word, for this reason I think that I should have practiced the words before read and listening, because some students got confused.

The aspects seen in the last activity gave me the perception that students understood most of the information form the conversation, because based on the answers that they gave me, I could assume that they understood, the only think is that they needed to use English to support their questions.

As many of the results can be used to improve and to keep doing or change the way of applying activities, this is not the exception, I could identify that students needed to be in the process of generate ideas in order to activate their previous knowledge and join it with the new knowledge. At the same time, I could identify that students needed to practice more the ability to listen, because sometimes they got confused.

On the other hand I got the result that some of the students understood well the information, and the only aspect to improve is to help them or guide them to use more the English at the moment of explain their answers.

I need to consider the use of English in students, because they are not using a lot the language I would add more activities to students to interact in English and that the things that they understood from the input can be said in English, could be adequate the use of tools as pictures or vocabulary to encourage students to use the language, when they express their opinions after they read and listen a passage.

3.4. Lesson 4

During the week from March 8th to march 12th I had one synchronic class with the group of second grade group E from the junior high "Antonio Diaz Soto Y Gama". The class was on Thursday, March 8th at 11:00 am , the app used for this lesson was "Zoom". The topic of the lesson was about "Conversations about experiences" and the main aim was: by the end of the lesson students should be

able to provide information in reference to: place, time and information of their experiences. (Appendix G)

3.4.1 Question 1: How did the combination of reading and listening activities affect language comprehension?

The activity was related with the topic of experiences and students should identify the place, time, and information about the experiences, the activity started by asking students to look at some pictures in the text, and to write some ideas about the possible content of the text, "Before you read: spend some time introducing a topic, encouraging skimming, scanning, predicting and activating schemata" (Brown, 2003, p 325).

I gave them about 2 minutes to write their ideas and then we checked them, only 2 students participated, they did it in Spanish, then, we checked some words that the text had, in order to facilitate comprehension, they had to match the words with the correct picture, I gave them 1 minute to complete that task, and we checked the answers.

Before students read and listen we recognized the instructions and the information that they had to identify from the input, "Whenever you are teaching a reading technique, make sure students know their purpose in reading something" (Brown, 2003, p.306). Then, I played the audio and asked students to pay attention, I played one time the audio, and I made some questions according to the information of the text, students answered those questions correctly. After that, students had to create some questions and decide if the questions were true or false, and then we shared the questions created by students and the answers.

Few minutes before starting the activity I was motivated because, the topic was easy and I thought that it would be exciting for students, because it was related to experiences In the first task I was worried, because nobody was answering me, and students did not want to participate, so as I asked them directly and some of them answered me, I was a little bit quite. In the task of checking information it was very interacting, but in the last I was frustrated, because students got confused.

Criteria

Aspects	Results	Observations
Students were able to write and share their ideas about the text	2 students participated	in the class they did it in Spanish one evidence shows the ideas in English
Students could match the words with the pictures	4 students participated	Students could complete the task correctly
Students were able to identify the specific information	5 students participated	They used and repeated the information form the text
Students could create true/false questions	3 students participated	They got confused They shared some ideas in Spanish

During the pre-listening and reading it was necessary to contextualize students before they listened and read, so the activity to write ideas of the text and the vocabulary checking, were helpful, based on my observations students who participated they mentioned some ideas related with the topic of the text, but they did it in Spanish, but when I checked the evidence(Appendix M) one student wrote her ideas in English, in the task of vocabulary the students who participated they did it correctly, I think that it was an easy task for them, in their evidences they showed the correct verbs with the pictures.

In the while listening and reading, it was necessary to read and clarify the instructions and to make a scanning activity, because they had to find specific information in the text. "Catch specific details such as names, numbers address." (Scrivener J., 1994, p. 175). During this task I think that it was easy for students to identify the information, because based on my observation, they interacted using the information of the text, and most of the students who participated used English

to answer. Based on the evidences that they sent me, I could identify that they could recognize the information from the text.

Finally in the post listening and reading section, where students had to create some true and false questions taking the information from the text, and decide if the answer could be true or false, "After you read: comprehension questions are just one form of activity appropriate for post-reading"(Brown D., 2003, p.325).

In this activity we spent a lot of time, because students did not understand what they had to do, and they got confused, I provided some examples in order to help them, finally they could complete the questions, based on my observation I could see that some students completed the information correctly, and based on the evidences (Appendix M) I could see that they tried to add more information different from the text, in order to answer false questions.

The first stage of this activity I thought it was helpful because, students needed to be ready about what they were going to listen and read, because some of the ideas that they gave me were related and similar with the information of the text, at the same time I thought that the vocabulary that we checked helped students to understand better the information, because in the next stage they could understand the information.

When students read and listened the text, I thought that they could identify the information easily because when I asked for participation, they answered my questions, I think that making a scanning activity helped them to understand the information without read and listen all the text, because they only focused in the specific information, and they interact with me using that information. "In fact it is not necessary to understand every word in order to understand the information you might need from a recording" (Scrivener J.1994, p.175).

In the last activity I think that it was necessary to explain better the instructions, because students did not understand what they had to do, or maybe provide an example before apply the activity. Despite the difficulties I could hear some

interesting questions, and I could see that they understood the text, and we basically played with the information.

The combination of reading and listening activities, I think that helped students to understand the text, because based on the results, students were using the information to interact. At the same time I think that the sequence of each one of the skills influenced a lot in the comprehension of the students, because they shared their ideas from the text, they identified the meaning of some words that they were going to read and listen, and they scanned specific information, and then they created some questions. It is important to consider that each skill has the similar sub skills, and sequences.

I think that in the next activity I would use more material to help students to understand better, at the same time to organize and explain better the task, in order to students know what to do, and to facilitate them the activity.

3.4.2 Question 2: How did the strategies influence in the reading and listening activities?

Criteria

Aspect	Results	Observations
Students were able to write and share their ideas about the text	2 students participated	in the class they did it in Spanish one evidence shows the ideas in English
Students could match the words with the pictures	4 students participated	Students could complete the task correctly
Students were able to identify the specific information	5 students participated	They used and repeated the information form the text
Students could create true/false questions	3 students participated	They got confused They shared some ideas

		in Spanish

The strategy used in the first task was to contextualize students with the topic of the input, and at the same time to incorporate and to associate their ideas with the input. "In class, teachers should give students 'hints' so that they also have a chance to predict what is coming" (Harmer J. 2007, p.101).

I think that the use of pictures to help them to predict the possible content of the text, was an adequate option, because some students could see some details in the pictures and they tried to guess the content, I think that give them time to write the ideas, was helpful, but at the same time I thought I spent more time. Based on their comments I could identify that some of them were similar to the real content of the text, so it was interesting.

> Whenever we ask students to read or listen, we will want them to see how words are used. When students read the text on we will ask them to do exercises such as matching words from the text with their definitions. (Harmer J. 2007   p.229)

The option of checking the vocabulary before reading and listening, I think that knowing words before reading and listening, will help you to understand better, so as we checked some words, I could identify that students were able to match the words with the picture, and I pronounced the words to associate students with the sounds and they were watching the words in the screen.

In the part of identifying the information form the text, I think that checking the categories or the points that students were going to search in the text, helped a lot, because when they participated, they understood that for example: a place could be a country. "An important part of a listening sequence is for teachers to draw out the meaning of what is being said"(Harmer J. 2007, p. 136). So it was easier also to interact, because students could repeat or paraphrase the information from the text.

In the last part I thought that the activity was interesting, but the instructions were not clear, because we spent a lot of time, and some students commented that they did not understand the activity, fortunately I could explain and provide an example and students understood the activity.

I think that the aspect of contextualize students with the topic was an important tool, because, students could activate their previous knowledge to create a prediction, as part of the predicting activity, it was necessary also to include some questions related to the topic. At the same time, checking vocabulary before read and listen helped students, because some of the ideas that they had to complete in the following tasks were related with that vocabulary, I thought that checking the sound and the written form associate students with the information and the development of each skill. " the best way perhaps of introducing new words is for students to read texts or listen to audio tracks and see or hear those words in action" (Harmer J. 2007,p. 229).

The aspect of clarify the instructions and the categories contributed to help students to identify and use the information to interact, at the same time, the action of scanning specific information facilitated students comprehension of the input,

The last activity was related to the creation of true/false questions using the information of the text; I think that in this activity it was necessary to explain better the instructions and to provide an example before students created their questions. I think that it was an adequate and interesting strategy to prove students comprehension, because if they had understood the information, they could have created the questions.

The strategies used in each stage helped in the sequence of the activity, and in the comprehension of the information, because each strategy had their own propose and it was to help students to understand the information form the text, I think that the strategies were an important part but it is necessary to keep improving the way of applying and organizing the activities.

I think that I need to organize better my activities and to keep including predicting activities, and to add more tools or material in order to facilitate student's comprehension and to motivate them to participate more in the class. The aspect of including strategies of scanning worked well ,so I will include them in my activities.

3.4.3 Question 3: What results did students have after applying combined activities?

Criteria

Aspects	Results	Observations
Students were able to write and share their ideas about the text	2 students participated	in the class they did it in Spanish one evidence shows the ideas in English
Students could match the words with the pictures	4 students participated	Students could complete the task correctly
Students were able to identify the specific information	5 students participated	They used and repeated the information form the text
Students could create true/false questions	3 studets participated	They got confused They shared some ideas in Spanish

The results in the first task were that students could create their own prediction about the text, but they used Spanish at the moment of sharing their ideas, although I gave them time to write and use dictionary to express their ideas, they did it in Spanish, but in the evidences (Appendix M) that I received I could see that one of the students wrote their ideas in English.

When students had to match the picture with the word, it was easy for them because we checked fast the answers, and they did not have problem with that

activity "We can be sure that some of the students will know some of the words we are asking them to focus on" (Harmer J. 2007, p.229). At the moment of reading and listening the information, students could identify the place, time and how was the experiences, in the texts, because when I asked some questions about them, the students who participated were correct, and they did it in English.

In the last task, students were confused because the activity was new or different for them, and they did not understand well the activity, after explaining and providing some examples I could identify that students created some interesting questions, and they were correct, at the moment of sharing the information, there were some comments in English and in Spanish from them, I think that they understood most of the details of the input, because they were able to use the information to create and answer the true/false questions.

I think that students needed more pictures or key words in order to write their ides, because they were still using Spanish to share their predictions, I think that maybe it was necessary to guide them more or to asked them to repeat after me, but I felt I was spending a lot of time. The aspect of checking the vocabulary I think is one of the activities that they enjoy and know more, because most of them participate faster than in other tasks, so as the aspect of checking vocabulary helped them to understand, it motivated them to participate as well.

In order to help students to understand the information, it was necessary to associate them with some specific details of the input, so I think that this not only helped to understand the information, but also to use that information to interact with me.

In the last task, despite they got confused, they could complete the activity because they understood and they already knew some details of the text, so it facilitated the comprehension and the creation of the questions.

The results of the combination of reading and listening activities, gave me some important points, for example that students could associate their experiences with the possible content of the text, or that they could identify the specific information

form the text, and that they understood the information to create the true/false questions.

I think that students need more time to express their ideas in English, but I can help them by providing more material and key words, in order to they use more the language, and keep giving them time to think, and to organize their ideas.

3.5 Lesson 5

During the week from march 15th to March 19, 2021 I had a class with the group of 2nd E, the class was at 11:00 am, the application that I used was zoom, it was the first class of the third trimester and we started the unit 8, the topic of the class was about "Comparing Aspects of My Culture" and the main aim was: "By the end of the lesson students should be able to use the comparative as..as to ,make comparisons about the culture".(Appendix H).

3.5.1 Question 1: How did the combination of reading and listening activities affect language comprehension?

The activity started with presenting a question about what was a comparison. Some students gave their opinions, and then I provided a definition. The material that we checked was a video about comparing two celebrations from Mexico, but before presenting the video I asked students to look at one picture and tell me what they thought the video could be about, some students answered using Spanish "Efficient reading consists of clearly identifying the purpose in reading something, by doing so you know what you are looking for and can weed out potential distracting information"(Brown D. 2003, p.306).

Then we checked some introductory questions about what they usually do in the Independence Day and in the day of the death and students shared some ideas using Spanish. "Chang and John read, found that giving students background knowledge before they listened was more successful than either letting them preview questions or teaching them some key vocabulary before they listened"(Harmer J. 2007, p.305).

After that, I played the video once and I asked students to find the comparisons in the video, next I played the video again and students had to find three adjectives in the video, some students gave some ideas and only one student gave me the right answer. "Just like audio material, filmed extracts can be used as a main focus of a lesson sequence or as parts of a other longer sequences"(Harmer J, p 308)

After playing the video we answered some questions related to the video, this is an action called "Answering where the listener answers questions about the message" (Brown D. 2003, p.259). In this activity a student answered the question number one, the second question a student answered in Spanish and I asked to repeat her answer in English, I decided to ask all students to repeat the answer, but not all the students repeated. The third question they did not participated a lot.

Before applying the activity I was motivated because I created the video for the class, and I thought it was adequate and easy to understand, but when I started to introduce students to the topic, I was in pressure because no one wanted to participate and when they did it they used Spanish, I thought that when students started using Spanish I despaired, because I was using Spanish too. At the same time I tried to understand students because they did not have the confidence to speak, but I was worried because there was a lot of silent when I asked questions. Another aspect that I think is that I have fallen into monotony because I noticed students unmotivated.

Criteria

Aspects	Results	observations
Students predicted the possible content of the video	Class: 2 students participated Evidences: 3 students answered	Class: they used Spanish Evidences: written in English
Students answered the introductory questions	Class: 3 students participated Evidence 3 students	Class: they used Spanish Evidence they used English

	participated	
Students could find the adjectives in the video	Class: 6 students participated Evidence 3 students	Students got some problems to identify the adjectives
Students could answer the questions about the information of the video	Class:7 students participated Evidence: 3 students	They did it Spanish in one question I guided them to say in English

The listening and reading activities were divided in three stages, in the first one: pre- reading/listening: there were some task to cover before students read and listened; the first question where only two students participated was to activate the students' knowledge, then I asked students to predict the possible topic and answer some questions related to their experiences, in this part only two students answered and they did it in Spanish, I only translated the answers in English, but I did not ask students to repeat, but when I checked their evidences(Appendix N) the answers where in English. "What students do before they listen will have a significant effect on how successfully they listen" (Harmer, p.305).

In the part of the questions, 3 students answered the questions but they did it in Spanish, and in their evidences the answers were in English (Appendix P)

At the moment of listening and reading the information from the video I asked students to identify the comparisons in the video, and to identify some adjectives and write them in some pictures, it was a little bit confused because not all students could identify the adjectives, there were three adjectives and only a student could identify one of them, in the rest of adjectives some students only gave me some ideas related with the pictures and I helped to identify the adjectives.

Then we checked the answers of the comprehension questions after watching the video in this part there were three questions, in the first one only a student answered and it was in Spanish. In the number two: one student answered and I

guide her to answer in English it was really interesting because another student asked if only the student who answered had to talk, but I asked to all of them repeat the answer, I think this helped a lot because they were practicing together and they participated well, not all the students repeated the answer but it was a beginning to encourage them to talk. In the third question it was expected to receive answers in Spanish, because it was related to the food in Mexico.

The combination of the activities and the sequence of each one were very important because I could introduce the topic by questions, and pictures. I think that in order to do an scamming activity it was necessary to organize and to check that all students knew what they were going supposed to find in the video, in this case with the adjectives, it was necessary to clarify and to explain what was an adjective before asking them to find one, maybe could be better to give some examples and with this helped students to find the information better and easily. "They may start by identifying the topic, before scanning"(Harmer J 2007, p. 288).

The aspect that I could identify is that some students recognized at least one similarities of the video, because they commented and in their evidences the information is present (Appendix Q), it is important to consider that if ask them to use the language they will do it, because based on the action that an student asked me if all of them had to repeat the answer, that told me something, maybe I was not giving them all the confidence that they needed.

The combination of reading and listening activities I think it helped to identify the information from the video because some students could identify the similarities of the culture and also to identify some of the typical food in the country. The aspect of use Spanish in the class is something that needs to be improved, I got the results that if I guide students to repeat or use the English they will try to practice.

I think that it is necessary to find more options to introduce students with the topic, and to use maybe the chat in the app to encourage students to use the language, and keep helping them with their answers.

3.5.2 Question 2: How did the strategies influence in the reading and listening activities?

Criteria

Aspects	Results	Observations
Students predicted the possible content of the video	Class: 2 students participated Evidences: 3 students answered	Class: they used Spanish Evidences: written in English
Students answered the introductory questions	Class: 3 students participated Evidence 3 students participated	Class: they used Spanish Evidence they used English
Students could find the adjectives in the video	Class: 6 students participated Evidence 3 students	Students got some problems to identify the adjectives
Students could answer the questions about the information of the video	Class:7 students participated Evidence: 3 students	They did it Spanish in one question I guided them to say in English

The strategies were of each skills were present in the activity; in the first activity I tried to contextualize students with the topic, by making a question about what was comparison? And only a student answered that question. Then I gave them the definition that was related with the answer of the student who participated.

Students need to be made ready to listen. This means that they will need to look at pictures, discuss the topic, or read the questions first, for example, in order to be in a position to predict what is coming. This is not just so that they are in the right frame of mind (and are thinking about the topic), but also so that they are engaged with the topic and the task and really want to listen.(Harmer 2007,p.135)

The next part was a predicting activity in order to encourage and prepare students to the information from the video, in this part there was a picture taken from the video and students predicted the possible content only with that picture, at the same time there were two more questions where three students answered according to their experiences.

In order to help students to identify the information I asked them to find specific information "This skill means that they do not have to read every word and line; on the contrary, such an approach would stop them scanning successfully" (Harmer J 2007,p.100). And then writing that information in the worksheet, I could identify that students got confused because, I spent a lot of time explaining, and when we checked the answers only a student was correct, the others only game me some ideas related to the pictures.

Then I created some questions in order to socialize with the information of the video and to see if they had understood the information, in this part students who participated they did it in Spanish, and only in one question I guided them to say their answers in English. The information of their answers was correct, and it was based on the video.

It was important to consider that the introductory questions and the picture that I provided activated their previous knowledge, because based on their answers I could see that they used their own information to answer. At the same time the information that they predicted was related with the information that they were going to see in the video. So I could infer that this part of the activity helped to contextualize students.

During the video´s reproduction it was necessary to explain or clarify the information that they were going to find, because they were not ready or they did not know what the information was about. I think that in this part it was necessary to explain and organize better the instructions and the sequence of the task

In the last stage where students answered the questions to prove their compression of the information, I could infer that they could answer the questions

because there were related with the previous activities, for example in the part of find the adjectives in the video, that sentences where the comparisons, so I thought that the information was easier to understand.

The strategies used in the activity were related with the sub skills of each skill, for example in the predicting activity it is important to consider the previous knowledge of the students and the perception that they had about the topic. At the same time the aspect of looking for specific information helped students to identify the comparisons in the video. So it was important because it would be helpful to answer the questions of the comprehension.

Could be a good option to change or adapt more ways to ask students to predict the information, and at the same time to introduce them into the topic. The use of more pictures and to guide them more to use the English, could be good to try to change the way of proving their comprehension than just giving them questions, could be great to change or use another method.

3.5.3 Question 3: What results did students have after applying combined activities?

Criteria

Aspects	Results	Observations
Students predicted the possible content of the video	Class: 2 students participated Evidences: 3 students answered	Class: they used Spanish Evidences: written in English
Students answered the introductory questions	Class: 3 students participated Evidence 3 students participated	Class: they used Spanish Evidence they used English
Students could find the adjectives in the video	Class: 6 students participated	Students got some problems to identify the

	Evidence 3 students	adjectives
Students could answer the questions about the information of the video	Class:7 students participated Evidence: 3 students	They did it Spanish in one question I guided them to say in English

During the application of the activity and the stages in the sequence of the applications gave me some important results, in the first task of the activity where students had to make predictions, based on my observations in class I could see that their ideas where based on their experiences, and they used their previous knowledge to predict the information of the video. At the same time, at the moment of the class they participated in Spanish, but when I checked their evidences (Appendix O) I could identify that they used English to provide their answers.

The aspect of watching the video and identify specific information gave me the results that students can perceive some ideas from the text, but they needed to practice or develop more aspects of the language, because they got confused, for example: they did not identify what were the adjectives, so I think that it was necessary to explain before asked them to look in the video.

When they answered the questions after the video the results were related with answers in Spanish, they were correct but, they still used Spanish to explain their answers, only in one question I asked them to repeat the answer in English, they did it, and it was really interesting and could be a good option to invite them to practice and use the language more.

The results that this activity gave me, were important because I could see the importance of each stage and that it was helpful to including introductory questions. The results gave me a view about what aspect students and I need to improve, for example the use of more English in the class, to identify the aspect of the language.

I think that the student´s perception of the information is good, because based on my observations and their evidences, I could identify that they understood the information, they knew what the video was about, although we shared the answers, the aspect to remember what their classmates said, it shows that they were understanding something.

It is important to consider that the use of English to explain their answers, only will be improved with the practice, as the results in the class, show that students could repeat and some of them are interesting in repeating and practicing the language. I can use this to help them to develop their confidence and their language.

The results that students had after the reading and listening activities were that they could understand the information from the   video; they knew what the information was about. Nevertheless, there are some aspects to consider, for example the use of Spanish in their answers and the organization of the activities, it is necessary to keep improving those aspects.

Keep providing introductory questions, and could be great to invite students to use the language more and more, I have been thinking that translate their answers and then ask them to repeat them could be a good opportunity to begin increasing their confidence and practice in the use of language.at the same tame change a little bit the format of my class could be another option to motivate students to talk and understand the language easily.

3.6 Lesson 6

During the week from March 22th to 25th I had a synchronic class with the group of 2nd Grade, Group "E" from the junior high Antonio Diaz Soto y Gama, the class was on Monday 22th at 11:00 a.m., through Zoom App, in this class we were working on the unit 8: How Is My Culture Different or Similar to Other Cultures? (Appendix I) In this lesson we checked how to make contrast in the cultures of different countries. The main aim of the lesson was: "By the end of the lesson

students should be able to make a contrast of their culture and others using adjectives and use more-than"

3.6.1 Question 1: How did the combination of reading and listening activities affect language comprehension?

The activity that I applied of listening and reading simultaneously took place in the Presentation stage, this activity had a sequence in order to help students to understand better. The first part was about listening and reading information of a cultural aspect in two countries, and the second part was about listening and reading some comments that showed contrasts.

The activity began with making a question about what is a contrast in order to activate students' knowledge and to introduce the concept. In this part, students did not participate a lot, it was so quiet, so I decided to ask directly to some students, but I did not receive any response, so I could infer that they did not know the concept of contrast, for that reason I gave them some examples about what could be a contrast.

After checking the first question, I made some introductory questions about the passage that students were going to read and listen, there were two questions related to their experiences in Christmas because the input was about comparing Christmas activities in two countries. "Teacher provides an organizational framework that assists students in bridging their experiences to the reading by connecting the text to students' experiences and knowledge" (Klingner, Vaughn, Boardma, 2007,p. 105).

In this task three students participated in the first question , they did it in Spanish but I asked them to do it in English, two of the students wrote their answers on the chat and then orally and the another one said her answer orally. In the second question only a student participated.

After I explained them what we were going to read and listen in order to let them know the purpose of the reading "In most cases, setting the purpose for reading

involves simply stating why students are reading the selection" (Klingner, Vaughn, Boardma, 2007 ,p. 104). I played the audio and students could read and listen simultaneously . After they listened and read I applied an answering activity "the reader answers questions about the passage" (Brown D., 2003, p 315). In this activity there were three questions about the information that students read and listened, in this activity 4 students participated, they did it in Spanish and I helped them to translate in English and I asked them to repeat.

In the next activity it was planned to first only listening and then listening and reading in order to observe the results. In this activity before students listen, we checked the vocabulary that the comments had; we checked the meaning of the words. During this activity students had to listen the comments and mark the places that the comments mentioned, so as they were listening they were marking the place. This activity is named: "Choosing- the listener selects from alternatives such as pictures, objects, and texts" (Brown D., 2003, p.259).

We only listened in the first reproduction, and I asked students if they could complete the activity, and 2 of them said yes and the rest said not, so I asked them in the second reproduction to read and listen, and then, I asked if they could mark the correct answer, and most of them could complete the activity.

After we listened and we read, we checked the answers in order to see if students were correct, in this part 6 students participated, there was confusion in only one question, but they could identify the answers. Then, we checked a question in order to generate discussion from the information that we checked, some students answered in Spanish.

Before applying the activity I was very optimism because I was going to make a kind of comparisons between the use of only listen and then listening and reading, so I was curious about the results. At the same time I was motivated because this is a topic that I enjoy a lot, because it involved cultural aspects and I think that students could get interested with the topic.

In the first activity where students listened and read the information of Christmas in Mexico and USA , I could identify that students activated their experiences to answer the introductory questions, because they commented answers that people usually do in Christmas, as in this task only participated 3 students, and they did it in Spanish, I asked to do it in English I helped to translate and repeat, but I could observe that students did not participated a lot, especially in the introductory question number two, because it was closed question. I explain what they were going to listen and read in order to give them the topic.

After they listened the information of Christmas in Mexico and USA, I made some questions related to that information, there were three questions where some students answered in Spanish and I helped to repeat in English, I used pictures in the questions to help them to understand the questions, I could observe that they understood the information but it took a while, because they did not answer fast, but when they shared their answers, they made it correctly.

In the second activity before applying the listening, we checked the vocabulary by identifying the meaning of the words, in this activity 5 students answered, in three words they were confused, because they answered different things, or similar words, but they were not correct.

I said the instructions and I think that some of them did not understand what they had to do; I think that I had to explain better, I played two times the audio, in the first time, I did not explain a lot, but in the second I tried to explain better. During this activity they had to mark the correct place, when they finished to listen I could identify that only two students could identify the answers, and the rest did not, I did not check the answers in that moment, because students would read and listen, I only asked if they could identify the answers, so basically only 2 students could identify the information with only listening.

After listening I played the audio and I showed the written information in the scream, in order to read and listen simultaneously, and then I asked if they could identify the answers and I receive more answers in yes.

Then we checked the answers, and it was really interesting to see that they understood the information, I think that their participation could be better if they supported their answers, but I think that I did not organize well the activity.

At the end, we checked a general question, but I think the question was complex because they spent a lot of time to answer and they did it in Spanish, I think that the question could be shorter or I needed to provide more pictures to help them to produce language.

The activation of their experiences by using questions, it is an aspect that I have added to all my lessons because I think that it prepares students to what they are going to read and listen, the information that we checked about Christmas it has some words in Spanish that enable students to identify the activities that people usually do in Mexico, in USA there was a picture I and I think that it helped them to identify the characteristics.

It is important to consider, that students had some ideas about the vocabulary, but it was important to clarify and check the correct meaning, I think that it also helped students to understand better the information, because they did not have to listen and read all the information to understand the massage.

In the part of only listen, I could identify that two students could answer the task and the rest did not, as listening is an skills that not includes checking again the information fast, it is a skill that requires more process than reading, because in reading, students could check again the information, it is interesting to see that students have more opportunities areas in listening.

When they read and listened the information, they could check the information again, so it is necessary to mention that the written information only was showed once, and it only was projected in the scream but when we checked the answers, they did not have the written information to see, and nevertheless they understood most of the answers.

The combination of reading and listening, affected the compression, because students could understand the details of the information that I provided, at the same time the sub skills of listening and reading, increased the understanding, it is important to mention that the experiment gave me some results, that it is necessary to improve. For example, that students needed to practice more listening activities, and that students can recognize information only by listening, at the same time, that when you add written information to a listening activity it increased the comprehension.

I think that it is good to keep providing more pictures in my questions and also in the material, at the same time to make more experiments to see the results in each skill and when they work together.

2.6.2 Question 2: How did the strategies influence in the reading and listening activities?

The Strategies used were related to encourage students and to activate their knowledge by asking questions according with their experiences, so as only three students shared their experiences in the class, I could identify that they knew what the text could be about. In their evidences they write their answers in English and in the class, I helped to repeat the answers in English because they used Spanish to answer.

It is important to see that asking students to check information that it is related to their context, it facilitated the understanding of the information, for example there were words such as: "Posadas", "piñatas". At the same time I think that including pictures in the information and the questions helped students to identify the information

In the activity 2 before students listened I explained them what they were going to do, then, we checked some vocabulary about the adjectives in order to get students familiarized with the information. We checked the meaning of the words, I included a picture in order to help students to understand better and to have an idea about what were the words.

While listening students had to mark the correct answer, so for some of them, based on their comments it was not much difficult, but others could not identify the information. I think that add this activities helped to get student´s attention, and to develop their listening ability.

It is important to consider that in the part of listening and reading, it was provided the text and some pictures of the instructions in order to students understand what the activity was about. After playing two times only the audio and providing them the whole text, I could identify that students who participated had the correct answers.

2.6.3 Question 3: What results did students have after applying combined activities?

In the first activity, the results were that students could understand the information, by get introduced to the passage and that the vocabulary and the context helped a lot, because based on their answers and evidences (Appendix S,R) I could infer that some of them really understood the information, it is necessary to keep improving the use of the language at the time of explain their answers.

Activity 2: the results that I could identify in this activity, were that most of the students could complete the activity when they read and listened the information, because based on their answers in the activity where they only had to listen I only heard two students who could answer the activity only listening, and in the activity where they listened and read, the rest of them, told me that they could complete the activity.

At the moment of checking answers, most of the answers were correct, and only in one question they got confused. The results were that they could complete better the activity in the combined activity, but I cannot avoid that listening requires more memory and attention than reading, so maybe this could affect the development of the activity. But the use of reading helped to understand the information better.

During this chapter, the activities were development with the purpose of get information related with the topic of study, and to observe the results, the areas of opportunity, positive aspects and the possible changes in the application and planning of the activities.

In each lesson I tried to keep improving and the most important thing to help students with their abilities, I got so much results and new aspects that need to be consider in my formation as teacher. Each class was an important experience to improve the abilities of my students and as mine, there are some aspects that require more time and process, but the experience of working and applying the activities gave me a lot.

3. CONCLUSION

As the document included 3 key questions to observe the effectiveness of the study and what results I got from the application of activities. As a first preamble, the aspect of how the combined activities affected comprehension, I can say that the purpose of this question was to help students with their ability to understand through listening and reading activities simultaneously. It is important to consider the sequence of each one of the skills and the sub skill and strategies used. And I could say that the way of presenting the information also had an influence.

Based on the reflections class by class, I could say that the combination of listening and reading activities helped and influenced the comprehension of the language in some students , because based on the observations in class and the evidences of students and the criteria, I could infer that students who participated and sent me the activities, they understood the information, and they could rescue some details form the passages. It is also important to mention that in the aspect of sharing the information and comments they did not use a lot the language, I mean, they understood the texts and audios but when they had to comment they did it in Spanish.

In my last sessions I implemented the strategy of helping them or translate their productions that they had mentioned and then ask them to repeat, this in order to create the confidence and practice in students. But I think and I can say that students could understand the language and they got the ideas from the text, but they needed to practice more to communicate their ideas based on the information from the inputs. In order to asses' students I used some tasks, such as: questions', matching activates, true/false questions.

 The second point it is related to the influence of the strategies in the application of reading and listening activities. In this part, I tried to take the strategies of each one of the skills, in order to help students to understand the information, all this strategies that I used, helped students to understand better the information and helped me to improve my abilities to apply the activities. Some of the strategies were according to the sequence and sub skills of each skill. For example the use of predicting based on pictures, the title, and the use of introductory questions,

checking of vocabulary, skimming and scanning activities, filling gaps, true and false questions, open questions, matching activities, charts.

At this point, each one of the strategies had the purpose of helping students to understand the information from the activities, and help me to present and introduce students with the topic of the class. It is important to mention that in each task of the activities students had different performances and sometimes they participated a lot and in others did not. In case of their performance it is necessary to mention that students when they participated they used a lot of Spanish and this is an aspect that in every class I tried to improve, in my last lessons I started to help them to use more the language.

As part of the strategies used, I could infer that most of them helped students to understand the information, because when I interacted with the students I could see that from the predicting activities they were in contact with the information and they took the information easily.

The next point is related with the results that students had after applying the activities, in this part it is necessary to mention that, I did not have all the group´s attendance and not all of them wanted to participate. Taking into account this situation and the current situation I could mention that I worked with some students that sometimes were connected and other times not. In each one of my lessons the results showed me different aspects to consider and some that were good.

According to the topic of study the results were that students could catch details and sometimes they understood the whole information from the passages that I presented, this is an aspect that for me is very important, because sometimes one or two students told me their ideas from the text and they were correct. The only aspect that I have mentioned before, is the use of Spanish to communicate, because I could observe that they knew what the passage was about, and they got the details, but at the moment of communicate them they did it in Spanish.

As I mentioned I tried to improve this situation and helped them with their confidence and practice, and a very important aspect is that students tried to use

the language. I think this is a process where they had to have the opportunity to talk and have someone to help them.

Talking about the results in each one of the task and strategies, I could infer based on my reflections that it is important to familiarize students with what they are going to read or listen, because when I presented some pictures of the input they expressed their ideas and their experiences, also it is important to consider the material used and the way of presenting instructions: because in some activities they spent a lot of time and they got confused about what they were going to do. It is necessary to keep providing the opportunity to students develop their skills and their comprehension, it is a process and with the strategies, the material and the help of the teacher they can keep improving their knowledge and their language.

As in every study, there are a lot of aspects that I discovered and that are part of my formation as teacher, I would like to mention the new areas that I found interesting and that in a future I would like to explore more in a deep way, for example: a new research question could be: how predicting activities influence the reading and listening activities? As I mentioned it is important for students to get familiar with what they are going to read and listen so for me it is an aspect that needs to be present in all the lesson.

At the same time the study helped me to discover the research questions about how the use of reading facilitate the production of students? and how listening and reading influence the production of students? as the purpose of a language is to communicate, it was interesting form me to see that, no matter if I was working with receptive skills, at the end students need to communicate, because when I asked them about what is the story, conversation, vide about, they had to answer and use the language, so for this reason those areas got my interest and I would like to explore how the receptive skill can help students to communicate.

As in the life, every experience that we live, we will take a learning, so this is not an exemption, because from the first moment that I knew my students and I was in

contact with them I was learning, I tried to take all the experiences and tried to improve in every lesson. I am thankful for having the opportunity to be working with the students and to learning every day.

I know that nobody was expecting the current situation and live in the middle of a pandemic, so as the pandemic changed everything I tried always to give the best, yes I know that sometimes it was difficult because we had to learn and practice with something not entirely knew but, different, I am referring to the virtual classes, for me there were some aspect that helped me a lot, for example the use of material was easy and cheaper, but the interaction face to face with my students it is something that influenced a lot, as most of teachers and classmates would mention, we do not what happens before the computer's scream. For this reason it was kind of difficult to interact with all the students.

About the topic of study I have learn a lot of things but we will never finish to learn and have new experiences, and more with this profession so important that is the Education, I know I need to improve a lot and keep working on my person and my abilities as teacher, but I can say that this experience was very interesting to me, for example all the process that this study had and how was its evolution really liked. I would like to have the opportunity to explore more and more this topic and find more areas to explore and help students and keep growing in English teaching.

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5. APPENDIX

Appendix A : School location. (Picture from Google maps)
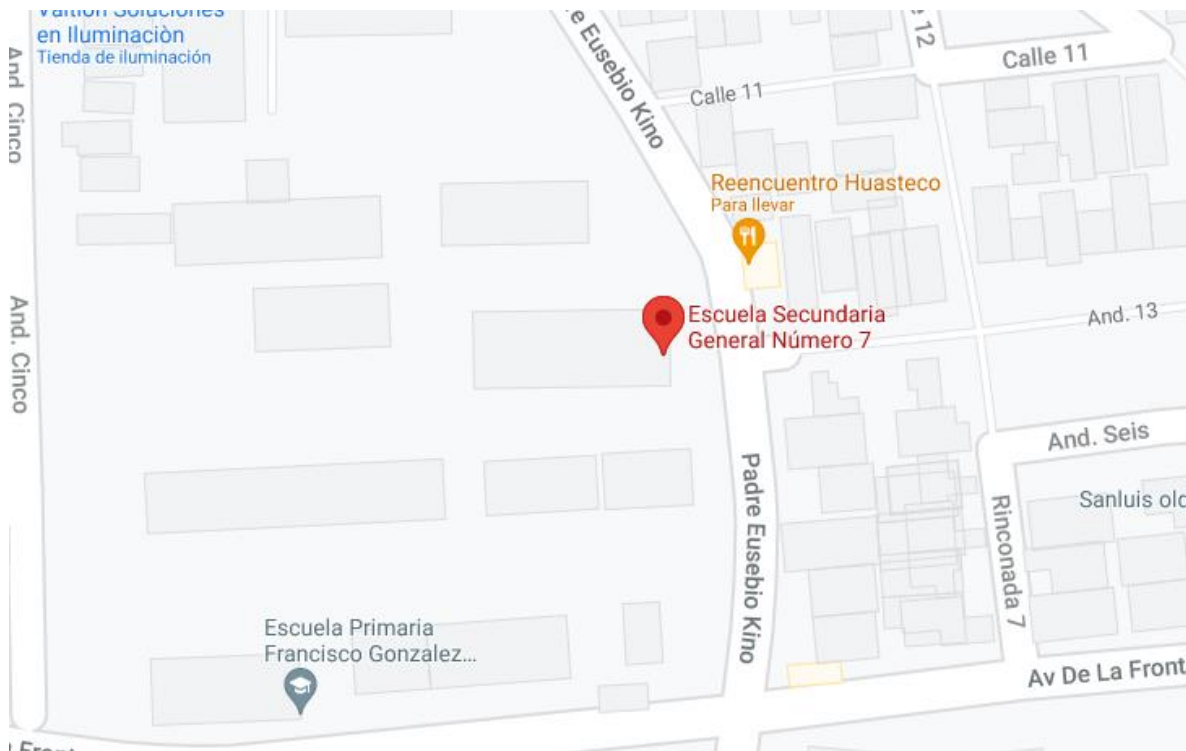
Appendix B: Survey applied through Google forms to know about the likes, interests and preferences of students from Junior high "Antonio Diaz Soto Y Gama"

Appendix C: Diagnostic Exam "Young Learners Sample Paper" The exam was taken from Cambridge assessment English

(Picture: shows an example of the exercises applied in this exam)

Appendix D Lesson plan 1 Created by Eduardo Israel Martinez Sotomayor

BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO

LICENCIATURA EN EDUCACION SECUNDARIA CON ESPECIALIDAD EN INGLES

CICLO ESCOLAR 2020-2021

JORNADA DE PRÁCTICAS: OCTOBER 26TH TO NOVEMBER 16TH

School´s information

SCHOOL: JUNIOR HIGH SOTO Y GAMA	HEAD TEACHER: CLAUDIA	
TEACHER TRAINEE: EDUARDO ISRAEL MARTINEZ SOTOMAYOR		

SCHOOL YEAR: 4TH	SEMESTER 7TH	GROUP : A	SUBJECT: ENGLISH

SUBJECT: ENGLISH		GRADE : 2nd	GROUP: E
STDENT´S AVERAGE AGE: 14-15		TOTAL STUDENT´S NUMBER : 37	
CLASS PROFILE: the total of students is: 37, where there are 17 girls and 20 boys, they are connected with the teacher by WhatsApp groups, there are two groups of WhatsApp, the first one is of parents and another one is for students. They also work with synchronized classes in zoom and with TV classes provided by the government, in order to reinforce the class, teacher sends activities.			

class: online	application: google meet	works receiving : Gmail	group 2° E date: Wednesday

TOPIC: "monologue
main aim : by the end of the lesson students should be able to use simple past to write a dialogue of a monologue about experiences in vacations

TIME/STAGE	PROCEDURE	MATERIALS / SKILLS	PROBLEMS/ SOLUTIONS	ASSESSMENT	Interaction
WARM-UP					
presentation	Teacher shows a video about a monologue about the last vacations of someone In this activity Students are going to watch the video They are going to listen and read the subtitles Before the video Look at the picture of the video And tell me what do you think is the monologue	Video Listening and reading	P: students don't identify the type of monologue in the video S: ask them to check the notes of the previuos classes	Did my students identify what type of monologue is?	
practice	While they are watching the video They are going to write the actions that the person is telling about his vacations after to see the video students will answer questions of the video teacher explain the use of simple past with examples students complete an activity about the simple past.	Worksheet Writing	P:students can not identify the actions of the video S: play the video two times	Were students able to identify the actions of the monologue ?	

production	Students are going to create a dialogue of a short monologue about their experiences in vacations A party At School	Writing	P: students don't know how to create the monologue S make them suggestions about how they can create the dialogue	Did my students were able to use simple past to describe the actions? Did my students establish a type of monologue	

Appendix E Lesson Plan class 2 TOPIC: Monologues and experiences

Created by: Eduardo Israel Martinez Sotomayor

TOPIC: "monologue "
main aim : by the end of the lesson students should be able to use past progressive to create a monologue about their experience during the quarantine

Assumptions:. They already have worked with a dialogue of a monologue

TIME/STAGE	PROCEDURE	MATERIALS / SKILLS	PROBLEMS/ SOLUTIONS	ASSESSMENT	Interaction
WARM-UP	Teacher shows students a letter and they have to write verbs in past using the letter given by the teacher	Writing	Students don't know verbs with that letter Ask them to use dictionary	Did my students share verbs with the letter that teacher asked?	

presentation	Teacher shares an audio with students about a dramatic monologue Teacher shows a picture about the information of the audio Teacher asks students to think about what is the story	Listening and reading	Students don't understand the story at the first time Play two times	Did students predict things about the audio?	
practice	While listening Students are going to complete some missing words of the audio After Students are going to answer true false questions of the audio Teacher explain the use of past progressive Students are going to complete an activity about past progressive	Listening, reading Writing Worksheet	P:students don't understand the past progressive Give them more examples	Did students complete the activity correctly?	
production	Students are going to create a video of a monologue using simple past and past progressive about their experience in quarantine	Speaking Video	P: students don't know how to create the video S: give them some suggestions	Did students able to make a video and to use the language correctly?	

Appendix F: Lesson Plan class 3 TOPIC: Experiences and conversations

Created by : Eduardo Israel Martinez Sotomayor

TOPIC: Discuss own experiences and those of others in a conversation
Main aim : by the end of the lesson students should be able to use words to link phrases in a conversation.

Assumptions:. Students have worked with past simple in the topic of monologue

TIME/STAGE	PROCEDURE	MATERIALS / SKILLS	PROBLEMS/ SOLUTIONS	ASSESSMENT	Interaction
WARM-UP	Teacher invites students to play a game called "Give me three" Teacher shares some categories like Colors Animals Clothes TV shows genders Students have 5 seconds to answer.	Speaking	P: Not all students participate S: Repeat the activity in order to all students can participate	Did students pronounce the words correctly? Did students identify the category ?	
presentation	Before listening and reading Teacher asks some questions of the conversation Teacher asks students to look at the pictures and predict the content of the conversation While listening and reading Students are going to complete the missing words	Reading and listening simultaneously Conversation	P:students don't understand some words S: ask them to use the dictionary	Did students identify the general idea of the text? Did students identify the details of the conversation	
practice	After reading Students are going to answer some true/false questions of the conversation Teacher shows some works to link ideas in a conversation Students are going to practice, by joining two ideas with a word	Write	P: students have problems with the worksheet S: provide more examples		

production	Students are going to share an experience when they were in face to face classes using words to link ideas.	Writing	Not enough time to share Ask them to finish after the class	Were my students able to use words to link ideas correctly?	

Appendix G: Lesson Plan- Class 4- TOPIC: Describing Experiences.

Created by Eduardo Israel Martinez Sotomayor

TOPIC: Discuss own experiences and those of others in a conversation

main aim : by the end of the lesson students should be able to provide information in reference to: place, time and information of their experiences

Assumptions:. Students have worked with past simple in the topic of monologue

TIME/STAGE	PROCEDURE	MATERIALS / SKILLS	PROBLEMS/ SOLUTIONS	ASSESSMENT	Interaction
WARM-UP	Teacher asks students to guess the name of a silhouette	Speaking	Students don't understand the silhouettes Try to give them clues		
presentation	Before reading and listening, students are going to answer some questions related to the information of the passage While reading/listening Students are going to write the places and the time of the experiences in the passage After the video	Listening and reading Passage of experiences	Students cannot identify ideas of the video Pause it and manage the time	Did my students were able to identify the ideas of the text?	

	Students are going to compare the information of the text with their information				
practice	Teacher presents students how to describe the time, place and information of their experiences Students are going to Practice using a chart about experiences, they are going to ask to some classmates.	Writing and speaking	Students don't know how to describe the time, place and way Give them examples Provide them vocabulary in the screen	Did students interact with their classmates ? Did students share the information correctly	
production	Students are going to write their experiences and define in what time and way happened.	Writing	Not enough time to finish Ask them to finish after the class	Did my students share correctly the information ?	

Appendix H: Lesson Plan - Class 5 – TOPIC: Comparing cultures

Created by Eduardo Israel Martinez Sotomayor

| TOPIC: "How Is My Culture Different or Similar to Other Cultures? |
|---|
| main aim : by the end of the lesson students should be able to make comparisons about their culture with others, using adjectives and the comparative: "as… as" |

Assumptions:. Students have worked with some adjectives in the last lessons

TIME/STAGE	PROCEDURE	MATERIALS / SKILLS	PROBLEMS/ SOLUTIONS	ASSESSMENT	Interaction
WARM-UP	Teacher asks students to bring Big	Speaking	Students don't understand the silhouettes Try to give them clues		
presentation	Teacher is going to ask some questions related with some celebrities in Mexico Teacher shows a picture about the content of the video, in order for students to predict the information While reading and listening: Students are going to identify the adjectives used in the text, by written the name en some pictures.	Listening and reading Video	Students cannot identify ideas of the video Pause it and manage the time	Did my students were able to identify the ideas of the text?	
practice	After reading: Students are going to answer some questions of the video´s information Teacher explains how to make comparisons about similitudes using as-adjective and as Students are going to practice the use of as.as by transforming some sentences	Worksheet Writing	Students cannot understand the use of adjectives and as as Provide more examples for them	Were my students able to create the comparisons using the adjectives correctly?	
production	Teacher is going to ask students to analyze a culture from Mexico and to another country and make a comparison about the similitudes.	Writing	Students don't know what other culture analyze Provide some ideas or examples	Were my students able to use the adjectives and compare information of different countries?	

Appendix I: Lesson Plan - Class 6 – TOPIC: Contrasting Cultures

Created by Eduardo Israel Martinez Sotomayor

TOPIC: "How Is My Culture Different or Similar to Other Cultures?
main aim : by the end of the lesson students should be able to make a contrast of their culture with others using adjectives and use more-than

Assumptions:. Students worked with adjectives in a previous class

TIME/STAGE	PROCEDURE	MATERIALS / SKILLS	PROBLEMS/ SOLUTIONS	ASSESSMENT	Interaction
WARM-UP	Bring something to the party	Speaking	Students don't understand the silhouettes Try to give them clues		
presentation	Students are going to read an article about two cultures. Before: teacher ask students to write if they have heard about that cultures What culture do they want to visit While reading and listening are going to complete some missing adjectives	Listening and reading	Students can not identify ideas of the video Pause it and manage the time	Did my students were able to identify the ideas of the text?	
practice	After students are going to match the contrast with the correct place Teacher explain the use of adjectives with more, and then	Writing worksheet	Students don't know how to create the contrast Provide examples in order to guide		

	Students are going to practice by answering some exercises of making contrast		them		
production	Teacher asks students to make a little debate of two common cultures of two countries,	Speaking			

Appendix J: Student´s evidence class 1

During this class students collected information from a video about a Comic monologue.
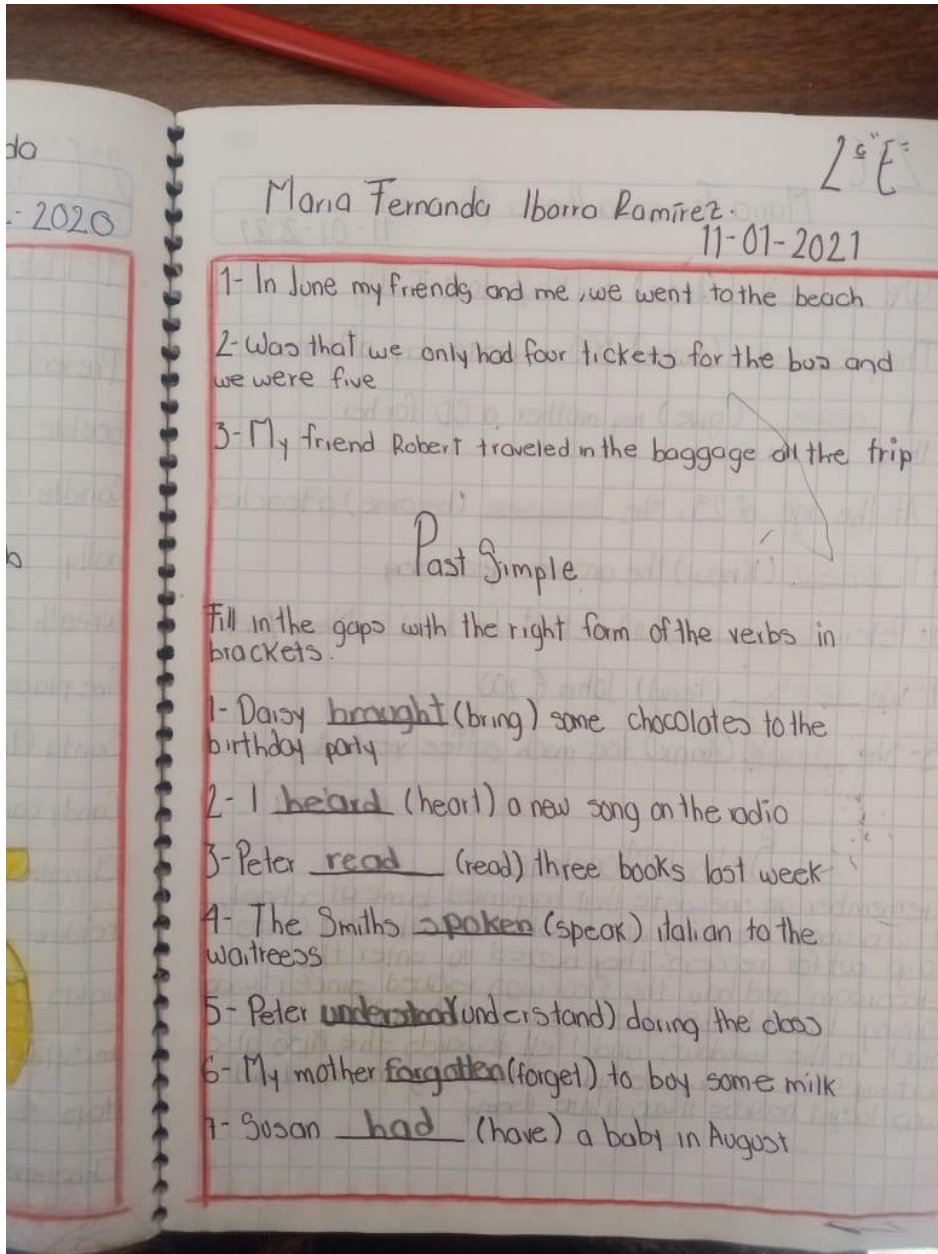
Created by: Fernanda Ibarra

Appendix K: Student´s evidence Class 2

In this activity students completed some missing words of a dramatic monologue
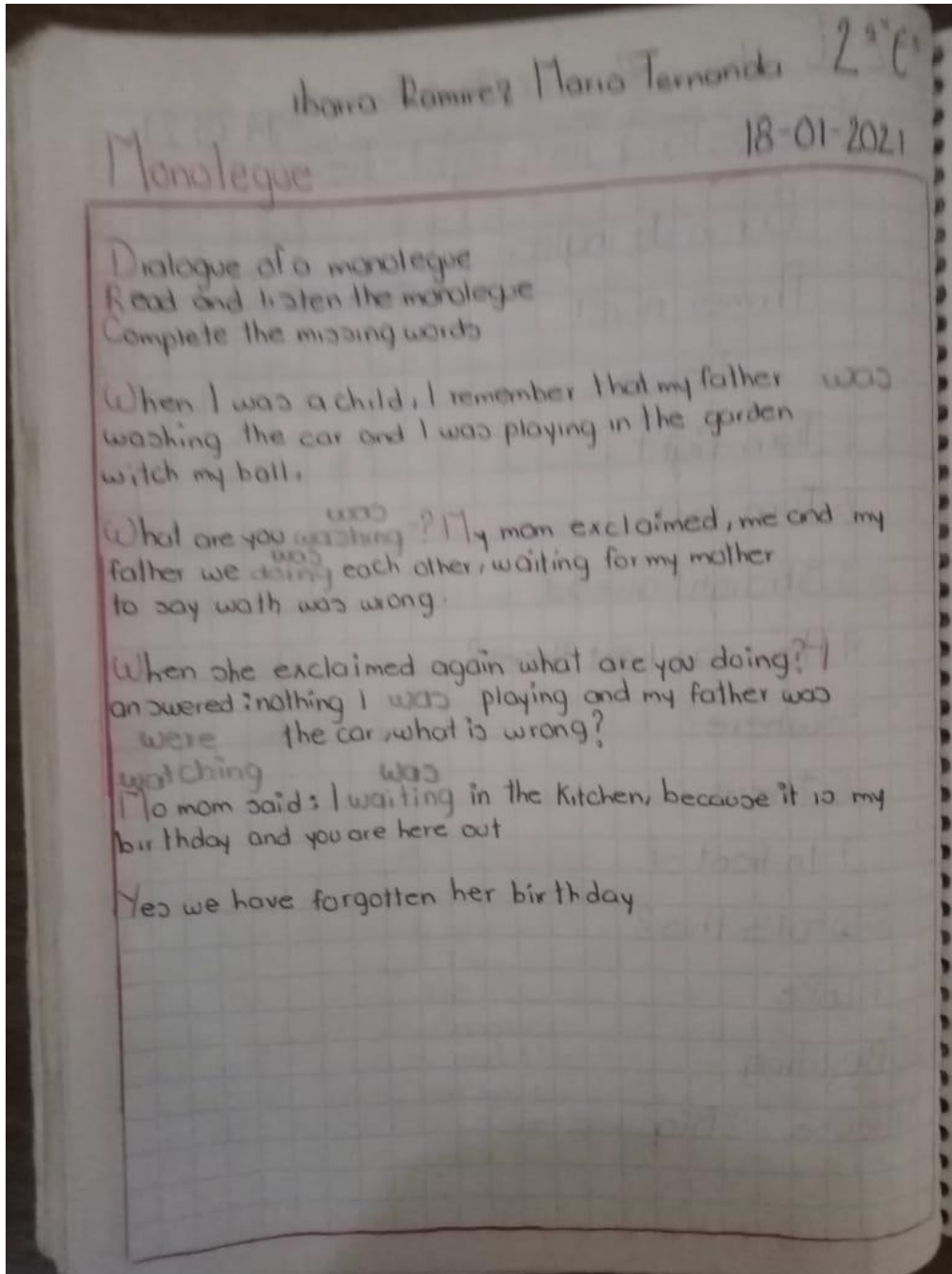
Created by: Fernanda Ibarra

Appendix L: Student´s evidence Class 3

In this activity students wrote the prediction about the content of the text and after
they listened and read they answered some true/false questions
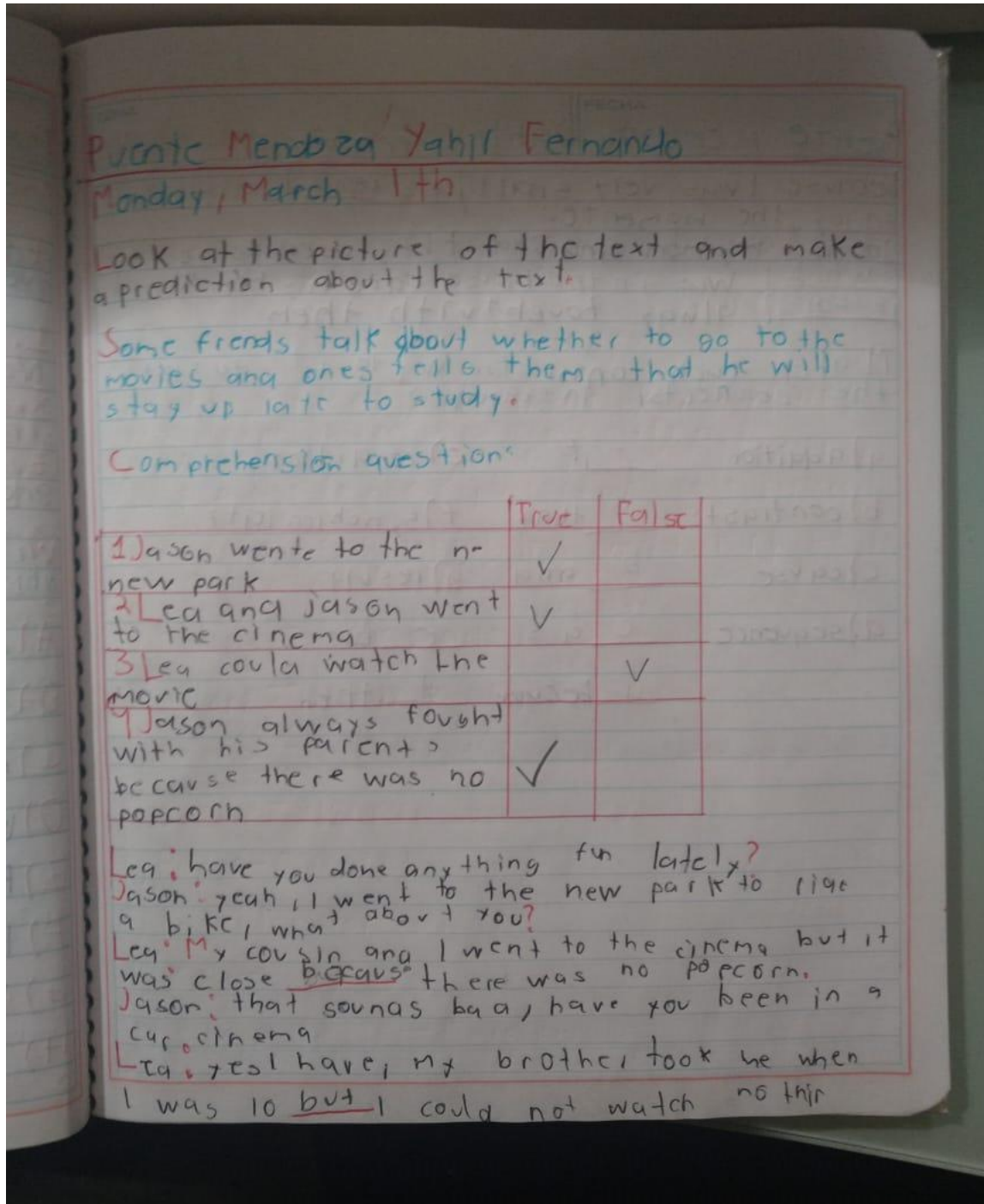
Created by :Fernando Puente

Appendix M: Student´s evidence class 3

this activity students wrote the prediction about the content of the text and while they listened and read students completed some missing words.

Created by: Fernanda Ibarra
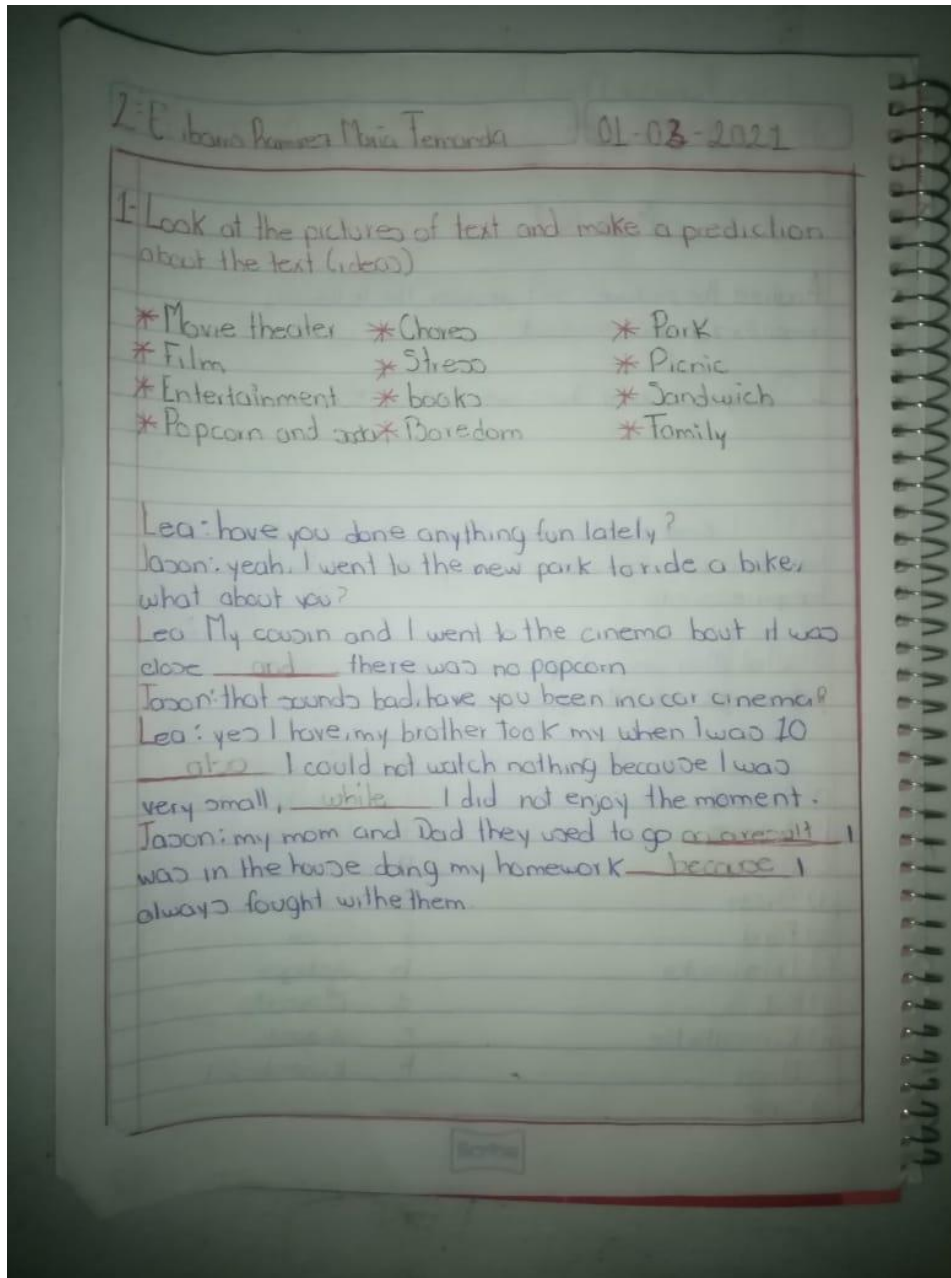
Appendix N: Student´s evidence class 3

After students listened and read they answered some true/false questions

Created by: Fernanda Ibarra

Appendix O: Student's evidence class 4:

During this activity students answered some introductory questions and then checked vocabulary of the passage

They read and listened the passage and identified some main ideas, then they created and answered true/false questions with the information of the passage.
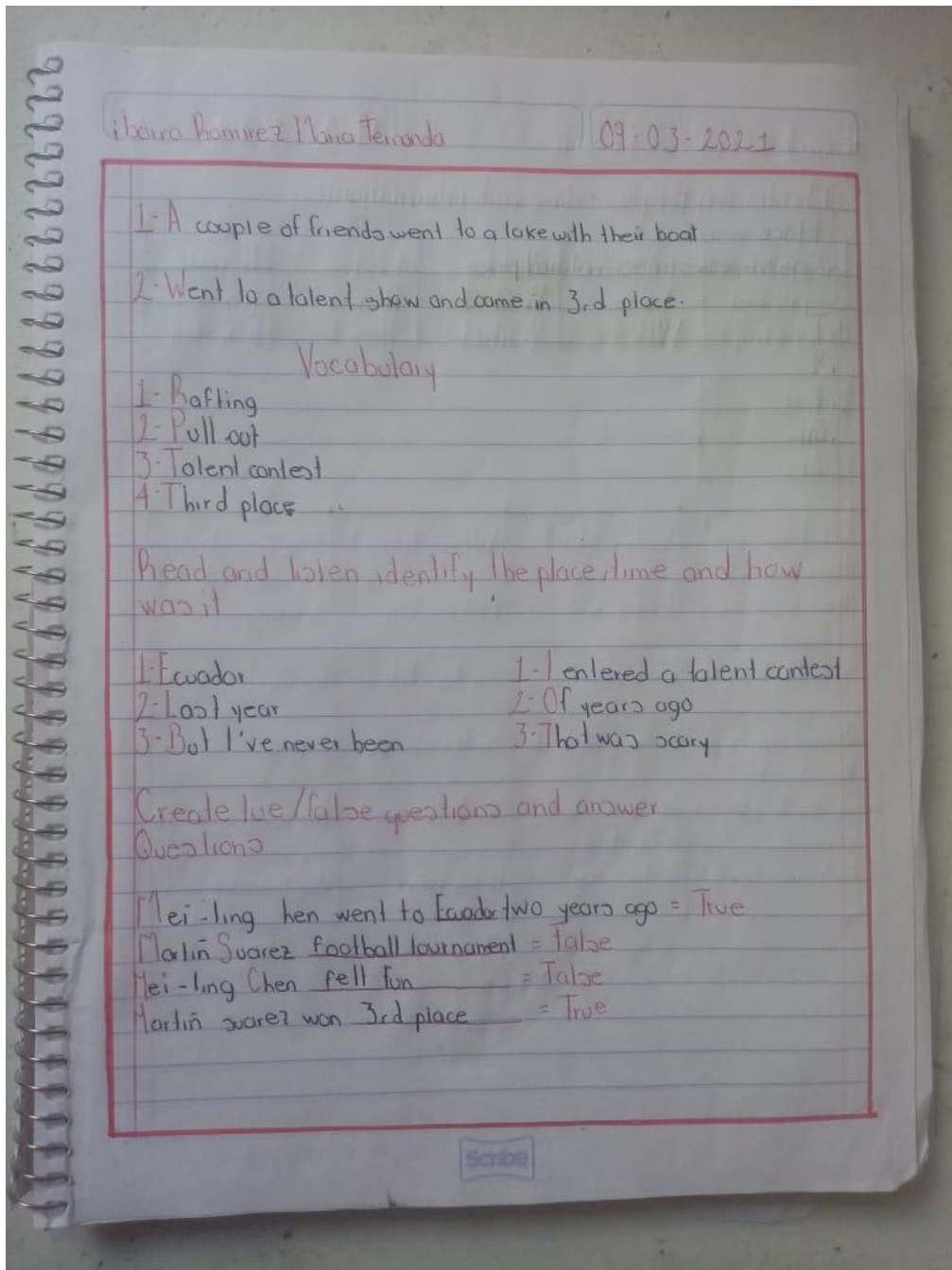
Created by: Fernanda Ibarra

Appendix P: Student´s evidence lesson 5

In this activity students answered some introductory questions and they predicted about the content of the video.

While they listened and read the information of the video they had to recognize some adjectives and then answered some questions about the video.
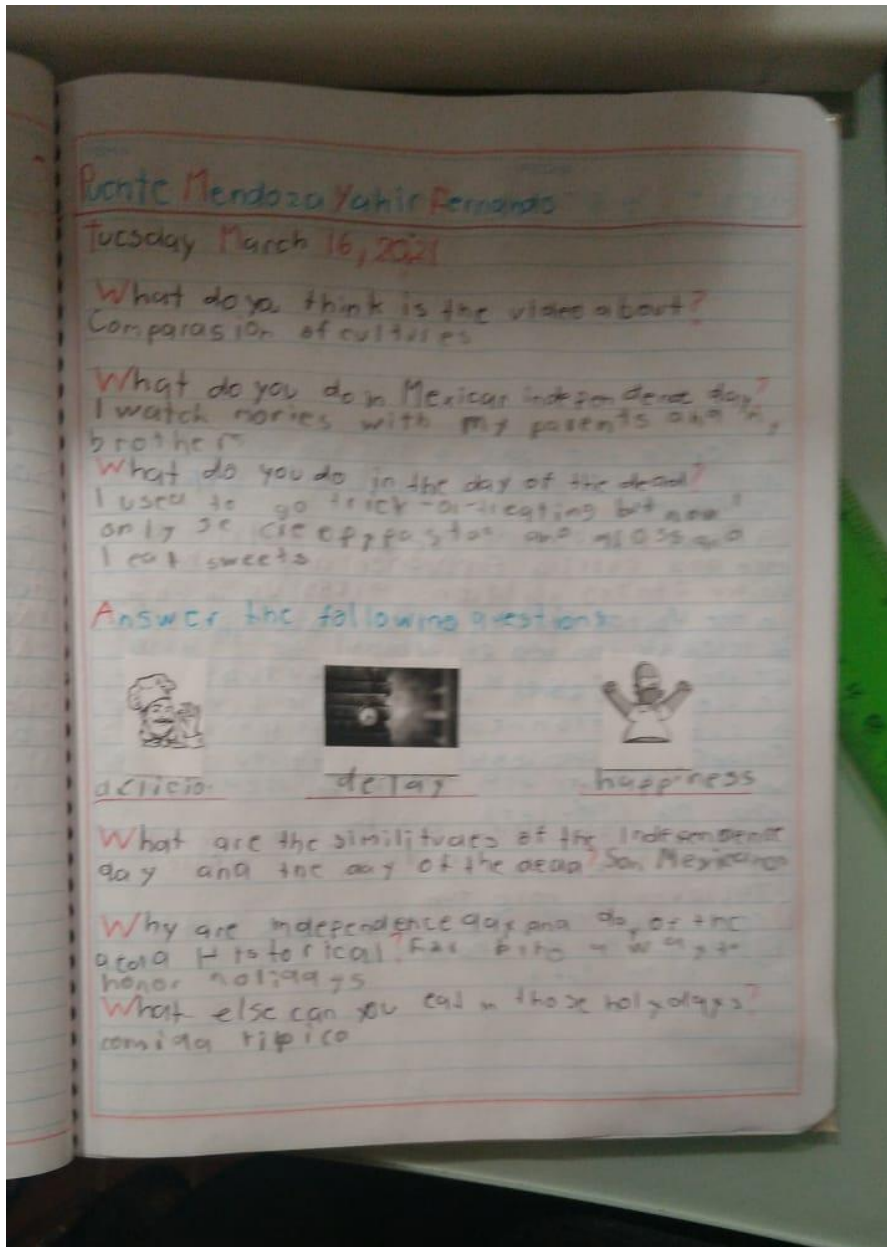
Created by: Fernando Puente

Appendix Q: Student's evidence class 5

In this activity students answered some introductory questions and they predicted about the content of the video.

While they listened and read the information of the video they had to recognize some adjectives and then answered some questions about the video

Created by : Aylin Rivas
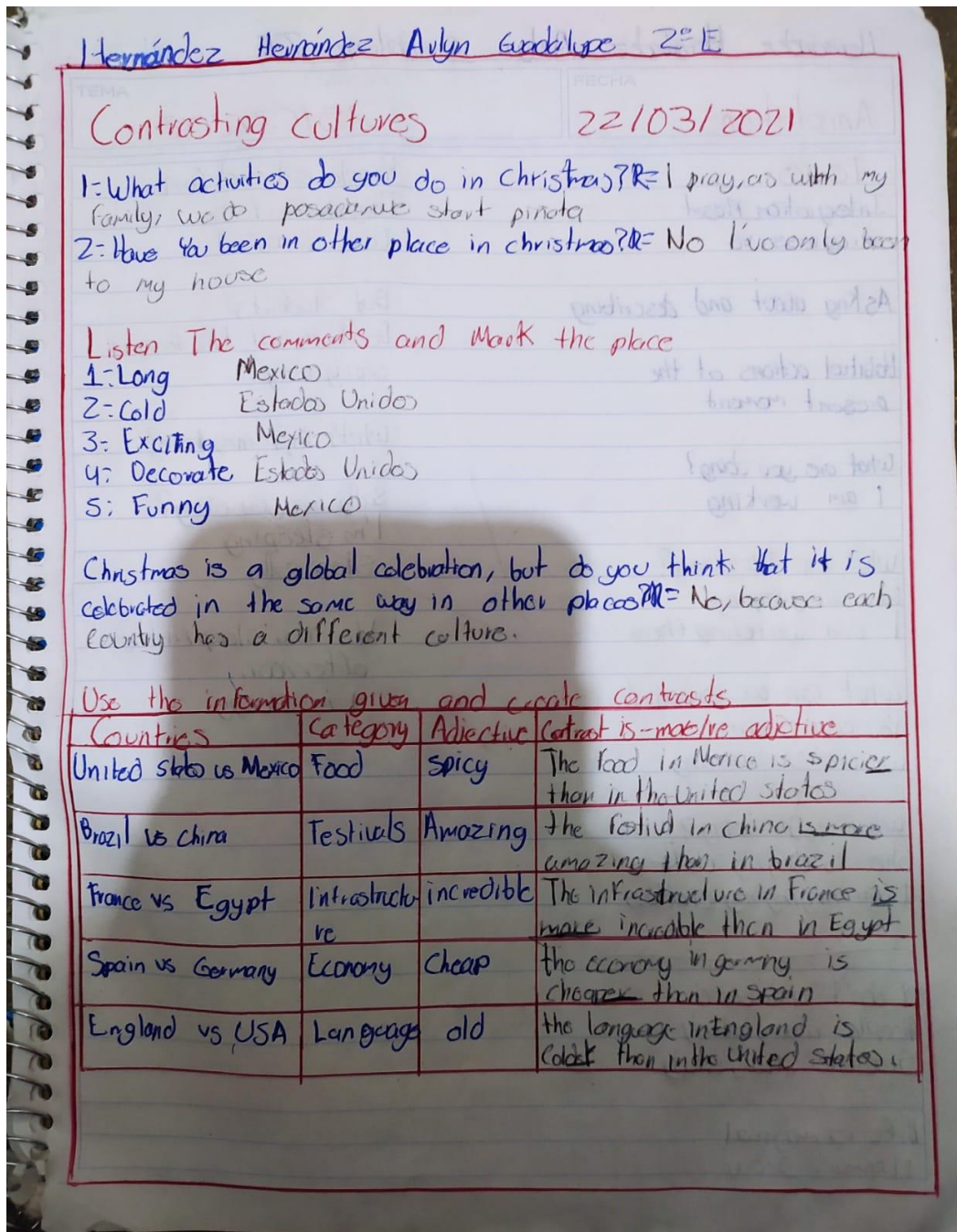
Appendix R: Student´s evidence class 6

In this activity students answered some introductory questions and they predicted about the content of the video.
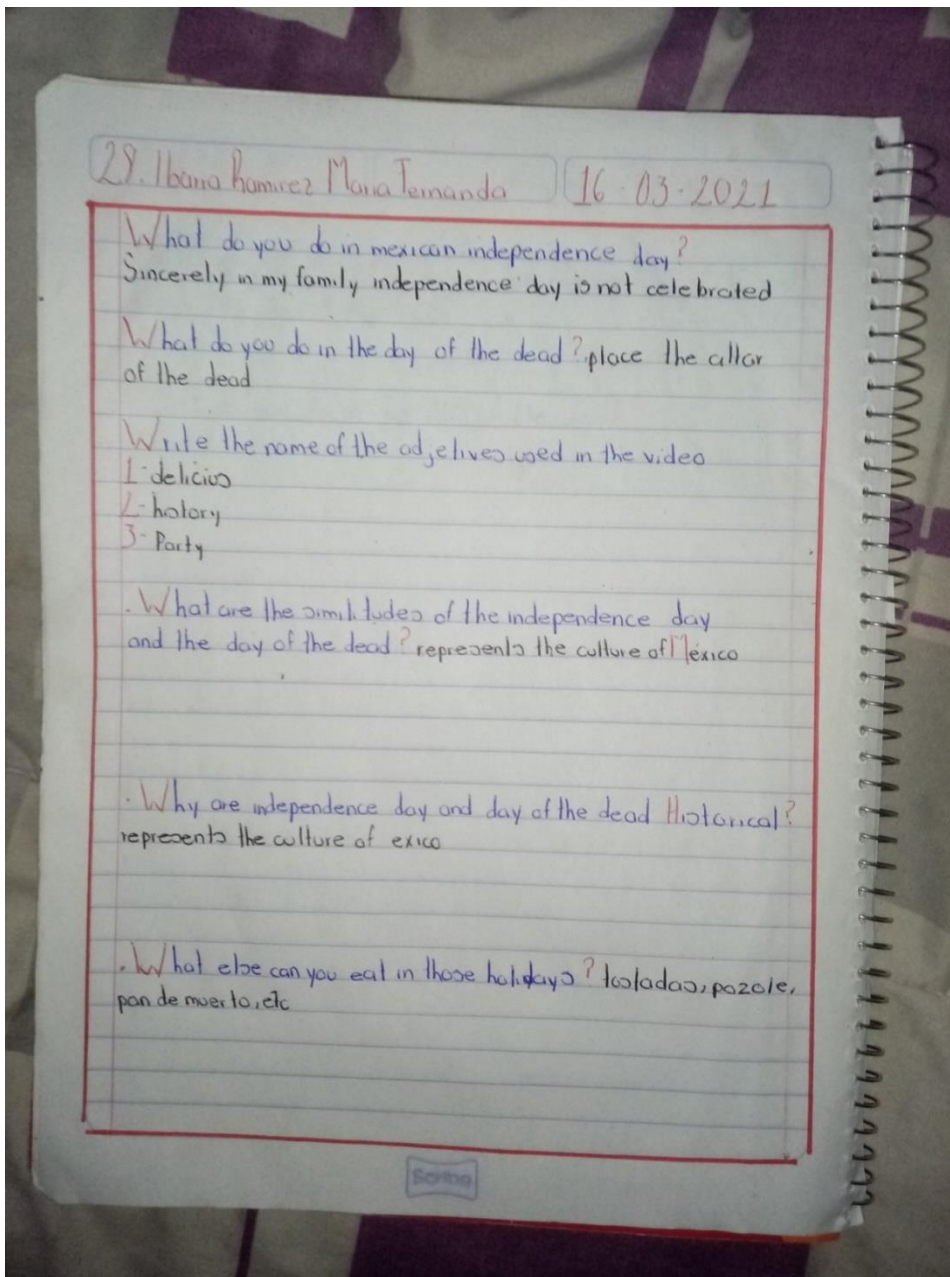
Created by: Fernanda Ibarra

Appendix S: Student's Evidence Lesson 6

In this activities students answered some introductory questions about Christmas in different cultures and then they read and listened some comments about aspects of culture, they had to mark the correct country.

Created by: Arlyn Hernandez