



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

TITULO: The use of lexical chunks to increase students' oral participation in a class of first grade.

AUTOR: Ariadna Arredondo Robledo

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PARTICIPATION IN A CLASS OF FIRST GRADE”.**

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ARIADNA ARREDONDO ROBLEDO

ASESOR:

MTRO. JUAN GERARDO DE LA ROSA LEYVA

SAN LUIS POTOSÍ, S.L.P.

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ARIADNA ARREDONDO ROBLEDO

Nombre y Firma

AUTOR DUEÑO DE LOS DERECHOS PATRIMONIALES

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



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

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MTRA. NAYLA JIMENA TURRUBIARTES CERINO

DR. JESÚS ALBERTO LEYVA ORTIZ

JEFA DEL DEPARTAMENTO DE TITULACIÓN

ASESOR DEL DOCUMENTO RECEPCIONAL

MTRA. MARTHA IBÁÑEZ CRUZ

LIC. JUAN GERARDO DE LA ROSA LEYVA

Certificación ISO 9001 : 2015
Certificación CIEES Nivel 1
Nicolas Zapata No. 200,
Zona Centro, C.P. 78220
Tel y Fax: 01444 812-8144,
01444 812-3401
e-mail: becene@beceneslp.edu.mx
www.beceneslp.edu.mx
San Luis Potosí, S.L.P.

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INTRODUCTION

This pedagogical essay titled “The use of lexical chunks to increase students’ oral participation in a class of first grade”, is the product generated after a year of teaching practices with students from a first grade group B of the school “Escuela Secundaria Técnica No. 35”, which is located in San Luis Potosí. Due COVID-19 pandemic this case of study took place in a virtual context, carrying out online classes through WhatsApp and Google Meet applications.

For the development of this study, two main concepts were involved: “Lexical chunk’s” and “Oral participation”; as well as, “Motivation” like something that must be considered because could affect the sessions. The reasons why the previous selected because through my observation in the classes with students I realized the lack of student’s oral participation. Also, because I considered more reliable to assess the oral participation (speaking skill) in an online class than, a different skill such as writing or reading. As the oral participation was something produced immediately, and how the classes were online I was no able to see my students and make sure they were not using a translator or being helped by a relative.

The purposes stated at the beginning of this investigation were divided into “academic” and “personal”. My academic purpose was to increase the quantity of students’ oral participation. And my personal purposes were to contribute my academic development and my experience as a teacher.

Both purposes were achieved at the end of this case of study; the students’ oral participation quantity did increase, not in all the classes produced immediately how it was expected, but the writing process was also involved since the students first wrote their complete lexical chunk and then shared it with the class orally.

In addition to the purposes, some other aspects were achieved, such as the improvement not only in the quantity but in quality of oral participation, and the use of teaching tools that I had not used before (technology tools).

This case of study went through a process that involved several steps that will be mentioned as follows:

First of all, an observation process was done, this was through the WhatsApp groups that the students had, there, I observed the students' interaction with the headteacher and the way the activities were carried out. After that, I applied a diagnostic exam and a survey to know students' English proficiency level and characteristics and needs. Once I obtained the results from the diagnostic exam, I selected a group to focus this investigation. The group selected was the first grade group B, and the reasons why I chose this group were because of the continuous students' attendance and their punctuality in the online classes, the confidence shown during the online classes to express their doubts and their consistency in sending evidence after every class.

Then, I focused in a phenomenon to attend; the lack of oral participation in class and a strategy to use it, the use of lexical chunks. After that, a bibliography research about this topic was done in order to have theoretical support for investigation. The next step was to create investigation questions to guide this case of study; those investigation questions were: "How can the lexical chunks be applied to increase the oral participation in the classes with the first grade group B during the month of March, 2021?", "Which will be the reaction of the students from first grade group B with the use of lexical chunks to increase the oral participation in class?" and "Which was the impact of the use of lexical chunks in the oral participation in classes during March, 2021 with the first grade group B?".

To continue, the next step was to propose an action plan the month of march where twelve classes were planned incorporating lexical chunks in almost all the stages of the class as much as possible to achieve the goal. Once the classes were planned, the lesson plan was applied with the students from first grade group B who attended the online sessions in Google Meet. While applying, observation and registration about the students' reaction was being done. Then, at the end of the month there was a results' compilation to know if the purpose was achieved or not. Finally, I made an analysis to identify the reasons and factors involved in the results and the impact of the strategy on students.

During the development of this investigation, I faced challenges that were not expected and that made my process in this pedagogical essay more difficult, but I looked for ways to face and solve them, in order to achieve my purposes and not affect students and my teaching practices. Some the challenges faced were:

The technological issues; such as internet connection, audio and video failures during the classes. Communication with students was also a challenge since I was not able to send them personal messages and, vice versa, this because of the students' privacy and security, all the communication was through the WhatsApp group or through the teacher of the group; the activities, material and announcements were sent through the WhatsApp group and the students' evidence and register of participation were sent through the headteacher WhatsApp; this is to say, the students sent the evidence to the headteacher and she resent it to me, I sent the register of students' participation in class and she resent it to each student.

On the other hand, the lack of attendance in online classes of Google Meet was also presented as a challenge since most of the students could not attend them for several reasons such as the lack of technological devices (cell phone,

tablet, laptop) or internet service at home. Moreover, the unpunctuality of the students in the session were also a challenge since I had to go back to explain the instructions several times until no more students entered.

The biggest challenge I faced was a personal demotivation episode, that was affecting my teaching practice development, the students' learning process and therefore this pedagogical essay achievement. So, I decided to attend looking for personal help. In chapter two the explanation of how I felt, how I faced it and the results from this demotivation episode are described in more detail.

Nevertheless, the elaboration of this pedagogical essay had a meaningful learning in my professional training as a teacher; I developed my ability on observation and analysis since the beginning of the school year when I observed the students' interaction through the WhatsApp groups, during the teaching practices I observed all the classes given to reflect on my opportunity areas and finally I analysed the results obtained to identify the factors that impacted on my classes development.

Due to the classes being online I learned how to use different technological tools that I had never used before, platforms such as Google Meet, online sources such as roulettes, games, and videos. Also, I developed the ability to create digital material for students.

Lastly, my reading and research abilities were also improved as a consequence of writing this pedagogical essay, since I went through a bibliographical research to support this document.

CHAPTER I.

TOPIC OF STUDY.

1. Nucleus and Topic Line.

According to Secretaria de Educación Pública (SEP) (2002) there are three different nucleus in which this pedagogical essay can be focused, presented as follows:

1. The adolescents.
2. The didactic competence in teaching the speciality.
3. The school and adolescent context.

This pedagogical essay was focused on the nucleus “The didactic competence in teaching the speciality”. Each nucleus has several Topic lines. The topic lines from the nucleus “The didactic competence in teaching the speciality” are the followings:

1. Purposes of the speciality and its relationship to secondary education.
2. Development of skills and value formation of the speciality.
3. Design, organization and application of didactic activities.
4. Application of basic strategies and forms of learning assessment.

The one that was related with this pedagogical essay is “Application of basic strategies and forms of learning assessment”. This Topic Line characteristics are mentioned as follows:

1. Ability to identify evidence of student learning in relation to the purposes and content of English
2. Criteria, strategies and instruments used during teaching practice to evaluate the performance of the group and of each individual adolescent.

Congruence with the educational purposes and approach of teaching English.

3. Ability to encourage self-evaluation and co-evaluation of oral and written production by adolescents.
4. Taking advantage of the tutor's comments and points of view on the performance of the group's students when evaluating them.
5. Use of the evaluation results for the improvement of the teaching work with the group.
6. Assessing the impact of English learning on other subjects in secondary school.

The topic of study in this pedagogical essay was “The use of lexical chunks to increase students’ oral participation in a first-grade class”. The objective was to increase the students’ oral participation (speaking skill) in the classes through the use of lexical chunks.

The groups that I was in charge of, were first-grades; first-grade group B, first-grade group C, first-grade group D and, first-grade group F. This study was only focused on few students from the first-grade group B, the ones that attended the online classes in Google Meet (5-7 students); the reasons for choosing this group are presented in the “Group description” section.

1.2 School context.

The following is a brief description of the school geographical context in which this study took place, the Technical Secondary School Number 35. Including a virtual context since this study took place in online classes through the use of WhatsApp groups and Google Meet platform because of the pandemic of COVID-19.

1.2.1 Geographical context.

The Technical Secondary School Number 35 is located in an urban area in the colony Saucuito. The school is near the Zacatecas Highway which is a very busy area, there is a rental furniture, a wooden company, a grocery store Bodega Aurrera, a GYM, a church and there are sowing fields where sunflowers and cempasuchil flowers are planted. The main avenue of the school is not very busy, but there are several businesses such as two stationary shops, a clothing shop, a print shop, an optic and food shops. The address of the school is on the streets Tulipanes and Amapolas, Santa Rosa first section San Luis Potosi, Mexico (Appendix A). The zip code is 78100. The code of the school is 24DST0040T.

1.2.2 Virtual context.

Since COVID-19 pandemic arrived at San Luis Potosí in March 2020 the students were having virtual classes at home, which led schools to take the necessary steps to continue with teaching and learning students process. Technical Secondary School Number 35 was no exception. For the development of these virtual classes several resources were incorporated into education, in secondary school the resources incorporated were the use of WhatsApp groups, virtual meetings through the platform Google Meet and the use of the platform Google Classroom. The process faced by the school since March, 2020 and measures and resources that were taken into consideration for the development of the virtual classes are presented in the following paragraphs.

From face-to-face to virtual classes.

In accordance to the English headteacher from the Technical Secondary School Number 35, the first measures that were taken at the beginning of the

pandemic COVID-19 were to provide sanitizing gel in all the classrooms and other school spaces, also the symptoms detection of COVID-19 in the students and school personnel. Including the parents' participation, the school personnel asked them if their children had any COVID-19 symptom, to please stay at home and the activities for the day were sent through WhatsApp to the students so that they so that they could do them from home and not be affected academically. Finally, on March 20th, 2020 the students and the personnel of the Secondary School received the indication to enter into quarantine. A quarantine that became more than a year of isolation for all the students from the Secondary School.

The use of WhatsApp to support the virtual classes.

The WhatsApp groups were the main source to have communication with the students; through them, activities and material such as videos were sent three times per week at a specific time and students were supposed to send back a picture of their evidences in the course of the same day. If students had any question or need for an activity clarification they had to ask through the group or the headteacher chat, they were not allowed to send me messages because of their security and privacy, only to the headteacher.

The complications presented in the use of WhatsApp were that not all the students sent their evidence on time because of internet issues, the cell phone they had to send their evidence belonged to their parents and they had to wait them came back from work; some evidence pictures sent by the students were not clear because of their cameras quality; and that some students did not follow the indication about not sending me personal messages, they used to send me their evidence or ask me for an activity clarification through my personal chat. When these situations were presented I did not answer their messages, I resent the messages to the headteacher and she took care of clarifying the situation to the student.

Over time, I noticed that because students were submitting their homework through the group, they copied each other. So the headteacher decided to give students the instruction of send their evidence through a WhatsApp personal message to her and then she resent it to me so I could assess them; in this way students were prevented from copying.

The use of Google Meet to support the virtual classes.

Though the platform Google Meet the students received three virtual sessions per week on a set timetable, each session was about 50 minutes; a link to access the class was sent through the WhatsApp group and only the students who had the possibility to access did; that is to say, the students who had a computer, tablet or cell phone as well internet service at home or mobile data service. During the session, the class was explained and the students carried out their activities, finally, they sent a picture of their evidence through WhatsApp.

The main issues presented during the meetings in Google Meet were that only a few students turned on their cameras, though the observation I realize that the students who did it were monitored by a family member. Sometimes the students or I had internet connexion problems that were out of our hand to solve, on a few occasions the classes were cancelled because of my internet issues. And finally, the most common but less serious problems were that sometimes students' microphone did not work, when this happened they just wrote their participation on the chat or they sent an audio through the WhatsApp group; occasionally, students were not allowed to see when I shared my screen but I just stopped and started sharing again and the problem was solved.

The use of Google Classroom to support virtual classes.

Since the beginning of the school year, the students and the headteacher received an institutional e-mail account, provided from the Secretaria de Educación Pública. Through this account, they accessed to a Google Classroom space in which the headteacher uploaded each session activities and material, for the latter students to upload their evidence. I was not allowed to access this space because only institutional e-mail accounts were and I did not have one; this presented as problematic for me because at teaching practice beginning some students just uploaded their evidence in Google Classroom but not in the WhatsApp group, and I was not allowed to see them until the headteacher resent them by WhatsApp. The indication of sending their evidence through the WhatsApp group was given in every class until all the students complied with the instruction.

Virtual classes schedule.

The time in which the activities and material were sent through the WhatsApp group and the meeting in Google Meet were given per group is presented as follows:

1st B: Monday from 7:50 to 8:40, Wednesday from 9:30 to 10:20 and Thursday from 8:40 to 9:30.

1st C: Wednesday from 10:40 to 11:30, Thursday from 7:50 to 8:40 and Friday from 11:30 to 12:20.

1st D: Monday from 8:40 to 9:30, Tuesday from 9:30 to 10:20 and Friday from 7:50 to 8:40.

1st F: Monday from 10:40 to 11:30, Wednesday from 10:40 to 11:30 and Thursday from 9:30 to 10:20.

1.2.3 School History.

Secondary School number 35 was founded in Carlos Jonguitud Barrios government during 1979-1985. The name of the school is in honour of Jorge I. Carrizales Trujillo, the first principal of this Secondary School. The first day of classes in this school was on September 6th, 1982, beginning with 161 students for the first grade, during the second year 141 students were incorporated.

“The historical events that have impacted the history of the Technical Secondary School Number 35 have been extraordinary” these were the words of the teacher Patricia Ramos Garcia (2020) since she mentioned that the field where the school is located was donated with low expectations about the future progress of the school as it was a place in which the studying opportunities were minimal. Also, the teacher Patricia Ramos Garcia (2020) mentioned that she considered the virtual mode of working as a historical fact for the Technical Secondary School Number 35 since it was a challenge to continue with the students’ education, parents and especially teachers.

1.3 Relevant social and academic characteristics.

As following is presented the particularities of each one of the groups that I was in charge of, also the obtained results from a diagnostic exam that was applied since this study beginning, as well as a survey to know the students’ needs and interests.

1.3.1 Group description.

The students from first grade did not know each other, they did not have the opportunity to know their school even their teachers. They left elementary school without saying goodbye to their previous classmates. They were definitely in a more difficult situation than the students from second and third

grade who already knew each other, who at least could communicate through a WhatsApp message and ask how were they doing and support each other.

The following is the students' characteristics description, the four groups that I was in charge of are described, emphasising on the students from the first-grade group B whereby this study was focused.

First-grade group C: The first-grade group C was made up of 24 students; 13 boys and 11 girls, the average age were 12-13 years old. This was the most participative group, was the one with the higher students' number that were able to attend the online classes in Google Meet, from 10 to 14 students of this group attended each class in google Meet, but also they were the group with more difficulties to understand the indications and the one that had more issues during the online classes in Google Meet for instance microphone, audio and camera issues. But they were the most punctual group.

First-grade group D: The first-grade group D was made up of 25 students, 17 boys and 8 girls, the students' average age were 12-13 years old. In this group the students' number that attend the online class in Google Meet was very diverse, 3 to 10 students accessed the class, also this was the group that took the most time to carry out the activities and the one that sent less evidence through the WhatsApp group.

First-grade group F: The first-grade group F was made up of 24 students, 13 boys and 11 girls, the average age were 12-13 years old. This was the group with lower attendance in online classes in Google Meet, 4-7 students attended the classes, also students who attended the classes were not very participative.

First-grade, group B: This group was made up of 24 students, 14 were boys and 11 girls, the average age were 12- 13 years old, from this group there were 5 to 7 students that always attended the online classes in Google Meet, the

rest of students received the tasks through the WhatsApp group, not all learners attended the indications and send the evidence.

These 5 to 7 students from the first-grade group B were the ones this study was focused on, I decided to focus on these students because they were always aware of attending punctually the classes, they turned on their camera most of the times at the beginning of the study when we were in the online classes allowing a better interaction. Rarely there were camera or microphone issues. And if they had any doubt they felt confident to ask and especially these 5 or 7 students sent their evidence through WhatsApp punctually. Their performance in the English class was very clear.

1.3.2 Diagnostic test.

A diagnostic test was applied at the school year beginning to verify the English students' previous knowledge. I created the diagnostic test questions, taking as reference the topics that students were supposed to already know according to the headteacher; these topics were the ones seen in class before teaching practice periods: verbs in their simple form, nationalities, jobs and professions, physical characteristics, giving personal information and basic and simple vocabulary words such as colours, animals, classroom objects, etc. (Appendix C).

The diagnostic test was applied through the platform Google Forms, a link for the exam was sent to the students in the WhatsApp groups, giving them a weekend to answer the exam. That said, it is worth mentioning that the results obtained from this diagnostic exam are not 100% reliable since there was no direct control over the exam and students could take advantage and look for the answers on the internet or ask for help with a familiar.

According to the obtained results it can be said that the students' majority handled the topics incorporated in the exam. With this results it is not possible to interpret in what English proficiency level learners were situated because the tool that was used (diagnostic exam) is not an official tool to determinate it. Probably, if the tool used was an official diagnostic test I may have obtained more accurate information to determine the students' English proficiency level.

The results from the diagnostic exam are presented in graphs by section such as a graph for questions related to verbs, a graph for the questions related to nationalities, etcetera. (Appendix C).

In addition, according to the results obtained from a survey question, only 30.4% of students had English classes in Elementary school and 19.9% took private English classes before (Appendix D); for the rest of students their contact with the English language was until secondary school. This means that not all learners may be situated in the same level and that learners that have never been in contact with the language were likely to have a lower level than the rest.

1.3.3 Virtual conditions and needs.

Before the teaching practices started, I applied a survey (Appendix E) through the platform Google Forms. The purpose was to get information about the resources that students had to develop their online classes and the timetable in which they were available to take the online classes; also I included questions about their interests and likes such as their favourite hobby, singer, music genre, etcetera. This information helped me later to create activities in which students were more interested as well as involved in the classes.

Among the needs identified in the pupils, it was found that there was a need to students had a personal device to carry out their virtual classes, such as a

personal mobile cell phone, a computer or tablet; this device should have had enough capacity for all the material and messages that they received during the several virtual classes months in the different subjects they had. Moreover, the internet service at home may have helped to access always the online sessions in Google Meet.

As well, it would have been appropriate that students counted with a space at home only to take their online classes, because through the observation it was noticeable that some students attended the classes lying down or just awoken. Also, because having a specific place only for this could have prevented that when students participated there were external noises from their home.

Students' digital resources.

According to the obtained results, most of learners had a device such as a cell phone, computer or tablet to access the online classes, only 2 students answered that they did not have any of the already mentioned devices. (Appendix F) 78.9% of students had internet service at home, the rest of learners accessed the online classes using mobile data, telephone plan, going to a cyber or a relative house. (Appendix G). Having that said, there was a lot of tolerance and flexibility with students. No students were forced to enter the online classes in Google Meet, if any student was late for the Google Meet class there was not a penalty and even if they sent their evidence out of time it was understandable since I was aware that sometimes they had internet connection issues.

Students' academic needs.

In accordance to the syllabus Aprendizajes Clave (2017) first grade secondary school students, should achieve the following expected learnings at the end of the school year:

Exchange views on a community service.

- Listen to and review dialogues about community services.
- Understand the general meaning and main ideas.
- Exchange information about community services.

Compose dialogues and interventions for a silent short film.

- Review silent short films.
- Understand general sense and main ideas.
- Produce dialogues and interventions.

Exchange compliments, likes and dislikes during an interview.

- Listen to and review likes and dislikes in interview dialogues.
- Understand the general meaning and main ideas in dialogues.
- Express compliments, likes and dislikes in written dialogues.
- Express compliments, likes and dislikes in a dialogue.

Agree on a travel itinerary with others.

- Search and consult information.
- Compare pros and cons of ideas and proposals.
- Construct arguments to defend ideas and proposals.
- Listen and express pros and cons to build consensus.

Read classic tales.

- Select and review classic stories.
- Understand the general meaning and main ideas of classic stories.
- Compare variants in pronunciation and writing.
- Express key events orally.
- Rewrite key events.

Produce constructive forecasts about others.

- Review written examples of forecasts.
- Identify ways of expressing future actions by listening to them.
- Formulate and answer questions to understand predictions.
- Write sentences that express future actions to compose
- predictions.

Read comic strips to discuss cultural expressions.

- Select and review comic strips.
- Interpret the content of comic strips.
- Exchange opinions about cultural expressions in a discussion.

Write instructions for using a bilingual dictionary.

- Select and review bilingual dictionaries.
- Understand the use of textual components of bilingual dictionaries.
- Write instructions.
- Edit instructions.

Write notes to elaborate diagrams of human body apparatuses.

- Review and understand information about human body systems.
- Propose and answer questions about human body systems.
- Write notes to describe diagrams.
- Edit diagrams in teams and with teacher guidance.

Provides information on linguistic diversity.

- Select information.
- Read information.
- Rehearse a presentation.
- Present an exposition.

1.4 Description of the case being studied.

In this section, the reasons and purposes why this case of study “The use of lexical chunks to increase students’ oral participation in a class of first-grade”. was chosen is presented.

1.4.1 Investigation purposes.

The investigation purposes are divided into Academic and Personal purposes, and they are presented and explained as follows.

Academic purposes.

The reasons why this topic “The use of lexical chunks to increase oral participation” was chosen was because the speaking skill which is directly related to oral participation was considered as one of the most difficult skills in the language learning process especially for my students (Appendix H) and I wanted to provide students with a strategy to increase and improve their speaking skill which is the use of lexical chunks.

Due to classes were online and not face to face it would be more difficult for me to assess the writing or reading skills since I would not be watching my students achieving the tasks, they could take advantage of this situation and use an online translator or ask for help with a member of their family. On the other hand, the oral participation (speaking) that was produced during the online classes in Google Meet, at least I was watching and listening to learners through a computer or cell phone and I was sure that their oral participation was something generated at that time, something of their own and something that would let me know in which aspects they would need help.

Personal purposes.

Furthermore, my purposes for the development of this study were because it was going to contribute to my academic development and it was going to provide me with experiences about teaching, experiences that were going to leave me significant knowledge.

1.4.2 Investigation methodology.

The development of this study started in September 2020 during the 7th semester of the major; however, the interest for the students' oral participation came up since I was in the 5th semester when the lack of participation during the classes was identified as a constant factor with students from other secondary schools that I observed.

Once the interests in improving something with students were clear observed their interaction development with the headteacher during online classes. After that, a diagnostic test was applied to know learners English previous knowledge and a survey to know about the students' needs and preferences, which would be useful in the planning of the classes.

When that information about the students was collected, a research was made about the methodology that was intended to apply, and the skill that was wanted to attack. Finally, when all that information was obtained the strategies were applied with the students until a result was achieved.

1.5 What is known about the topic?

In the following paragraphs, the concepts involved in this pedagogical essay are mentioned, as well several authors' opinion about them, to support it.

1.5.1 Speaking skill

In this document, it was considered important to define what speaking skill is, since the “oral participation” which is what I sought to impact in this study, is directly related with speaking skill. After consulting several authors’ opinion, I define speaking as: One of the four languages skills that is about expressing or communicating a message to someone else in an oral way. Authors’ definitions about speaking skill are presented as follows.

Burns and Joyce, 1997 cited in Torkey (2006) define speaking skill as an interactive process that constructs meaning and involves production, reception and processing of information and its meaning depends on the context, participants and purposes of the process. Speaking is a Productive skill since it produces ideas, messages, and suggestions and it need to be practiced. (Chanstain, 2004 cited in Antoni & Rasyidah, 2015 p. 2). “To say something using your voice”. (Cambridge University Press, 2021).

Speaking is one of four language skills which needs to be mastered by students. It is an important skill because in speaking, someone is able to say what he/she wants to express. Also, it is a symbol of words that usually convey by someone through communication. (Antoni & Rasyidah, 2015, p. 2). According with what the author says, I agree, because I also consider that speaking needs to be mastered by learners, since one of the main purposes on learning a second language is to communicate with others, and how would a communication would be achieved without speaking?. Through my years as a students I have noticed how many teachers spend less time practicing this skill than others, so I wanted to devote more time to it with learners.

1.5.1.2 Basic types of speaking

Brown (2004) presents five types of speaking: imitative, intensive, responsive, interactive, and intensive speaking. The main characteristics of each one is presented as follows:

Imitative: The ability to simply repeat (imitate) a word, phrase or sentence. It is a purely phonological level of oral production which may include prosodic, lexical and grammatical properties of language. It does not engage in interactive communication.

Intensive: Production of short stretches of spoken language, intended to demonstrate competence in grammatical, phrasal, lexical or phonological relationships. The speaker must be aware of semantic properties but interaction is minimal.

Responsive: Interaction is included and comprehension is tested at a limited level of short conversations, standard greetings and small talk and simple and similar comments.

Interactive: The difference between responsive and interactive speech is in the duration and complexity of the interaction; it involves multiple exchanges or participants. It can take both forms of language: transactional the aim of which is to exchange specific information, or personal exchanges the aim of which is to maintain social relations. Oral production can become pragmatically complex, including the use of colloquial informal language.

Extensive (monologue): It includes speeches, oral presentations and storytelling. Oral interaction on the part of the listeners is very limited or discarded altogether. Formal language is used and is usually planned, although some monologues such as casual speeches cannot be ruled out. (Brown, Language Assessment Principles and Classroom Practices, 2004, pp. 141-142)

In accordance with the several speaking types that the author mentions, I could identify two of them that were involved in my classes; imitative and intensive. Imitative speaking was present in class when students repeated words or even phrases, mainly to practice the sound (pronunciation) of them. And intensive speaking was involved in class because with the help of lexical chunks, students were able to produce orally short language stretches, following unconsciously grammatical structures, although interaction between students was minimal.

1.5.1.3 Speaking subskills

As follows the speaking subskills definition according to several authors is presented, as well a brief description about how they were involved and present in class.

Grammar: It implies the ability to produce the grammatical structures of the language and to use them effectively in communication. (Hughes, 2002 cited in Torcky, 2006). As this study was focused on the lexical chunks use, which implies avoiding grammar rules explanation, it does not mean that grammar was not present in class. Grammar was present in the lexical chunks that learners used to produce language, but they were not conscious of it.

Vocabulary: Is ability to recognize and use words in the same way as native speakers do. This involves the use of common collocations of words and fixed phrases, as well as the use of vague language. (Luoma, 2004 cited in Torcky, 2006). Vocabulary subskill was involved in my classes since through the lexical chunks use, students were able to use some words in the same way as a native speaker would do it.

Pronunciation: according to Morely, 1996; Florez, 1998 and Cornbleet & Carter, 2001 cited in Yorcky (2006) includes elements such as:

Sounds: These include consonants, vowels and consonant clusters.

Intonation: This refers to the pattern of pitch changes. There are two basic patterns: rising and falling.

Rhythm: It is created according to the position of stress within a single word or a group of words. Within words stresses have fixed positions but stress within a group of words can move according to meaning.

Linking and assimilation: When sounds are linked in spoken language changes occur because of the influence of neighbouring sounds.

Pronunciation subskill was also involved in classes with my learners, mainly when a lexical chunk was presented in class I used to read it aloud so students could listen to its pronunciation; as well when students were not able to identify the pronunciation of some word, they asked me and I said it, so they could pronounce as well as possible to be understood.

Fluency: It is based on the speaker's ability to use facilitation skills such as fillers, lexical phrases and ellipsis; and comprehension skills such as self-correction, rephrasing or repetition to achieve rapid and continuous communication (Widdowson, 1998 & Segalowitz, 2000 cited in Yorkey, 2006). Within fluency subskill, it can be said that it was not achieved with students, for example, students were capable to use lexical phrases for achieving a communication, although possibly this communication was not fast and continuous.

1.5.1.4 Macro skills of speaking.

As follows macro and micro skills of speaking skill definition is presented. It was considered important to include them in this pedagogical essay since they are an essential part of the skill; some of them could be involved in the classes development unconsciously, but there is no way to prove which ones were and which were not.

Brown (2004) clarifies the speaking skill into macro and micro skills as are presented below:

The macro skills imply the speaker's focus on the larger elements, fluency discourse, function, style, cohesion, non-verbal communication, and strategic options.

- Appropriately accomplish communicative functions according to situations, participants, and goals.
- Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and –yielding, interrupting and other sociolinguistic features in face-to-face conversations.
- Convey links and connections and between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and give information, generalization and exemplification.
- Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- Develop and use 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. (Brown, Language Assessment Principles and Classroom Practices, 2004, pp.143)

1.5.1.5 Micro skills of speaking

The micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations and phrasal units.

- Produce differences among English phonemes and allophonic variants.
- Produce chunks of language of different lengths.

- Produce English stress patterns, words in stressed and unstressed positions rhythmic structure, and intonation contours.
- Produce reduced forms of words and phrases.
- Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- Produce fluent speech at different rates of delivery.
- Monitor one's own oral production and use various strategic devices – pauses, fillers, self-corrections, backtracking –to enhance the clarity of the message.
- Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement pluralization), word order, patterns, rules, and elliptical forms
- Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.
- Express a particular meaning in different grammatical forms.
- Use cohesive device in spoken discourse. (Brown, Language Assessment Principles and Classroom Practices, 2004, pp.142-143)

1.5.2 Oral participation

The term participation refers to taking and being part of something. In schools, participation represents a process of communication, decision-making and implementation that leads to a continuous exchange of knowledge and experience. (Murcia, 1994 cited in Parra, 2005). Participation is considered a key element in the education of pupils as it makes the pupil an active, conscious and committed subject in the construction of their knowledge and their person. Moreover, it favours the development of critical and creative thinking in pupils. (Gómez, 1994 cited in López, 2015)

Class participation is when students intervene orally by asking and answering questions, making comments and participating in discussions.

Students who do not participate in this way are considered to be passive or uninvolved in class. (Vandrik, 2000). Marzano (1992) states that “The more participation, the greater the chances of meaningful learning, as the low quality of education seems to be closely related to knowledge-centred teaching and passive memorisation of information”. (López, 2015)

According to what the authors say about the oral participation I considered it as an essential factor in my classes development, because in addition to the fact that as a teacher it gave me a certainty that students were actively involved and maybe interested in class, allowing students to share and express their opinion and comments about the class with their pairs and teachers.

1.5.2.1 Verbal participation

The verbal participation was the type that I wanted to improve in the classes, to involve students in the class participation orally by answering questions, making comments and even taking part of discussions.

“Usually means students speaking in class, answering and asking questions, making comments and taking part in discussions”. (Lee, 2004 cited in Abidin, 2014)

1.5.2.2 Non-verbal participation.

This type of participation was not possible to observe in this teaching practice periods, because since classes were virtual, students used to maintain off their cameras so I could not observe them. But it was considered important to mention to identify the difference between verbal and non-verbal participation. Before doing this research I was not aware about what non-verbal participation was, now that I know it, I can observe and identify it in my future face to face classes.

“Non-verbal participation, on the other hand, is related to behavioral responses while in class. This includes among others head nodding, hand raising, body gestures, and eye contact”. (Abidin, 2014). Body language is a clear example of non-verbal participation, students who are shy to speak show their attention and engagement with the class by nodding their heads, turning to listen attentively to their classmates' contributions and by other non-verbal gestures that demonstrate their involvement in class. (Vandrik, 2000)

1.5.3 Lexical Approach

The lexical approach is one of the most important terms in this research, so it was necessary to define it. After consulting several authors' opinion, I define the lexical approach as the teaching of a language through the use of chunks (prefabricated phrases) without focusing on the explanation of the grammatical structure that conforms them, but on their function to express or communicate something. As follows several authors' definitions are presented:

The Lexical Approach was discussed by Dave Willis in 1990 and popularised by Michael Lewis and it says that ‘language consists not of traditional grammar and vocabulary but often of multi-word prefabricated chunks’. Which includes the lexical phrases, lexical chunks, collocations, idioms, fixed and semi-fixed phrases which are an important part of the language. Lewis proposes that with the acquisition of a large of these fixed and semi-fixed pre-fabricated items fluency can be achieved. (Harmer, 1983, p.74)

According to Harmer (1983) A Lexical Approach focuses on the teaching of phrases which show words in combination instead of an over-concentration on syntax and tense usage (with vocabulary slotted into these grammar patterns).

“Lewis suggests that exposure to enough suitable input, nor formal teaching, is the ‘key to increasing the learner’s lexicon’, and that most vocabulary is acquired not taught”. (Harmer, 1983)

According to Cambridge University (2009) The Lexical Approach is way of teaching language that focuses on lexical items or chunks such as words, multi word units, collocations and fixed expressions rather than grammatical structure. As follows several authors’ definition of chunks and lexical chunks are mentioned.

1.5.4 Chunks

The use of lexical chunks was the way in which the oral participation was wanted to be increased in this study; lexical chunks are phrases in which two or more words are involved, these phrases help to communicate or express something in a written or spoken way, in this case they were used orally by students. The way in which they were used was by presenting to students several chunks that they had to complete to communicate an idea orally; focusing on its function and not on its grammatical structure.

“Any pair or group of words commonly found together or near one another, e.g. phrasal verbs, idioms, collocations, fixed expressions”. (University of Cambridge, 2009)

According to the British Council (n.d.) Chunks are groups of words that can be found together in language. They can be words that always go together, such as fixed collocations, or that commonly do, such as certain grammatical structures that follow rules. A listener or reader uses their knowledge of chunks to help them predict meaning and therefore be able to process language in real time. Chunks include lexical phrases, set phrases, and fixed phrases.

1.5.4.1 Lexical Chunks.

“Lexical chunks are phrases of two or more words like, Good morning, how are you? How do you do? Nice to meet you, which means there are words together to others. It is comprising a lexical unit” (Scott, 2013 mentioned in Castro, Chiluisa, & Elbert Tandalla, 2018, p. 11).

Lexical fragments are useful in the creation of more complex language structures. They are of great importance in the adaptation and creation of language as they facilitate the production of language. Vocabulary is taught and learned through lexical chunks as they play an important role in discourse, they contribute to the communication and application of writing, speaking and reading skills. (Scott, 2013 cited in Castro, Chiluisa, & Elbert Tandalla, 2018)

There are several types of lexical chunks; such as collocations, idioms and phrasal verbs or multi word verbs. They are defined bellow:

Collocations.

Words which are regularly used together. The relation between the words may be grammatical, e.g. when certain verbs collocate with particular prepositions, e.g. *depend on*, *good at* or when a verb like *make* or *do* collocates with a noun, e.g. **do the shopping**, **make a plan**. Collocations may also be lexical when two content words are regularly used together, e.g. We went the wrong way NOT We went the incorrect way. (University of Cambridge, 2009)

Idioms.

A group of words that are used together, in which meaning of the whole word group is different from the meaning of each individual word, e.g. She felt under the weather means that she felt ill. (University of Cambridge, 2009)

Phrasal verbs, multi word verb.

A verb/any part of speech which is made up of more than one word (e.g. a verb + adverb particle or preposition) which has a different meaning from each individual word, e.g. look after –A mother looks after her children. (University of Cambridge, 2009)

The difference between these three types of chunks is that collocations is a combination of two or more words that are usually used by native speakers; idioms are phrases formed by several words that the meaning of the words together is completely different from they by themselves; and a phrasal verb is a phrase that refers to an action, it is formed by a verb and other words, as well their group and individual meaning is very different.

1.5.5 Motivation.

Motivation was an extra concept taken into consideration in this study to support the use of lexical chunks and obtain a better result on the oral participation increase. Motivation is the feeling that push people to do something. There are two types of motivation; intrinsic and extrinsic motivation, both are defined bellow by several authors; but this study took into consideration only extrinsic motivation, in this case the extrinsic motivation strategies applied were the students' recognition for participating and a prize that was the right to take a decision for their classmates.

Also, intrinsic motivation could be present in students, there could be some learners that were participating orally just for satisfaction and enjoyment, but there was no way to confirm it. As follows motivation and its two types are defined.

“Motivation is the thoughts and feelings which make us want to do something and help us continue doing it”. (University of Cambridge, 2009). According to Brown (1994) “Motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit” (p.72).

Motivation in pupils is a crucial part from the very beginning of their school life. Motivation is a factor that influences in general how students approach school, how they relate to their teachers, how much time and effort they devote to their studies, how much support they seek when faced with difficulties, how much they try to involve or disengage their peers in their studies, and how well they perform in assessments and therefore how well they do at school. It is reflected in practically all aspects. (Center on Education Policy, 2012)

1.5.5.1 Intrinsic motivation

With intrinsic motivation, activities are undertaken without expectation of any apparent reward, except for the activity itself. People perform activities for their own sake and not because they are driven to generate some extrinsic reward. People who engage in activities guided by intrinsic motivation have internally rewarding consequences such as knowledge, feelings of competence and self-determination (Brown, 1994, p.76).

“Intrinsic motivation refers to engagement in behaviors that is inherently satisfying or enjoyable noninstrumental in nature, that is intrinsically motivated

action is not contingent upon any outcome separable from the behavior itself”. (Legault, 2016)

“Intrinsic motivation is the desire to do or achieve something because one truly wants to and takes pleasure or sees value in doing so”. (Pintrich, 2003 cited in Center on Education Policy, 2012)

1.5.5.2 Extrinsic motivation

On the other hand, extrinsic behaviours are carried out for extrinsic motivation. Examples of extrinsic rewards are money, prizes, grades and even positive feedback. (Brown, 1994, p. 76)

“Extrinsic Motivation refers to performance of behaviour that is fundamentally contingent upon the attainment of an outcome that is separable from the action itself, is instrumental in nature”. (Legault, 2016)

“Extrinsic motivation is the desire to do or achieve something not for the enjoyment of the thing itself, but because doing so leads to a certain result”. (Pintrich, 2003 cited in Center on Education Policy, 2012)

1.5.6 Online teaching-learning.

The concept of Online teaching was relevant in this study as teaching practices were carried out in online way. The students received classes, material, feedback and assessment by several technological sources, such as WhatsApp, Google Meet, and Google forms.

“Online learning is anything delivered, enabled, or mediated by electronic technology for the explicit purpose of learning”. (Hicks, n.d. cited in Buzzetto, 2007). “Online learning is the use of the internet and other related technologies

to deliver, support and enhance teaching, learning, and assessment". (Popovic, Lindic, Indihar Stemberger and Jaklic, 2005 cited in Buzzetto, 2007)

Models of online teaching.

Learning can be seen in terms of four basic models:

1. The same time and the same place – students and teacher are synchronized (in time and place). This kind of a model can be seen as a traditional model.

2. The same time, different places – teaching occurs at the same time, but uses media transmission technologies so that students can be located in different places (a synchronous model), (This is often seen in "TV" classrooms in which while the teacher talks to one class of students, the lecture is telecast to other classrooms. Internet-based online meetings or chat sessions are other examples of this.

3. Different times, the same place –when students are taught in educational centre and they can come there when they want to learn and have access via computer net, mainly Internet to the education system.

4. Different times, different places – (an asynchronous model) when students access education system from different places at time convenient to them. All communication is realized through ICT, typically the Internet. (Nycz & Cohen, 2007)

In accordance with what the authors mention about the different online teaching models I can say that my teaching practices were carried out following the synchronous model and asynchronous model. The synchronous model was with students who attended classes in Google Meet, since they were in different places but the class was carried out at the same time. And asynchronous model was presented with the students who were not able to access Google Meet

sessions, since they received a video about the class, they could watch it wherever and whenever they were able to do it.

Technology skills for E- learning.

Some new students lack the computer skills necessary to attend online classes. Teachers are responsible for identifying these students and providing help if necessary. Initially, it is useful to have some “gentle” activities which are ‘non-threatening’ to build experience and confidence. “Many learners who function well in classrooms are not ready for online learning” (Martinez, 2003 cited in Buzzetto, 2007). A combination of technical, personal and academic skills is required for online learning, and good time management is important to successfully complete an eLearning study programme (Strachan, 2005 cited in Buzzetto, 2007).

I agree with the authors, as learners were not ready for the drastic change from face-to- face to online classes; this was shown at the beginning of my teaching practices when students had problems to access the online class, since they were not familiarized with the use of some technological sources used in class. However, as time went by, students became accustomed to the use of them, presenting less and less technological complications to develop the classes.

1.5.7 Digital communication sources.

For the classes development several sources were used to communicate and interact with students, these sources were WhatsApp, Google Meet, Google Forms and Google Classroom. As follows the definition and the use given to each one is described.

WhatsApp:

WhatsApp is free to download messenger app for smartphones. WhatsApp uses the internet to send messages, images, audio or video. The service is very similar to text messaging services, however, because WhatsApp uses the internet to send messages, the cost of using WhatsApp is significantly less than texting. You can also use Whatsapp on your desktop, simply go to the Whatsapp website and download it to Mac or Windows. It is popular with teenagers because of features like group chatting, voice messages and location sharing (Irish Internet Safety Awareness Centre , n.d., p. 1).

In my teaching practices development, WhatsApp was the main communication medium with learners, there were WhatsApp groups per class, through them students received activities to develop and material such as videos, audios, and pictures.

Google Meet:

Google Meet, also known as Google Hangouts Meet, is built to let dozens of people join the same virtual meeting, and speak or share video with each other from anywhere with internet access. It is meant for use by businesses and other organizations, and it is a great way for colleagues who do not work in the same building to communicate (John, 2020, pp. 1,2).

The use of Google Meet in my classes was a great support to create an interaction as similar as possible to face-to-face classes. Google Meet allowed students to show their faces and see my face through a camera, to speak and express their opinion or questions about the class at the moment and to listen me explaining the class through a microphone. Even though not all pupils turned on their cameras and microphone which limited class interaction. Also

Google Meet allowed me to share materials for the class; such as videos, online dictionaries, audios, pictures, and online games; which may not be possible or at least more difficult to do in face-to-face classes.

Google Forms:

Is a free online tool from Google which allows users to create forms, surveys, and quizzes as well as to collaboratively edit and share the forms with other people. Educators can use Google forms to assess their students at the beginning of the class and gauge pre-existing knowledge. Furthermore, Google forms can be used to give feedback to and receive feedback from students and parents. Similarly, students can use Google forms to assess their own learning and set the learning goals as well as to collect data for their research projects (University of Massachusetts Amherst, n.d., p. 1).

In the case of my teaching practices, Google Forms was used only once at this study beginning, it was used to apply the diagnostic exam and a survey for students. This source allowed the questions' creation in an online format, then it yielded a link that was sent to learners so they could open it and answer.

From my account I was able to see students' answers which allowed me to obtain results; what I identified as counterproductive is that the results could have been unreliable, since I was not watching students during they answered the exam and they could have taken advantage of this and look for the correct answers.

Google Classroom:

Google Classroom is a suite of online tools that allows teachers to set assignments, have work submitted by students, to mark, and to

return graded papers. It, effectively, was created as a way to get rid of paper in classes and to make digital learning possible (Edwards, 2021, p. 5).

As it was already mentioned, I was not able to access Google Classroom with students because I did not have an institutional account that was necessary to access, it would be a support for my classes since I could upload the students' tasks and materials there, allowing a better organization.

Investigation questions.

1. How can the lexical chunks be applied to increase the oral participation in the classes with the first grade group B during the month of March, 2021?
2. Which will be the reaction of the students' from first grade group B with the use of lexical chunks to increase the oral participation in class?
3. Which was the impact of the use of lexical chunks in the oral participation in classes during March, 2021 with the first grade group B?

CHAPTER II

This chapter will be focused on the reflective analysis about the teaching practices period process, describing the aspects and factors that were taken into consideration to design each class, the class purposes, how the classes were developed and the results obtained and the factors that influenced in those results and the impact they had on students learning.

This study took place with students from first-grade group B from the Technical Secondary School Number 35. It is important to mention that because of the pandemic of COVID-19 this project could not be applied with all learners from the first-grade group B, only a few of them, those who had the opportunity to access the virtual meetings in Google Meet. Along the teaching practice period carried out during March 2021, the main purpose was students increase the quantity of their oral participation through the use of lexical chunks. The lexical chunks presented in class with learners were predesigned by me before the classes, these lexical chunks were related to the topics saw in each class, and students were supposed to use them to participate more and easily in an oral way during the classes. As follows the questions that this case of study will attend are presented and answered.

1. How can the lexical chunks be applied to increase the oral participation in the classes with the first grade group B during the month of March, 2021?
2. What will be the reaction of the students' form first grade group B with the use of lexical chunks to increase the oral participation in class?
3. What was the impact of the use of lexical chunks in the oral participation in classes during March, 2021 with the first grade group B?

Question one: How can the lexical chunks be applied to increase the oral participation in the classes with the first grade group B during the month of March, 2021?

Using lexical chunks to increase quantity in the students' oral participation was because having it during the online sessions in Google Meet would give certainty that students were present and attentive in the class, since several students did not turn on their cameras during the class. Also, because learners were wanted to lose the shame of talking in English during the classes and the use of lexical chunks would lead them to do it in an easier way avoiding the comprehension of grammar and focusing only in the lexical chunks' function presented in each class. This question attends the aspect related to my process of planning the classes with the first-grade group B, then the justification of each one of the activities incorporated in the stages of five classes is presented, as well as the lexical chunks used in each class and assessment tools and criteria for the activities.

My planning process.

In this, all the factors taken into consideration to create the lesson plan that were followed with students from first-grade group B along 12 classes of March 2021 as well as the process followed to create them are described.

The first aspect that was taken into consideration to create the lesson plan was the topic designated for this teaching practice period; the topic established was: "How does our body work?". This topic involved seeing all the characteristics of the human systems (endocrine, respiratory, digestive, reproductive, integumentary, muscular, nervous, cardiovascular or circulatory, lymphatic, urinary and skeletal system). It was decided to focus the classes only on a few: respiratory, digestive, muscular, circulatory and skeletal systems

because view all themes involves a lot of information for the time that was available, so there was a risk of students do not receive in clearly all the information.

After deciding on which systems the classes would be focusing on, the syllabus Aprendizajes Clave Para la Educación Integral (2017) was consulted as guidance to know which were the expected learning outcomes that students should achieve during this teaching practice period and they are presented as follows:

- Reviews and understands information about the human body systems.
- Proposes and answers questions about the human body systems.
- Write notes to describe schemes.
- Edits diagrams in teams and with the teacher's guidance.

Once the expected learning outcomes that students should achieve during this period of practice were clear, the learners' needs and characteristics were considered, taking into account that the syllabus is focused on students that were supposed to be familiarized with the language since several years ago and this was not the case of the students' majority so it could not be expected that students achieve as well all the learning outcomes presented before, so it was decided to make it a little bit simpler for them looking for material such as worksheets, videos, songs, readings, etc. that were focused on EFL young learners and related to the topics of the different human body systems mentioned before.

As the material was being reviewed I realized several aspects that could be taken into consideration to see during the classes that were related to the topics such as the organs that confirm to each one of the systems, the things that are recommendable and not recommendable to take care of the systems and the functions of each human body system. Once this information was clear the main aims for each lesson were created, presented as follows:

1. Class 1 (March 1st, 2021) By the end of the lesson students will be able to express what they know about the human body and what they would like to know using the lexical chunks 'I know that...' 'I would like to know about...'
2. Class 2 (March 3rd, 2021) By the end of this lesson students will be able to organize information about the respiratory system in a graphic organizer.
3. Class 3 (March 4th, 2021) By the end of the lesson students are going to be able to create a respiratory system model and explain in oral way its function and characteristics.
4. Class 4 (March 8th, 2021) By the end of this lesson students will be able to describe the function of some bones.
5. Class 5 (March 10th, 2021) By the end of this lesson students will be able to give recommendations to take care of the muscular system.
6. Class 6 (March 11th, 2021) By the end of this lesson students will be able to organize and share all the information they know about skeletal and muscular systems.
7. Class 7 (March 15th, 2021) By the end of the lesson students will be able to exchange information about the process of the digestive system.
8. Class 8 (March 17th, 2021) By the end of the lesson students will be able to organize information about the digestive system in a graphic organizer.
9. Class 9 (March 18th, 2021) By the end of the lesson students will be able to talk about the things they do to take care of their digestive system.
10. Class 10 (March 22nd, 2021) By the end of the lesson students will be able to organize information in a graphic organizer about the circulatory system.
11. Class 11 (March 24th, 2021) By the end of the lesson students will be able to answer questions in oral way about the circulatory system.

12. Class 12 (March 25th, 2021) By the end of the lesson students will be able to create a heart model and explain its function and give recommendations to take care of it and all the circulatory system.

The next step followed was to create the activities for each lesson, reminding that they should lead students to achieve the main aim of each lesson, which were mentioned above. The lesson plan consisted of five stages which I decided to name as: *warm-up, contextualization/ pre-teach lexis, lexis practice, and communicative activity* based on (Srivener, 1994).

An activity for each stage was created. In the first stage of the lesson plan which was the warm-up 5 minutes' activities were applied in which students got a little contextualized about the topic of the class. On the next stage which was contextualization or pre-teach lexis, activities such as watching a video or reading a text related to the topic were included. Then, on the stage Lexis practice usually, the pre-designed lexical chunks that students practiced during the class were incorporated. During the Communicative activity stage, production activities were assigned to learners, this means activities that they carried out by themselves without the teacher's guidance. And finally, on the stage of Wrap up pupils exposed their questions or comments about the class to have everything clear.

Lexical chunks' incorporation in classes.

Lexical chunks that helped students express ideas related to the topics in each class were created, avoiding the explanation of grammar and focusing on the function of the lexical chunks. The L1 was used during the classes to explain the function of the lexical chunks and one by one learners could participate using them. The lexical chunks used during the month of March 2021 are presented as follows:

- Class 1 (March 1st, 2021):

1. The function of the _____ system, is _____.
 2. I know that...
 3. I would like to know about...
- Class 2 (March 3rd, 2021):
 1. We need oxygen because...
 - Class 3 (March 4th, 2021):
 1. The respiratory system is formed by...
 2. You should eat _____ to protect your _____.
 3. It is recommendable to not _____ to take care of your respiratory system.
 - Class 4 (March 8th, 2021):
 1. Foot bones allow us to...
 2. Neck bones allow us to...
 3. Hip bones allow us to...
 4. Leg bones allow us to...
 5. Backbones allow us to...
 6. Thigh bones allow us to...
 7. Knee bones allow us to...
 - Class 5 (March 10th, 2021):
 1. You should _____ to take care of your muscles.
 - Class 6 (March 11th, 2021):
 2. Muscles that work without...
 3. Muscles controlled by...
 4. Tendons attach _____ to bones across a _____.
 5. Muscles used to _____ around _____ to the bones.
 6. Muscles _____ do not _____ to bones.
 7. Control _____ in the body.
 8. Pumps _____ throughout the body.
 9. Includes all the...
 10. Gives the body...

11. Allows us to...
12. Babies have _____ bones.
13. Adults have _____ bones.

- Class 7 (March 15th, 2021):
 1. Yesterday I ate...
 2. The function of the mouth is to...
 3. The function of the pharynx is to...
 4. The function of the liver is to...
 5. The function of the gallbladder is to...
 6. The function of the small intestine is to...
 7. The function of the appendix is to...
 8. The function of the anus is to...
 9. The function of the salivary glands is to...
 10. The function of the oesophagus is to...
 11. The function of the stomach is to...
 12. The function of the pancreas is to...
 13. The function of the large intestine is to...
 14. The function of the rectum is to...
- Class 8 (March 17th, 2021):
 1. "...may not be healthy"
- Class 9 (March 18th, 2021):
 2. It is important to eat fruits and vegetables because...
 3. My favourite food is...
 4. My favourite drink is...
 5. My favourite sweet is...
 6. Eating _____ is healthy.
 7. Eating _____ is not healthy.
 8. Yesterday I ate...
 9. Yesterday I drunk...
- Class 10 (March 22nd, 2021):

1. ____transport the blood through the body.
 2. ____carry blood away from the heart.
 3. ____connect veins and arteries.
- Class 11 (March 24th, 2021):
 1. It is recommendable to eat...
 2. The heart has____ chambers.
 3. The____ removes waste from blood.

Justification for activities.

In this part the activities planned for four specific classes are presented, one for each practice week as well the description of the reasons why it was decided to incorporate all these activities into the classes with students from first-grade group B. The classes described are presented as follows:

Class 1. March 1st, 2021.

Main aim: By the end of the lesson students will be able to express what they know about the human body and what they would like to know using the lexical chunks 'I know that...' 'I would like to know about...'	
Activities	Purpose
Warm-up: During this stage, students had to comment on what human body systems they already knew.	The purpose of this activity was to familiarize the students with the topic that should be achieved during the session.
Contextualization/ pre-teach lexis: During this stage, students had to watch a video with information about the human body systems, after that, they had to answer some questions.	The purpose of this activity was that students got in the context of the human body systems the purpose of the questions was to know if students did understand the information from the video.

<p>Lexis practice: During this stage, students had to complete a lexical chunk several times with the information of the several human body systems. E.g.:</p> <p>“The function of the skeletal systems, is to allow movements”</p>	<p>The purpose of this activity was that students identify the function of the several human body systems presented.</p>
<p>Communicative activity: During this activity, students had to complete a chart from their book, this chart contained two sections. In one section students had to write what they already knew about the human body and on the other side the things that they would like to know. They had to use two chunks: : “I know that...” “I would like to know about...”</p>	<p>The purpose of this activity was that students expose the information that they would obtain during the class about the human body and the information that they did not know and they would like to know. The purpose of using chunks was to make it easier for them and to share it with the class orally.</p>

The complete lesson plan and the material are available in the Appendixes section (Appendix I).

Class 2. Session 5. March 10th, 2021.

<p>Main aim: By the end of this lesson students will be able to give recommendations to take care of the muscular system.</p>	
<p style="text-align: center;">Activity</p>	<p style="text-align: center;">Purpose</p>
<p>Warm-up: During this stage, students had to watch a short video about the muscular system.</p>	<p>The purpose of this activity was to introduce the topic.</p>

<p>Contextualization/ Pre-teach lexis: During this stage, student had to comment if they take care of their muscular system and how they did it, then they had to read a text about the muscular system, and finally they had to comment on which facts of the text they already knew and which ones they did not.</p>	<p>The purpose of this activity was that students acquire information about the muscular system and to be a little conscious of how to take care of it.</p>
<p>Lexis practice: During this stage, students had to search some words related to the muscular system in a word search.</p>	<p>The purpose of this activity was that students obtain vocabulary that was related to the muscular system topic.</p>
<p>Communicative activity: During this stage, students were provided with several pictures that showed actions that are recommendable to take care of the muscular system. The students had to complete the chunk “You should_____ to take care of your muscles” in the blank the students had to write the actions from the pictures. E.g. “You should drink water to take care of your muscles”.</p>	<p>The purpose of this activity was that students orally share with all the class the things that are recommendable to take care of the muscles; the use of the lexical chunk was to make easier the activity for students.</p>

The complete lesson plan and the materials are available in the Appendixes section (Appendix J).

Class 3. Session 9. March 18th, 2021.

<p>Main aim: By the end of the lesson students will be able to talk about the things they do to take care of their digestive system.</p>	
Activity	Purpose
<p>Warm-up: During this stage, students were supposed to bring a fruit or vegetable to eat all together in the class while they commented on the importance of eating fruits and vegetables using the lexical chunk: “It is important to eat fruits and vegetables because...”</p>	<p>The purpose of this activity was to introduce the class topic and to students share their opinion about the importance of eating fruits and vegetables orally.</p>
<p>Contextualization/ Pre-teach lexis: During this stage, students had to comment on what else they think is important to do for having a healthy digestive system; then, they had to watch a video about tips to take care of the digestive system, and finally they had to comment on which of those tips they followed and which they did not.</p>	<p>The purpose of this activity was that students obtain information about how to keep a healthy digestive system and to be conscious of what things they did and they did not to take care of it.</p>
<p>Lexis practice: During this activity, students had to use the following lexical chunks to express ideas about the food they ate and if it was healthy or not for their digestive system: “My favourite food is...” “My favourite drink is...”</p>	<p>The purpose of this activity was that students expressed orally their likes according to food and to classify some food that was healthy and was not and express it orally. The use of the lexical chunks was because it could help students to express their opinion more easily.</p>

<p>“My favourite sweet is...”</p> <p>“Eating_____ is healthy”</p> <p>“Eating_____ is not healthy”</p> <p>Students were provided with some pictures to complete the chunks in an easier way.</p>	
<p>Communicative activity: During this activity, students had to draw what they ate a day before and share it with their classmates using the chunks:</p> <p>“Yesterday I ate...”</p> <p>“Yesterday I drank...”</p> <p>And they will complement their information with one of the next chunks depending on their answer above.</p> <p>“And it is healthy” or “And it is not healthy”</p>	<p>The purpose of this activity was that students shared orally with their classmates what they ate and drank a day before, and if their food was healthy or not. The use of the lexical chunks was because in this way it could be easier for them to express their ideas.</p>

The complete lesson plan and materials are available in the Appendixes section (Appendix K).

Class 4. Session 11. March 24th, 2021.

Main aim:	
Activity	Purpose
<p>Warm-up: During this stage, students had to say two of the words from the vocabulary of the previous class.</p>	<p>The purpose of this activity was that students reviewed the previous class vocabulary.</p>

<p>Contextualization/ Pre-teach lexis: During this stage students had to complete a text about the circulatory system with words from a box.</p>	<p>The purpose of this activity was that students obtained information about the circulatory system.</p>
<p>Lexis practice: During this stage, students had to complete a worksheet with information about the circulatory system. After that, they commented orally the following lexical chunk: “It is recommendable to eat...”</p>	<p>The purpose of this activity was that students classified information about the circulatory system and expressed with the use of a lexical chunk what was recommendable to eat to take care of this system.</p>
<p>Communicative activity: During this activity, students had to answer some questions about the circulatory system. They answered with the help of lexical chunks: “The main function of the circulatory system is to...” “The heart has ____ chambers” “The ____ removes waste from blood”</p>	<p>The purpose of this activity was that students’ expressed information of the circulatory system in oral way. The incorporation of lexical chunks was because they would help to students to express their answers easily.</p>

The complete lesson plan and materials are available in the Appendixes section (Appendix L).

Motivation strategies.

Even though motivation was not the centre of this case of study, it was incorporated inside the classes. Extrinsic motivation strategies were included with students so in this way the participation quantity could increase. The

strategies that were implemented were three. The first one was sending to learners every day after class the participation register obtained during the class.

Another was the design of two different activities that they could do on the last classes day of the month. The first activity consisted of a 50 minutes' session in Google Meet in which students could exchange questions with their classmates to know each other better and obtain personal information about their classmates. The second activity was about playing different online games related with the subject in the class 50 minutes. The student with the higher number of participation obtained at the end of the month was the one that chose which one of these two activities they would do. And the last strategy applied was sending the final participation results obtained in the month to students through WhatsApp.

As a hypothesis, I thought the student who obtained the higher participation number would choose the playing online games activity; I think in the face by face classes that would be the most likely option, but now that they were in online classes was different since they did not know each other very well and they were interested in knowing better their classmates.

As follows the two activities' options for the last day are presented:

Class 5. Session 12. March 25th, 2021.

OPTION 1	OPTION 2
<p>This activity consisted of the students to ask questions to their classmates. These questions had to be in</p>	<p>This activity consisted of students to play during 50 minutes, different online games related with English subject.</p> <p>The games that they could play were most related with vocabulary of different topics.</p>

<p>English and it was important to avoid really personal questions for students' privacy.</p> <p>The purpose of this activity was that students had the opportunity to know a little more their classmates.</p> <p>Questions' options:</p> <ul style="list-style-type: none"> • What is your favourite food? • What is your favourite movie? • What is your favourite sport? • In which primary school did you study? • Do you have pets? 	<p>The purpose of this activity was that students practice more their English.</p> <p>https://www.gamestolearnenglish.com/</p> <p>(Appendix M)</p>
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Assessment tools and criteria

In this part, the assessment tools and criteria that were taken into consideration for each one of the activities during the twelve classes are described as well as the characteristics for students' oral participation that were considered, and the per cent of each one of their products of class.

To consider the class products, they had to follow the next characteristics:

- To be complete
- In English
- On time
- Well organized

The oral participation had to follow the next characteristics to be considered.

- In English.
- Related to the topic.
- Using/following the chunk required.

Grades for each product in class	
Product	Grade
Class 1	5%
Class 2	5%
Class 3	10%
Class 4	5%
Class 5	5%
Class 6	10%
Class 7	5%
Class 8	5%
Class 9	10%
Class 10	5%
Class 11	5%
Class 12	10%
Oral participation	20%

Question two: What will be the reaction of the students' from first grade group B with the use of lexical chunks to increase the oral participation in class?

This question will attend all the aspect related to five classes development with students from first-grade group B. It will be described how the class was achieved, learners' reaction, and every factor that had positive and negative impact on the classes. Also, at the end is included a description of how I felt as a teacher trainee during these classes, due I was able to identify a degree of demotivation from my part. It was considered important to be mentioned since the main factors in the teaching-learning process are students and the teacher, the fact that one of those is demotivated may be a factor influencing the achievement of the classes development.

Class 1. Session 1. March 1st, 2021.

Main aim: By the end of the lesson students will be able to express what they know about the human body, and what they would like to know using the lexical chunks 'I know that...' 'I would like to know about...'

Class description:

This class took place on March 1st, 2021 with the first-grade group B students, the class time was at 7:50 am. The first thing done was to send students the activities established for the day through the WhatsApp group, and an extra video explaining the order of each activity for students who were not able to access the online class in Google Meet. Then, the headteacher sent through the same group the link to join the online class in Google Meet. While

only 4 students answered the messages in the WhatsApp group saying “*Good morning*” next, they started joining the class in Google Meet.

Once five students joined the class they received the information that will be developed during this teaching practice period; the topic was “Human body systems”, I commented to them that during the following four weeks their oral participation in class will be taken into consideration for their grades and at the end of each class they will receive a participation register chart through WhatsApp.

Then, the class started with the first activity that was the *warm-up*, students wrote in the chat of Google Meet all the human body systems they already knew, as students wrote I read their answers to all the class. Once I saw nobody wrote any more I passed to the next activity, *the presentation/ pre-teach lexis* stage. In this part students were asked to watch a video that was sent to them through the WhatsApp group, it was not reproduced in the class because learners could not hear it very well, when videos were reproduced through Google Meet audio was distorted. Pupils went to the WhatsApp group and watched the video, after several minutes some students commented they had already finished so I asked the rest of students if they had finished too, but two students did not, so they were given a couple of minutes more. Once every student finished watching the video we passed to the next activity that was to complete a worksheet with questions about the video (Appendix N). Several students were asked to read the questions and answer.

As I was presenting my screen I was not watching the students, and did not notice that two more students joined the, I asked them if they had just entered but they did not answer so I had to continue. Next, I went to the following activity that was the *lexis practice* stage, in this part, students completed a chunk from the previous activity worksheet, the chunk was “*The function of the _____ is to _____*”, the first blank had to be completed with the

name of a human body system and the second blank with the function of it, they obtained this information from the questions that they answered in the previous activity. Students participated orally sharing with the class the complete chunk with the corresponding information; as there were only 4 systems presented, only 4 students participated during this activity. The following are the students' participations as they were carried out in the class:

Teacher: Who wants to start with the first system? Raise your hand (Student G raised her hand) Ok student G.

Student G: *The function of the skeletal system is to protect our organs.*

Teacher: Excellent Student G, thank you! Now who wants to participate with the second one? (No one participated voluntarily) Ok, I choose, Student F please.

Student F: *The function of the muscular system is to allow movements, for example walking and running.*

Teacher: Yes, Student F excellent, thank you!

Let's go with the next system, Student BG?

Student BG: *The function of the respiratory system is to oxygenate the body.*

Teacher: Thank you Student BG, excellent!

And the last one, who wants to participate? Raise your hand.

Student BM: Me teacher

Teacher: Ok, yes student BM.

Student BM: *The function of the digestive system is to break down the food and obtain nutrients.*

Teacher: Ok, excellent Student BM thank you!

Finally, we passed to the last activity in the *communicative activity* stage; students opened their book on page 89 and completed a chart (Appendix O) with two chunks: '*I know that...*' and '*I would like to know about...*' these chunks had to be completed with the information that they knew about the human body

systems and the information that they would like to know. When pupils finished they shared their answers with all the class:

Student BM: *I know that there are more than six systems in the human body and they all help us in something specific.*

Teacher: Ok, yes, excellent Student BM.

Student G: *I know that the muscular system is the one that allow us to move.*

I know that the human body is made up the systems.

I know that the circulatory system achieves the passage of blood.

I would like to know about the parts of each system.

I would like to know about all the organs that make it up.

Teacher: Excellent, thank you very much Student G!

Student BG: *I know that the circulatory system carries blood through the body.*

I would like to know about how the human body works.

Teacher: Ok, excellent!

Student F: *I know that what the circulatory system is made up of organs.*

I would like to know about how its classified.

Teacher: Excellent, thank you!

Student H: *I know that skin is the large organ.*

I would like to know about how the body helps.

Teacher: Ok student H, thank you very much.

Student AQ: I haven't finish teacher.

Teacher: Ok I will continue with student L and student A, have you finished?

Student L: I have finished teacher.

Teacher: Ok please share with us your answers.

Student L: *I know that several cells from body help us live.*

I would like to know about how those cells it reproduce when we sleep.

Teacher: Excellent student L, thank you.

Student A and AQ have you finished? (They did not answer and the time of the class was over so I gave them indications to end the class).

In total during the class, there were 26 participations and 7 students connected. At the end of the class, students received the register of participation through WhatsApp (Appendix P).

My conclusion:

As I was not in charge of creating the sessions in Google meet I could not notice when a new student wanted to log in the class, these was presented as a problem because there were students that entered late, and they may not have listened some activities explanation, which could have been a reason for them to not answer when they were asked to participate. When learners participated orally, they had some mistakes that were not corrected to not make them feel bad and that they would not lose the confidence to participate; although it might have been positive to give feedback to the group as a whole at the end of the class to correct these mistakes. A little more time was needed so all students could participate.

Class 2. Session 5. March 10th, 2021.

Main aim: By the end of this lesson students will be able to give recommendations to take care of the muscular system.

Class description:

This class took place on March 10th, 2021 at 9:30 am with students that were connected to the online class in Google Meet from first-grade group B. As in every class the first thing done was to send through the WhatsApp group the indications and activities designed for that class, as well as the video

explaining the activities for pupils who were not able to access to the online class in Google Meet. Then, the headteacher sent the link to join the meeting in Google Meet. We entered the session and I said “Good morning” to each student expecting a reply to be sure they were there, most of them replied, only one student did not.

Then, students were told that in that class the topic was the muscular system and the first thing they did as the *warm-up* was to watch a video that they received in the WhatsApp group, this video was about general information of the muscular system; after they watched the video they commented what they understood. Next, in the *contextualization/ pre-teaching lexis* stage, learners read a little text about some facts of the muscular system (Appendix Q) they were asked which facts they already knew but they did not know any.

Then, in the *lexis practice* stage, students looked for some muscles names words (Appendix R), they were assigned with 5 and 4 words to optimize time, also they were asked to look for the translation of the word in Spanish and its pronunciation in English; when they finished they shared through WhatsApp a picture showing where the words were located, and they told to all the class the word in Spanish and its pronunciation in English.

Finally, in the *communicative activity* stage, I presented to students some pictures (Appendix S) these pictures showed things that people should do to take care of the muscles, also, they were provided with a chunk that they had to complete with the actions shown in the pictures, the chunk was “You should_____ to take care of your muscles”, learners wrote in their notebooks the chunk several times, each time they completed the chunk differently, depending on what the picture showed, when pupils finished they commented their answers with all the class. During this class, the total number of participation was 46 and 5 students connected in the class. At the end of the

class, they were sent through WhatsApp the register of participations (Appendix T).

My conclusion:

In the contextualization/ pre-teaching lexis stage students could have been provided previously of reading the text with vocabulary to understand it better, instead of me translating it for them. On the other hand, at the stage of lexis practice, learners did not practice anything, they only acquire vocabulary and probably only the 4 or 5 words they were assigned, I do not think they have learnt the words from their classmates, I do not consider it to have been a significant learning experience for them. Lastly, the communicative activity where the lexical chunks were involved contributed to achieving the main goal that was that students participated, although it is important to mention that even though they had a high opportunity to participate because the chunk could be completed in several forms, the answers were repeated.

Class 3. Session 9. March 18th, 2021.

Main aim: By the end of the lesson students will be able to talk about the things they do to take care of their digestive system.

Class description:

This class took place on March 18th, 2021 at 8:40 with students who were able to enter the online class in Google Meet from first-grade group B. As in every class the first thing that was done was sending students the activities and a video with the instructions, so the ones that were not able to access to the online class in Google Meet could do the activities for the day. Then, the headteacher sent the link through the WhatsApp group to join the class in Google Meet.

For this class, learners were supposed to bring a fruit or vegetable to the class but I forgot to tell them a class before, the intention of this was that students eat all together while they commented the following lexical chunk 'It is important to eat fruits and vegetables because...'. Nevertheless, they were asked to complete the chunks, first they wrote it in their notebook and then they share it with the class orally, this activity was set as a *warm-up*.

Next, like the *contextualization/ pre-teaching lexis* stage, pupils commented orally on what they think is important to do to have a healthy digestive system, some students did it in English and some in Spanish. Students watched a video about 10 tips for taking care of the digestive system, when they finished watching the video they shared with the class which of those tips they followed and which they did not. Then, they were provided with a worksheet (Appendix U) where they had to complete several chunks with information about their favourite food, drink, sweet and also they had to classify some food into healthy and not healthy; the chunks they used were "My favourite food is...", "My favourite drink is...", "My favourite sweet is...", "Eating_____ is healthy", "Eating_____ is not healthy"; when learners finished this activity they shared orally their answers with all the class.

Finally, in the stage of the *communicative activity*, pupils made a drawing about what they ate and drank a day before, also they commented if it was something healthy or not, they used the chunks: "Yesterday I ate..." "Yesterday I drank...". During this activity, one of the students tried to show me her drawing through the camera but I could not see it, everyone in the class could but me, so I realized that my internet connection did not allow me to see learners who turned on their cameras during the classes; so they send me a picture through WhatsApp to see her drawing. In this class, the total number of participations was 67 and the total number of students connected was 7. At the end of the class, I sent pupils their register of participations (Appendix V).

My conclusion:

In the warm-up stage is probably that students had used a translator to complete the chunk since it was completed with a long answer. During the stage of contextualization/ pre-teaching lexis some learners who commented their answers did it in Spanish, maybe because they did not have the necessary vocabulary to do it in English, I consider that when pupils shared their answer I could say it in English for them and they could repeat it instead of just saying it in Spanish. At the stage of lexis practice, students were provided with five chunks, the first three chunks allowed students to participate more as the answers were not repeated because they were completed with personal information; on the other hand, the last two chunks did not, although each chunk could be completed in different ways, the answers could be repeated. Finally, in the communicative activity stage, learners were allowed to participate too, as the chunks provided had to be completed with personal information, so the goal that was the increase of students' oral participation was achieved in this class.

Class 4. Session 11. March 24th, 2021.

Main aim: By the end of the lesson students will be able to answer questions orally about the circulatory system.

Class description:

This class number 11 took place on March 24th, 2021 at 9:30 am with the students that were able to access the online class in Google Meet from first-grade group B. As in every class the first thing done was to send learners a message through the WhatsApp group with the activities for the day including a video with a little explanation about what they had to do in each activity; then,

the head-teacher sent through the same WhatsApp group the link to join the online class in Google Meet.

The first activity as a *warm-up* for this class was that students commented at least two words saw in a previous class. Then, in the *contextualization/ pre-teach lexis* part they completed a text (Appendix W) about the circulatory system; how students completed this text was that I read aloud for all the class twice including the missing words, after I finished reading the second time they were asked if they had completed it, but some of them still missing words so I read it twice again, they were asked again if they had completed and they said yes, so they shared the answers.

In the following stage that was *lexis practice*, students completed a worksheet (Appendix X) this worksheet included a graphic organizer and a little text, they received the explanation that they had to fill the blank with the information that was there, several students were asked to read the chunks from the graphic organizer, these chunks were: "*Is responsible for..*", "*The health is maintained through...*", "*Examples of natural ways to care...*"; then, several students read the text, each student read a different part, after that all the group together completed the graphic organizer with the corresponding information. Next, at the *communicative activity* stage, students answered a little quiz (Appendix Y) with information of the circulatory system, to make it easier, learners were provided with the chunks that they will use to answer the questions.

Finally, when students finished answering the questions they shared their answers with all the class. In this class, the total number of participations was 38 and the total number of students connected in Google Meet was 6 students. At the end of the class, I sent to pupils their register of participations obtained during the class (Appendix Z).

My conclusion:

During the contextualization/ pre-teaching lexis stage, the text that was completed by students could not be understood because they were just worried about listening and identifying the missing words; it could have been read again after it was completed and learners could have done a post-reading activity to be sure they understood. In the lexis practice stage, pupils were not allowed to participate a lot orally as the answers were written, they could participate first orally giving the answers and then writing them just for the evidence. At the communicative activity, the situation was very similar to the activity mentioned before, learners did not have a lot of opportunities to participate due the answers were written first and the chunks could be completed only in a way so if all students participated the answers could be repeated.

Class 5. Session 12. March 25th, 2021.

Main aim: The main aim of this class was that students asked and answered questions to exchange personal information with their classmates.

Class description:

This class number 12 took place the March 25th, 2021 at 8:40 am with students who accessed the class in Google Meet from the first-grade group B. The first thing done was to send through the WhatsApp group the activities for the day and a video explaining them. Then, the head-teacher sent the link to access the class in Google Meet.

Once students entered the class, I reminded them that on this class they would do a different activity, I would present them with two different activities and the student with the higher participation number would be the one in charge to choose one of both to develop in class. Then, I told them who was the

student with the higher number of participations, I congratulated her and said that she had in total 91 participations during all the month of March 2021.

Next, students received the both activities explanation. Option 1 was to create two questions for each one of their classmates and then exchange the questions, answer them, and share their answers with all the class orally, this to know better their classmates. Option 2 was to play during all the class online games related with the English subject and they were shown the web page so they could see all the games there.

Then, the student with the higher number of participations was asked if she wanted to decide by herself or if she wanted to consider their classmates' opinion; she said that she wanted to consider the opinion of her classmates, so learners were asked to write on the chat which option they preferred and the majority chose the option 1.

Once they chose option 1, they were asked to create 2 questions for each classmate, several minutes were given to do it, in accordance students were finishing their questions they wrote them in the chat and wrote the name of the person that question was addressed to, then, several minutes more were given to them to answer their questions. Finally, pupils answered the questions orally to the persons they chose and all the class listened. All learners had the opportunity to participate the same number of times, they participated 16 times.

When they finished the activity they were asked to comment how it was for them, if they liked it or not and why; the answers that students gave were positive feedback; they said they liked the activity because it helped them to know each other better since they did not know a lot about their classmates because they had not seen each other in person. In this class, the total number of students connected was 5 students. At the end of the class, I sent them the register of the participations of all the month of March 2021 (Appendix AA).

My conclusion:

As mentioned before, it had the theory that students would choose the option 1, playing online English games during the whole class, but it was not like that; the fact of not having face to face classes means that learners did not have the opportunity to know their classmates, especially because they were first graders, this aroused an interest in them with the questions and answers questions to know better their classmates, so they decided to took advantage of the opportunity presented in class. The comments made by pupils at the end of the lesson when they were asked about how the activity was confirmed.

How I felt as a teacher trainee?

Along the teaching period, I was able to identify a demotivation episode in me; the nucleus of this demotivation was because online classes instead of face to face. I considered it important to mention because I was a crucial factor in the classes development, and the fact that I was not emotionally well may or may have had a negative impact on the classes development with students from first-grade group B. As follows I will describe when and how this episode was identified by me, how did I face it, and the learning it left me.

I would like to mention that in October 2020 when the online teaching practice classes began, I was very excited to have this type of classes, my attitude was positive and I had high expectations about how this would be. As the months went by my motivation was decreasing because I realized that things were not how I expected, I got demotivated because of several factors presented along, such as very few students connected to the online classes in Google Meet, most of the students worked through the WhatsApp group, some students did not answer me during the online classes when I asked them something and I was not able to see if they were or were not in the class

because I could not see them, very few students sent their evidence, the internet connexion issues that students or I had, and not having a directly communication with them.

In February 2021 when I was supposed to create the March 2021, lesson plan, this demotivation increased even more. As I was able to identify this as a risk factor, I decided to look for professional help since I was well aware that If I let it pass or ignore it, could become a factor that negatively impacted my performance as a teacher trainee. As I received professional help I fought this demotivation episode, I understood that those factors mentioned before impacting my classes were out of my hands, I was not responsible for many things that I thought I was.

Finally, I am glad to write about this and to have gone through this situation because of it I could identify a maturity in me as a teacher in training; since the fact of identifying that I was in a risk situation and the decision of making something to not affect me or my students means a lot in my training as a teacher.

Question three: What was the impact of the use of lexical chunks in the oral participation in classes during March, 2021 with the first grade group B?

This question attends to the results obtained with students from first-grade group B during the month of March 2021; the lexical chunks application in the students' oral participation, the impact of the participation in the activities developed during the classes by learners, the students' evidence from the tasks and the factors that influenced their quality.

Students' oral participation.

This paragraphs attend how students' oral participation increased or decreased and the factors found that influenced that change along the five classes presented in the previous questions, also two more classes are included, these two classes (Class A and Class B) belong to January 2021 and the only purpose of including them is to make a comparison about the change presented in March 2021.

The obtained results (Appendix AB) show that the students' oral participation had a non-continuous increase due to that in class 4 the participation decreased, despite this also is evident that the number of participation in class 1-5 is higher than in classes A and B. The factors found in these results are the following:

The number of students connected in classes (Appendix AC): In the classes with a lower number of students connected in Google Meet, each student had more opportunity to participate several times compared to classes with a higher number of pupils connected.

The number of lexical chunks applied in the class (Appendix AD): The number of lexical chunks applied during the classes influenced some classes' results. Learners had higher opportunity to participate during the classes with more lexical chunks. In this case, this is evident in the results from class 3 in which the number of lexical chunks was higher than in any class, as well the number of participation is higher. Each student had the opportunity to participate 16 times.

The lexical chunk flexibility: With flexibility, I mean that there were chunks that had a specific complement, that is to say, there was only one correct complement, but, there were other Lexical chunks that lent to be completed

with several options of different complements. For example, in class 3, where students completed the chunks with personal information, this led to pupils to give diverse options for each Lexical chunk.

As follows an analysis of the results and impact that the lexical chunks generated in the oral participation of the students during each class is presented:

Class 1, Session 1, March 1st 2021:

In class, oral participation did increase in comparison with the class B, during the class B the total participation number was 15, and in class 1 was 26 (Appendix AB) this increase was because during the class B was not presented any Lexical Chunk that could help to generate the students' oral participation. In contrast, in class 1 there were presented 3 lexical chunks to generate oral participations, also, learners presented in each class is a factor that impacted because in class B there were 4 students connected and in class 1 there were 5 (Appendix AC). In this class, the goal of increasing the students' oral participation was achieved.

Class 2, Session 5, March 10th 2021:

As well, in class 2 the oral participation did increase considerably compared with class 1; in class 1, there were 26 participations in total, and in class 2 were 48 (Appendix AB). The reasons because this happened were because even though in class 1 the number of lexical chunks presented was higher, in class 1 there were presented 3 lexical chunks and in class 2 only 1 Lexical Chunk, the chunks presented in class 1 had only one possible way to be completed and the chunk from class 3 had several different possible complements, these allowed more opportunity for pupils to participate.

The number of students during both classes was the same (Appendix AC) so this was not a factor that impacted on the obtained results. Once more during this class the goal was achieved, the students' oral participation did increase.

Class 3, Session 9, March 18th 2021:

During class 3, the students' oral participation did increase again, in comparison with class 2; in class 2 the total participation was 48 and in class 3 was 67 (Appendix AB). The factors that generated this increase were first the number of students presented in the class, in class 2 the number of students connected was 5 and in class 3 were 7 students connected (Appendix AC).

Also, the number of lexical chunks implemented in each class; in class 2 the number of chunks used was 1 and in class 3 was 9 chunks. Moreover, 6 of these 9 chunks could be completed by learners using personal information, it means there was more than one possible complement for those 6 chunks, this generated more opportunity for each student to participate. It can be said that in this class again the goal was achieved, the oral participation of pupils did increase.

Class 4, Session 11, March 24th 2021:

In this class number 4, the impact was different, participation number obtained did not increase compared with the previous class, class 3; instead it decreased. In class 3 the total number of participations was 67 and in class 4 was 38 (Appendix AB).

The reasons, why this happened, was because the number of lexical chunks implemented in class 4 reduced compared with class 3, also the chunks presented in class 4 could be completed only in one way, not like in class 3 that the chunks could be completed in several ways because students

complete them with personal information. And although the students' number reduced, this could not be considered as a factor that impacted a lot on the results as only one number was reduced, in class 3 students' number connected was 7 and in class 4, 6 students (Appendix AC). In this class, the goal was not achieved as well, but at least the number of participation was higher than the initial status.

Class 5, Session 12, March 25th 2021:

Even though in the class 5 was not present the use of lexical chunks, the oral participation did increase compared with all the classes mentioned before, during this class the total participation number generated was 81 (Appendix AB). This happened because during this class each student participated 16 times, due each one participated first giving two different questions to each classmate and answering the questions given from their classmates, in total each student asked and answered 8 questions, in this class the main goal that was to increase the students' oral participation was achieved. Learners are named with their initials because of privacy.

Students' individual progress.

Along the five classes mentioned before, students went through a progress or change in terms of their participation quantity, in this part the individual participation progress of each student connected in the five classes are included.

Student A: (Appendix AE) The change observed with this student is noticeable, she started class 1 with 5 participations, class 2 with 0 participations, class 3 with 9 participations, class 4 with 2 participations, and class 5 with 0 participations. This occurred because the student was absent in class 2 and 5 so she did not obtain any participation; in class 4 the student had

a low participation number because when she was asked to participate several times during the lesson she did not answer for unknown reasons; in class 3 the student obtained the higher participation number because she was present the whole class and, she had more opportunity to participate since the lexical chunks could be completed with personal information.

Student BG: (Appendix AF) The student BG was only present in two of the five classes analysed, he was present in class 1 and 3; in class 1 he achieved 6 participations and in class 3, 9 participations. The number of participations obtained for the student in these two classes was because he was present in every moment of the class, participating voluntarily and when he was asked to do it, it was also observed that the student had an increase on his participations along these two classes.

Student BM: (Appendix AG) This student was absent in two of the classes, class 2 and five, as a consequence, he did not obtain any participation during these two classes. On the other hand, he presented a range of 5 participations in class 1, 9 participations in class 3, and 3 participations in class 4. It is noticeable that in class 3 he had the higher participation number because this was the class in which pupils had the opportunity to participate more due to the chunks presented in the lesson could be completed with personal information; in class 4 the student had a lower participation number because he was logging in and out several times during the session for internet connection issues which limited his chances to participate.

Student F: (Appendix AH) In student F case, it was observed that she had continuous progress in her oral participation along most of the classes. She started in class 1 with 4 participations, class 2 with 8 participations, class 3 and 4 with 10 participations and class 5 with 16 participations. The results obtained reflect that the student was present in every class participating always she was

asked to do it and even voluntarily. Student F did achieve the goal of increasing oral participation during the classes.

Student G: (Appendix AI) This student that was the one with the higher participation number along with March 2021, presented continuous progress in most classes. She started in class 1 with 7 participations, class 2 with 13 participations and then in classes 3 and 4 she decreased with 11 participations, finally, in class 5 she decreased again with 16 participations. The reasons why this decrease occurred in class 3 and 4 was because students had a lower chance to participate due the chunks' number presented in class, and learners connected in the class was higher. Despite this, the student managed to be the student with the most participations in the whole month.

Student H: (Appendix AJ) Student H presented a noticeable change along the five classes analysed. He started class 1 with 4 participations, class 2 with 16 participations (a great difference compared with the rest of his classmates) class 3 he presented a decrease with 10 participations, in class 4 he presented another decrease with 9 participations, and finally in class 5 he increased with 16 participations. The number of participations obtained in class 2 was achieved because during this class the student was participating a lot voluntarily; in class 3 and 4 he presented a decrease because he only participated when he was asked to do it, also because the number of students connected in those classes was higher, which reduced the opportunity to participate for each student.

Student L: (Appendix AK) The student L results vary widely. She started in class 1 with 4 participations, in class 2 she obtained 0 participations because she was absent, in class 3 she achieved 9 participations, in class 4, 3 participations and in class 5, 16 participations. In class 4 she had the lower participation number because she did not answer several times when she was asked to participate, for unknown reasons; in class 3 she presented a high participation number because it was during this class when pupils had the more

opportunities to participate since the chunks presented could be completed with personal information, and finally in class 5 she obtained the higher participation number because she was present in the whole class participating when she was asked to do it.

The impact of the participations in the development of the classes.

The fact that students participated orally during the online classes had a positive impact in several aspects. First of all, that gave me a certainty that learners were in class since I was unable to see them because most of them did not turn on their cameras; also they had the opportunity to practice a little more their use of English in an oral way, which is a benefit for them. On the other hand, there were also negative aspects presented in class development; such as sometimes when I required oral participation the pupils' microphone did not work so well and I did not understand what they said, I had to ask them several times to repeat it, this affected mainly the class time.

Oral participation quality achieved.

Although it was neither planned nor expected to impact on students' oral participation quality, there were some subskills affected throughout the lessons; such as: grammar, vocabulary, and pronunciation. The following is a description of how they were affected.

Grammar because through the use of lexical chunks students were able to communicate ideas using correct grammatical structures without even knowing it, since no grammar was explained in any class. Also, vocabulary due students were able to use prefixed phrases and use them as a native speaker would do to express something. And finally, pronunciation was also improved since in several classes when students finished their participation I corrected them their

pronunciation and they repeated again trying to pronounce as well as possible, even some students asked how to pronounce some words.

The impact of the motivation strategies in class.

After seeing that students' oral participation did increase, it can be considered that this was not only due to the use of lexical chunks, but also to the extrinsic motivational strategies incorporated into the lessons.

Since students were aware from the first day that the oral participation generated in class would be taken into account and that whoever obtained the highest participation number at the end of the month, would be the winner of the right to choose an activity to be carried out by the whole group in the last class, could generate that students maintained motivated to keep attending the online classes, because in this way they would have more opportunity to participate orally.

Also, by sending to pupils a daily register of their participations obtained in each class, they were able to see how many they had, how much competition they had from their classmates, and to see it as a competition that motivated them to continue trying to obtain the highest participations' number possible. It would have been a good option to survey students to confirm what factors kept them motivated to participate in class.

Students' evidences.

The students' evidence had a very important role in the development of the class, as it is the tool to assign a grade to learners. During this teaching practice period, not all students sent their evidence, even if they were present in the class in Google Meet participating along with all the class, there is no evidence because they did not send it.

Another very important aspect about students' evidence is the quality, meaning some students were very creative at the time of doing their activities in their notebooks, some students just copied the activities right and understandable, and other students sent their pictures but they were not clear. The fact that I did not have direct communication with learners through WhatsApp did not let me ask them again for the evidence, even I did not consider doing it because of the possibility that they had a mobile phone with a poor quality camera existed and that was understandable. In the section of Appendixes section, I will present the evidence of three different students as follows:

High-quality evidence from a student of first-grade group B: In the evidence sent by this student, it could be observed that she did more than the required or the minimum; she decided to decorate her notebook involving more creativity. Also, in the pictures, it is noticeable how the student uses different colours to mark the difference between the lexical chunk presented in class and the complement. Lastly, all the pictures taken by the student are clearly and she included in each page her name, date and topic of the class, thus making easier the review and recording of her evidence.

Class 1. (Appendix AL)

Class 2. (Appendix AM)

Class 3. (Appendix AN)

Class 4. (Appendix AO)

Medium quality evidence from a student of first grade group B: This evidence shows that the student complied with the minimum required, the pictures sent by the student are clearly enough to understand what it is written but in comparison with the evidence before mentioned, in this evidence is observed how the student used the same colours to everything written, lacking creativity.

Class 1. (Appendix AP)

Class 2. (Appendix AQ)

Class 3. (Appendix AR)

Class 4. (Appendix AS)

Low quality evidence from a student of first grade group B: This type of evidence is an example of the evidence went by students who had a cell phone with low-quality camera, that was the main problem that caused that an evidence picture could not be taken into consideration because it was not understood.

(Appendix AT)

CONCLUSIONS

The following paragraphs attend the conclusions obtained during the teaching practice period in March 2021 with the first-grade group B students from the “Secondary School Technical No. 35”. These includes; what was obtained after the process with the strategy application in classes, reflection about my development as a teacher, the experience gained during this period and how it contributes positively to my teacher training; as well the graduate profile competencies I achieved along four years of major. And lastly, I mention the investigation questions that could follow in this case of study if I had the opportunity to do it.

As regards main objective was to increase quantity of students’ oral participation using lexical chunks. I can say it was something achieved, since along the results obtained from the classes it was noticeable how learners were in a constant growth of their oral participation along the classes; there were few classes in which the results obtained were lower than in the previous class but, it never returned to its initial state. It was not achieved as expected, since I looked for the oral participation to be generated or produced immediately. Normally, students wrote down first the complete lexical chunk and then they shared them with the class participating orally.

Even though the only purpose was to improve the quantity of the oral participation, the quality was also improved, since speaking subskills were also affected, such as grammar, pronunciation and vocabulary. Along classes students used lexical chunks to express ideas in a similar way as a native speaker, those chunks were composed by grammatical structures that learners did not identified, but there were used; and in attrition students’ pronunciation was corrected in several classes, even some students asked for the correct pronunciation of some words before participating.

Concerning the online classes, I assume that learners who were always or constantly connected to the virtual sessions in Google Meet had the necessary equipment such as computer, cell phone or tablet and internet service at home. As well, they had the support from their parents, siblings or another adult; through the observation, I realized how in several classes an adult was present with students. This having a positive impact on them, therefore, they received help when it was necessary, learners were less distracted since someone was monitoring them, these students normally turned on their cameras during the classes; contrary to the ones who did not have an adult to monitor them, they did not turn on their cameras, I was not able to see them, like when I asked them to participate they did not answer, that made me assume they were not really in the class, considering students could be carrying out another activity unrelated to the class.

Another identified factor was that pupils who connected to the classes in Google Meet had the opportunity to clarify their doubts during the class, this was seen at the moment of handing over their evidence. Most of students who submitted evidence were the same students who accessed the class in Google Meet, which leads me to assume that learners who worked only through WhatsApp may not fully understood the activities instructions. Although, several students who connected to Google Meet and were all the time of the class attending the instructions, carrying on the activities and participating did not send their evidence, even though they were reminded to do so at the end of each class; this had a negative impact since they could not be assessed.

Focusing on my process as a teacher, I would like to mention that during the period from the seventh and eighth semester, I grew professionally. Personally, the phenomenon of the pandemic for COVID-19 was something that had a big impact on my process as a teacher, mainly because I was not prepared for such a situation even though I had to face it.

At the beginning of the teaching practices in October 2021, I had high expectations about how the online classes would be, little by little, I came to realize that it was not how I was expecting. Most students did not attend the classes in Google Meet, and the ones that connected turned off their cameras. When I asked for them to participate in a voluntary way they did not do it; and several internet and technological issues were presented along with many classes and the fact that I did not have direct contact with students, any doubt they had was communicated through the WhatsApp group or through the headteacher, learners were aware of this situation since the beginning of the practice period and I told them in every class, despite this some students kept sending me personal messages, I did not answer but I was conflicted that they thought I did not want to clarify their doubts; these situations were the opposite of what I had expected.

All these events led me to a demotivation episode. Once I had identified this emotional state was getting bigger and bigger, I decided to look for professional support because I was well aware that it could adversely affect my teaching performance and consequently the students' learning. In the process, I went through professional help I realized that most of the before mentioned situations were out of my hands and I did not have to feel like a bad teacher, I understood that like me, learners were also going through difficult situations at home, external to school and that this was perhaps a factor that affected them externally in their school performance. From this situation I learnt that I must be aware of negative emotions that may affect my teaching performance or students' learning, I should be able to take decisions that guide me to a solution for learners' benefit.

On the other hand, I identified that my performance and creativity when planning lessons decreased compared to previous semesters of the major. I was aware that most learners were working only through the WhatsApp group and I wanted to design activities as simple as possible so that they would not

struggle; in the same way, I identified that the most part of time during classes I used the L1 with students to make instructions clearer, this caused students to be confused as to whether the activities had to be developed in English or Spanish and, I even received evidence from learners in Spanish. I further identify that it did not present a challenge to learners since they were required to do the minimum. So, I should use the most as possible L1 in class and design challenging activities for students to achieve meaningful learning.

Besides that, I consider I was overly tolerant with students since they entered very late to class and I went back to explain to them the activities keeping their classmates waiting. Also, I accepted that students sent me their evidence out of time without any consequences; even though this last-mentioned was not initially my idea I did not show dissatisfaction at any moment, so I was trying to understand the diverse reasons why they did not enter the class and sent their evidence on time. As I am aware that although this was often the case, some pupils could use it as a pretext because they knew there would not be negative consequences.

A point that, I identified as an advantage in my teaching development was the use of information and communication technologies (ICTs) due that, in face to face classes was not something incorporated and in this period of teaching practice it was not an option to incorporate the use of it or not. I acquired a broader knowledge on platforms such as WhatsApp and Google Meet. Although I was already familiarized with the use of WhatsApp I have never used it for educational purposes before, due to it was my only communication medium with students I had to make great use of it. Besides, I have never used Google Meet before, I did not even know it, after this experience I could say I developed the ability at using it. I developed an ability on creating digital material for my learners such as videos. The incorporation of all these resources gave me a new tool that I could use from now on in my classes and also the

initiative to discover more resources that could be useful to me and my students in the future.

To continue, I mention according to the (Secretaria de Educación Pública, 1999) the graduate profile competencies in where I identified an improvement and where I did not during the four years of the major. These competencies are classified into five sections:

1. Specific intellectual abilities.
2. Mastery of the aims and contents of secondary education.
3. Didactic competences.
4. Professional identity and ethics.
5. Ability to perceive and respond to the social conditions in the school's environment.

Within the competence “Specific intellectual abilities”, there are several characteristics improved, this were the high ability to understand written material; assessment and relation of what is read to professional practice; clear expression of ideas in written and oral form; approach, analysis and solving a problem; use of various kinds of information. Through this document development, I improved in the comprehension of writings through bibliographic readings that I also related to my teaching practice; as well as the writing of this document and the class analysis. And in which I need to improve are reading habits and scientific research capacity; even though I did it for this study I can keep improving.

As for the competence "Mastery of the objectives and content of secondary education" I consider an improvement on the objectives, content and approaches to teaching the subject; since, in the teaching practice periods I explored syllabus where these data are. Knowledge of the disciplinary field of the specialty to handle with security and fluency the subjects included in the programs of study; to know how to adapt the degree of difficulty of the contents

to the students' development level; because, throughout the practice I improved confidence in myself with students, in addition, ability to adapt the contents to the level of my students. And the one that I need to continue improving is the recognition of the articulation between the primary and secondary education contents, because I have not explored them.

In terms of "Didactic competences", I consider an improvement on the design, organization and practice of didactic strategies and activities, appropriate to the needs, interests and forms of development of adolescents; since I was able to adapt the contents on the students' needs and interests.

Ability to establish a working environment that fosters attitudes of confidence, self-esteem, respect, discipline, creativity, curiosity and enjoyment of study; because I tried to understand the different situations students might be facing at home, I was patient and respectful with them in class.

And where I need to improve is in the knowledge of available teaching materials and learning resources and use them with creativity, flexibility and clear purpose because even I tried to use diverse materials obtained from different sources, but I also could use authentic materials. And the recognition of individual differences that influence the learning process and application of strategies to stimulate these differences; identifying and addressing special needs; and recognition of change process experienced by adolescents; since I did not have a direct contact and interaction I was not able to identify these factors.

With regard to the competence "Professional identity and ethics", I assumed as the principle of action the values that humanity has created and enshrined throughout history; recognition of the work significance for pupils, families and society; teamwork appreciation and positive attitudes towards cooperation and dialogue with colleagues; since I tried to act through my

values, such as respect, tolerance, empathy, responsibility, commitment and patience.

And in which I need to keep improving are the knowledge of sufficient information on the philosophical orientation, legal principles and organization of the Mexican education system; knowledge of the main problems, needs and deficiencies that need to be addressed in order to improve the Mexican education system.

Finally, as regards the competence “Ability to perceive and respond to the social conditions in the school’s environment” I improved on the appreciation and respect for the regional, social, cultural and ethnic diversity of the country; assume and promote the rational use of natural resources; since I was respectful with students’ cultural differences.

I need to improve in the responsive, collaborative, and respectful relationships with parents; promoting community solidarity and support for schools; and recognition of the main problems facing the community in which he/she works and contributes to solving them; I was not able to work in these aspects during the teaching practices periods.

My process as a trainee teacher does not finish here, as I should keep preparing myself to acquire new knowledge and tools to improve my teaching practice. As facing new challenges and looking for the best solutions to benefit students' learning process.

If I had the opportunity to continue with this case of study I would like to guide it with the following questions, including concepts such as writing and fluency because I identified these factors could also be impacted with the use of lexical chunks.

1. How the use of lexical chunks could support the students' production of writing skills?
2. What impact would the implementation of lexical chunks have on students' fluency in speaking?
3. What impact would the use of lexical chunks have on vocabulary acquisition?

Finally, I am glad for the experience and knowledge acquired over the teaching practices context in which this pedagogical essay was carried out; as enthusiastic to continue learning and improving my teaching practice.

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APPENDIXES.

Appendix A: School Location.



Image No. 1: School Location. Source: Google Maps (2020)

Appendix B: Diagnostic Exam

Diagnostic Exam for the first grade students from the Technical Secondary School Number 35.

1. Choose the one that is NOT a verb.
 - a) Run
 - b) Swim
 - c) Notebook**
 - d) Sing
2. A nurse is...
 - a) someone whose job is looking after people who are sick and hurt**
 - b) a man who is a member of the police
3. A firefighter is...
 - a) a person whose job is to stop fires from burning**

- b) a person with a medical degree whose job is to treat people who are ill or hurt
4. A doctor is...
- a) someone whose job is to teach in a school or college
 - b) a person with a medical degree whose job is to treat people who are ill or hurt**
5. A waitress is...
- a) a woman whose job is to bring the food to customers at their tables in a restaurant**
 - b) a person with a medical degree whose job is to treat people who are ill or hurt
6. Choose the one that is NOT correct
- a) An apple
 - b) A book
 - c) An pencil**
7. Choose the one that is NOT correct
- a) An bed**
 - b) A table
 - c) A drees
8. Mike is American because he is from
- a) Germany
 - b) United States**
 - c) Angola
9. Niky is from Perú, so he is...
- a) American
 - b) Panama
 - c) Peruvian**
10. Choose the correct option to say Hello
- a) See you tomorrow
 - b) Have a nice day
 - c) Good night, sweet dreams

d) Hi, how are you?

11. Choose the correct description for Shrek

- a) She is green and big
- b) He is small and red
- c) He is big, green and ugly**
- d) She is big and strong

12. Describe yourself using 5 words.

13. Which is not a physical characteristic?

- a) Tall
- b) Red hair
- c) Smart**
- d) Big eyes

14. Choose the correct option

- a) I am 14 years old**
- b) I are 14 years old

15. Choose the correct option

- a) Rick is tall**
- b) Rick are small

16. Which one is not a fruit?

- a) Carrot
- b) Grapes
- c) Apple
- d) Watermelon

17. Which one is not a colour?

- a) Brown
- b) Purple
- c) Pencil
- d) White

18. Present yourself using three sentences

19. Which one is not a pet?

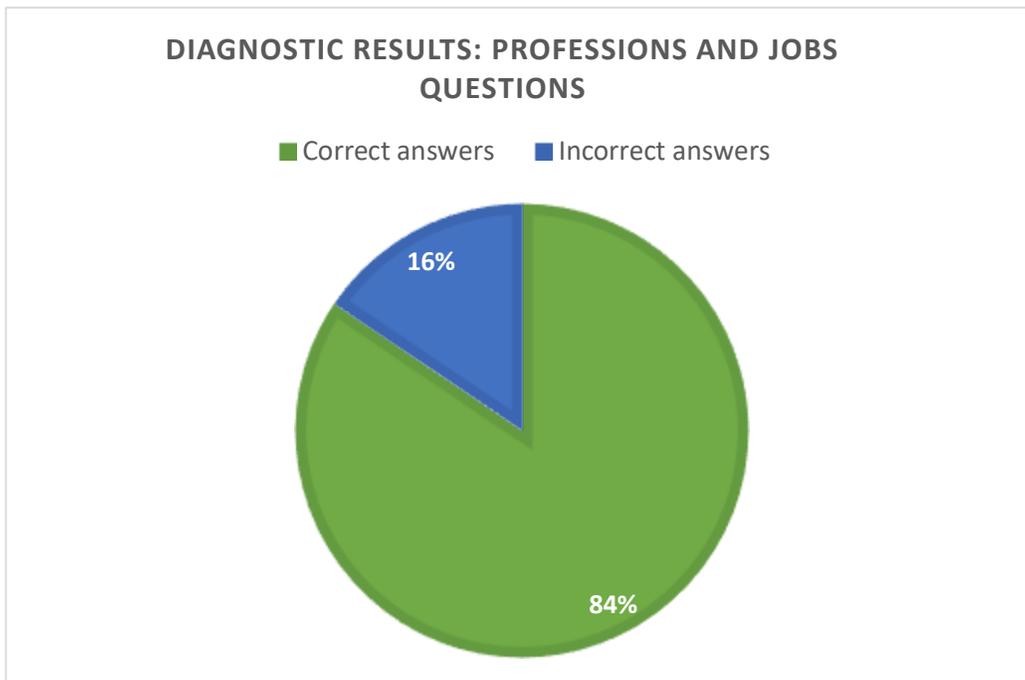
- a) Dog
- b) Fish
- c) Cat
- d) Flower**

20. What can you do in your free time?

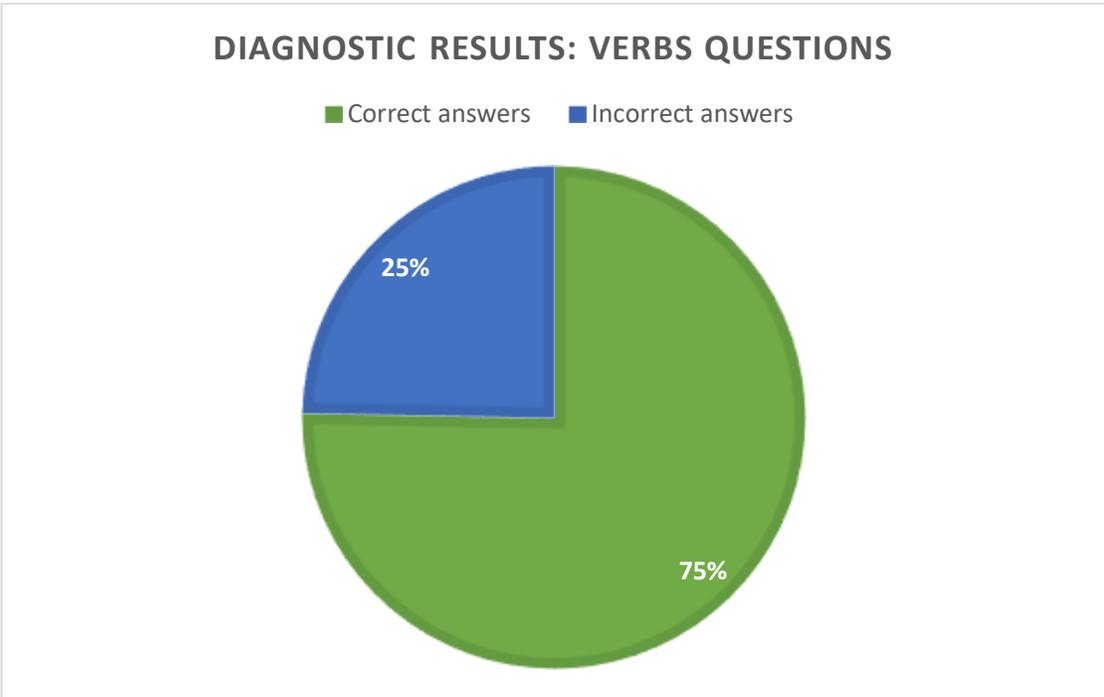
- a) Play soccer
- b) Listen music
- c) Go to work
- d) Watch TV

Text No.1: Diagnostic Exam. Source: Own elaboration (2020).

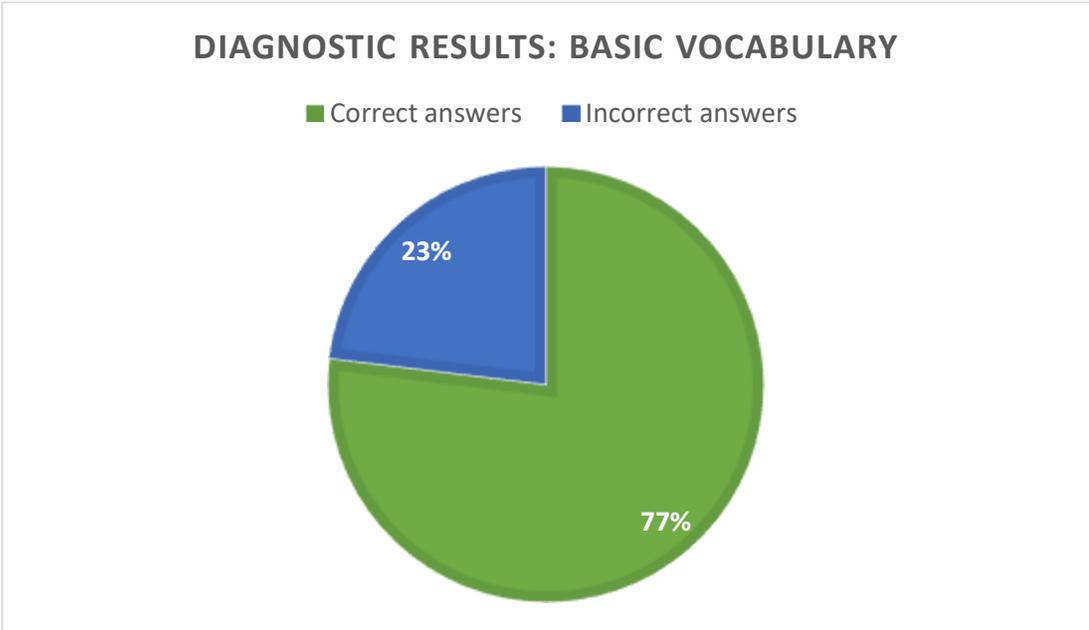
Appendix C: Diagnostic Exam Results.



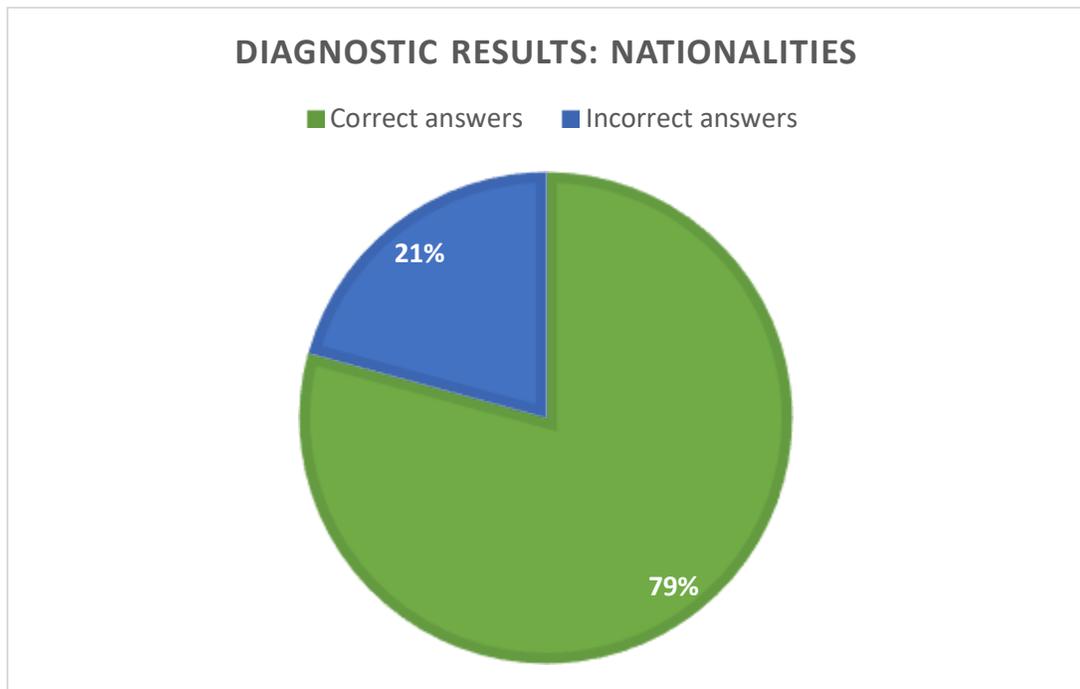
Graph No.1: Diagnostic Exam Results. Professions and jobs questions. Source: Own elaboration.



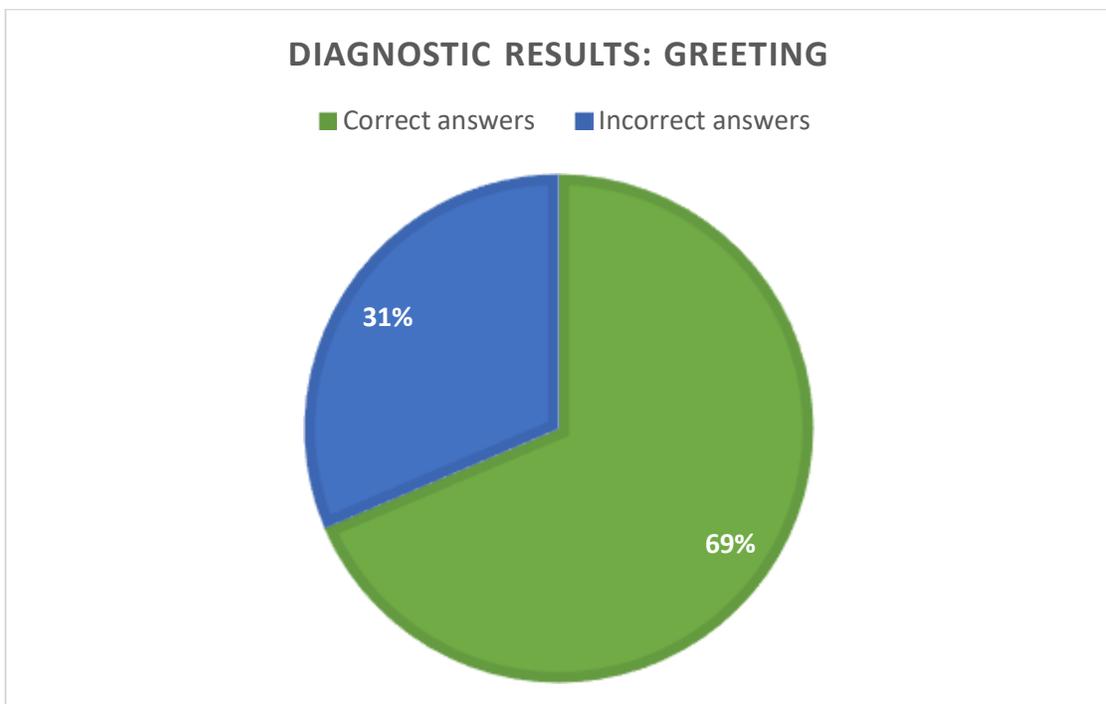
Graph No.2: Diagnostic Exam Results. Verbs questions. Source: Own elaboration.



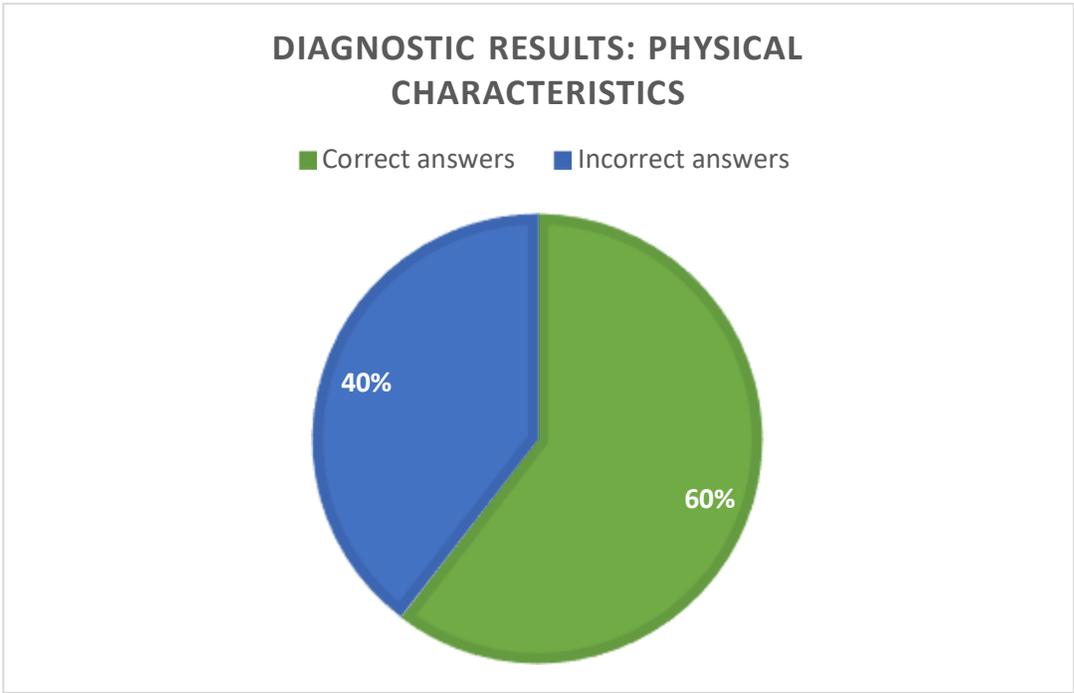
Graph No.3: Diagnostic Exam Results. Basic vocabulary questions. Source: Own elaboration.



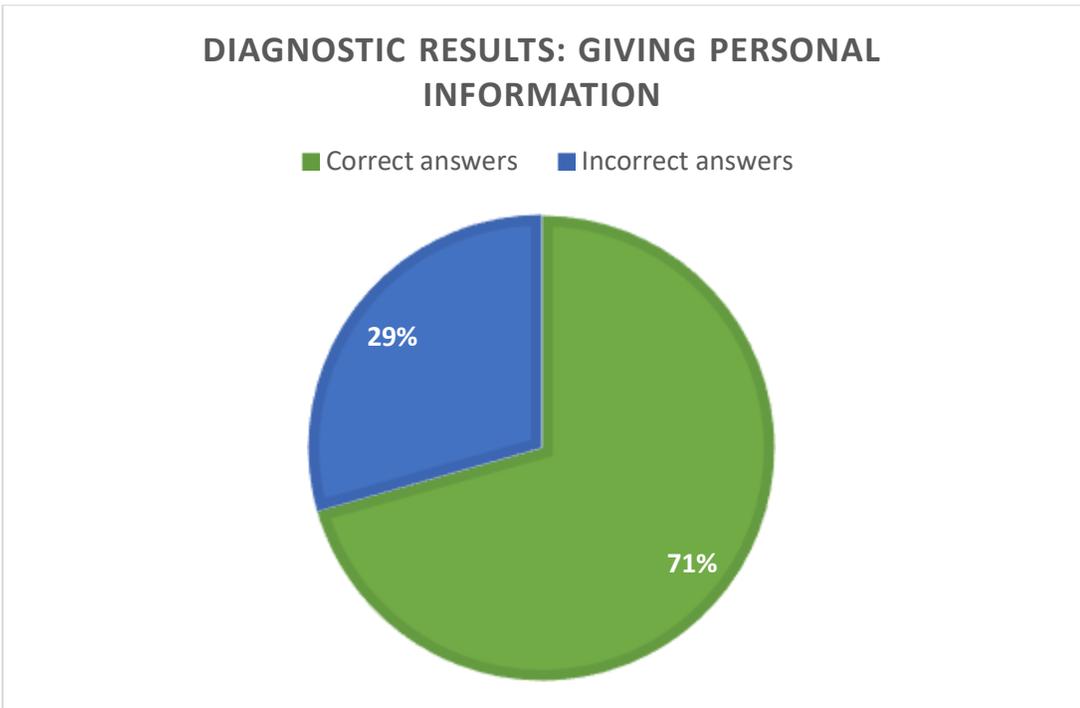
Graph No.4: Diagnostic Exam Results. Nationalities questions. Source: Own elaboration.



Graph No.5: Diagnostic Exam Results. Greetings questions. Source: Own elaboration.



Graph No.6: Diagnostic Exam Results. Physical characteristics. Source: Own elaboration.

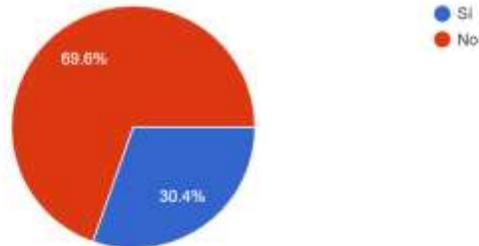


Graph No.7: Diagnostic Exam Results. Giving personal information. Source: Own elaboration.

Appendix D: Survey results.

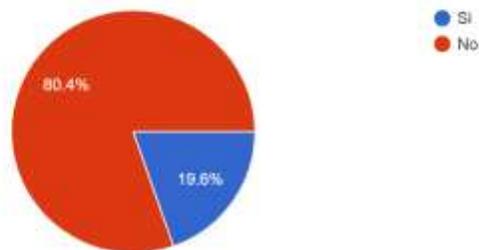
¿Tuviste clases de inglés en la primaria?

56 respuestas



¿Tomas o has tomado clases de inglés en una escuela privada?

56 respuestas



Graphs No. 8 & 9: Survey results. Nationalities questions. Source: Own elaboration.

Appendix E: Students survey format.

Encuesta para los alumnos de primer grado de la Escuela Secundaria Técnica No. 35.

1. ¿Con cuál de los siguientes aparatos tecnológicos cuentas?
 - Computadora o Laptop
 - Teléfono Celular
 - Tablet
 - Ninguno de los anteriores
2. ¿Cómo accedes a internet?
 - Acudo a un ciber
 - Cuento con servicio de Internet en casa
 - Mediante el uso de datos móviles
 - Otro:

3. Elige todas las redes/plataformas a las que tienes fácil acceso
- Facebook
 - WhatsApp
 - Instagram
 - Tik Tok
 - YouTube
 - Otra:
4. ¿En qué horario se te facilita más acceder a internet?
- De 8:00 a 12:00
 - De 1:00 a 5:00
 - De 6:00 a 9:00
5. Del 1 al 5 qué tanto te gusta la materia de inglés
- 1
 - 2
 - 3
 - 4
 - 5
6. ¿Por qué crees que es importante aprender inglés?
7. ¿Tienes cuenta en G-mail?
8. ¿Puedes conectarte a una clase virtual una vez a la semana?
- Si
 - No
9. ¿Cuál de las siguientes aplicaciones puedes usar para una clase en línea?
- Zoom
 - Google Meet
 - Skype
 - Messenger Rooms
 - Otra:
10. ¿Cuánto tiempo pasas en redes sociales al día?
- Menos de una hora
 - De una a tres horas
 - De tres a cinco horas

- La mayor parte del día

11. Menciona al menos una cosa que te gusta de las clases virtuales

12. Menciona algo que no te gusta de las clases virtuales

13. ¿Qué genero de música te gusta más?

14. ¿Cuál es tu pasatiempo favorito?

15. ¿Quién es tu YouTuber favorito?

16. ¿Quién es tu cantante favorito de música en inglés?

Text No.2: Survey format. Source: Own elaboration.

Appendix F: Students' technological resources results.

Con cual de los siguientes aparatos tecnologicos cuentas

89 respuestas

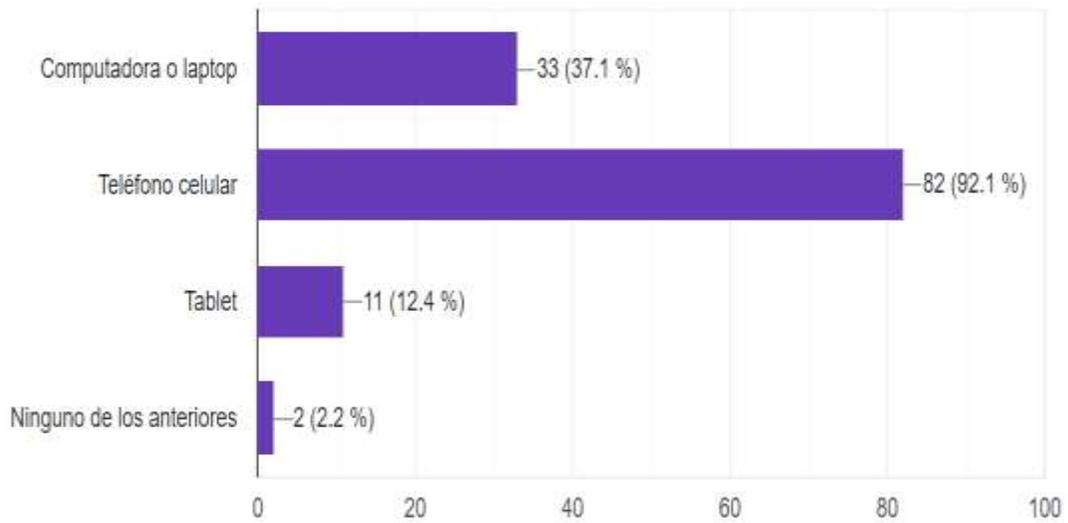


Image No.2: Students' technical resources results. Source: Own elaboration.

Appendix G: Students Internet access results.

¿Como accedes a internet?

89 respuestas

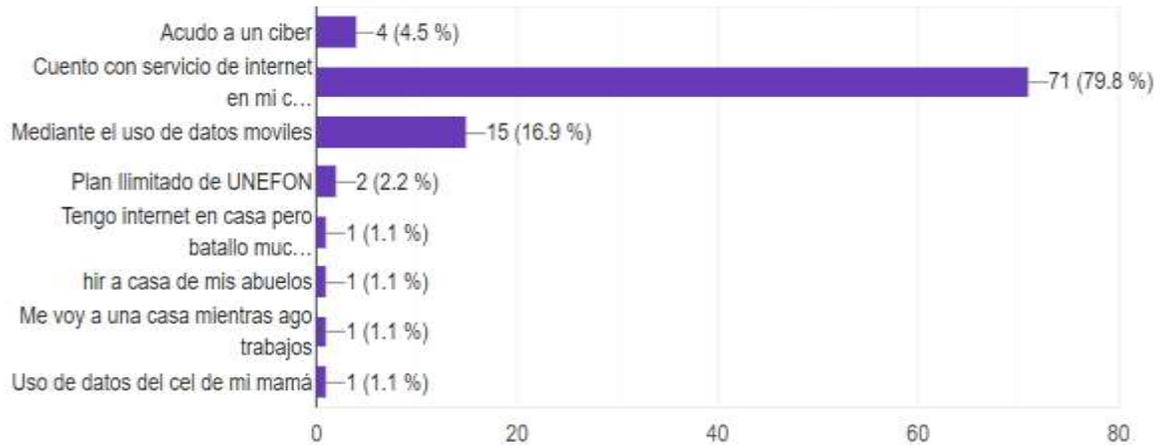
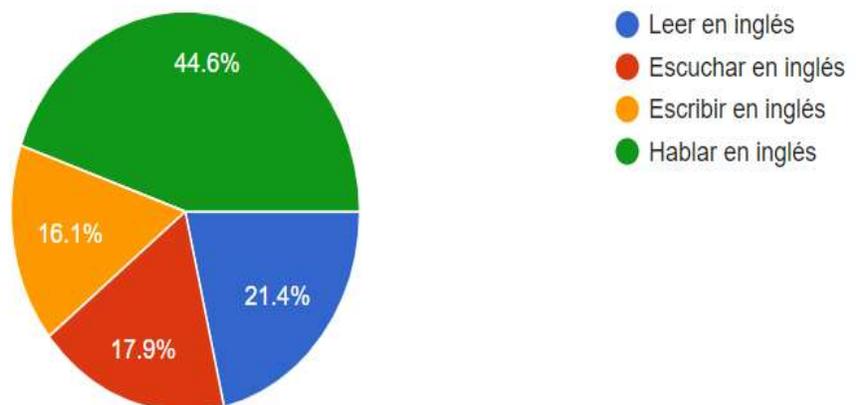


Image No.3: Students' technical resources results. Source: Own elaboration.

Appendix H: Survey results.

De las cuatro habilidades de Inglés, ¿cuál te resulta más difícil?

56 respuestas



Graph No.10: Survey results Source: Own elaboration.

Appendix I: Lesson plan and material for class 1.

Topic:	How does our body work?	Lesson number: 1		
Main Aim of the lesson:	By the end of the lesson students will be able to express what they know about the human body and what they would like to know using the lexical chunks 'I know that...' 'I would like to know about...'			
STAGE	PROCEDURE	MATERIAL	INTERACTION AND SKILLS	SPECIFIC ACTIONS FOR STUDENTS WHO REQUIRE GREATER SUPPORT.
Warm up 5 minutes	Students will comment which body systems they know.		S-T S-S Speaking	For all the students who are not able to access to the classes in google meet the teacher is going to send a video in the WhatsApp group explaining all the activities for the class and their evidences will be sent through the same video during the day of the class. In the activities which is necessary the oral participation of the students, they will send audios through the WhatsApp group with their participation.
Contextualization/ Pre- teach lexis 10 minutes	Students are going to watch a video about general information of the systems of the human body and answer questions about the information given on the video.	Video (Appendix 1.1)	T-S Listening Reading	
Lexis practice 15 minutes	Students are going to complete sentences about information of the body systems and they will participate sharing their complete sentences with the class	Worksheet (Appendix 1.2)	T-S S-T S-T Writing Speaking	
Communicative activity 15 minutes	On page 89 students are going to fill a chart with the information they know and the information they would like to know. Students are going to share with the class the information they already know about the body system using the chunk 'I know that...' and the information they would like to know about the body system using the chunk 'I would like to know about...'	Book page 89 (Appendix 1.3)	S-S S-T Writing Speaking	
Doubts time 5 minutes	Teacher will answer doubt if is necessary		S-T T-S.	

Appendix 1.1



Appendix 1.2

How does our body work?

Answer the following questions about the video.

- Write the systems mentioned in the video.
 - _____
 - _____
 - _____
 - _____
- Which is the function of the skeleton system?
 - To breathe correctly
 - To protect our organs
 - To digest food
- Which is the function of the muscular system?
 - To digest food
 - To protect from disease
 - To allow movements, for example: walking and running
- Which is the function of the respiratory system?
 - To obtain oxygen from air
 - To protect from disease
 - To digest food
- Which is the function of the digestive system?
 - To breathe out carbon dioxide
 - To break down the food and obtain nutrients
 - To allow movements

Complete the following sentence with the information of each system and say it in oral way.

1. The function of the _____ system, is _____



Appendix I.3

What do I know about the human body?	What would I like to know about the human body?
I know that...	I would like to know about...

Image No.4: Lesson plan and material for class 1. Source: Own elaboration (2021), YouTube (2021) & Sunburst Activity Book Secondary 1 (2021).

Appendix J: Lesson plan and material for class 2.

Topic:	How does our body work?		Lesson number: 5	
Main Aim of the lesson:	By the end of this lesson students will be able to give recommendations to take care of the muscular system.			
STAGE/ TIME	PROCEDURE	MATERIAL	INTERACTION AND SKILLS	SPECIFIC ACTIONS FOR STUDENTS WHO REQUIRE GREATER SUPPORT.
Warm up 5 minutes	Students are going to watch a video to introduce the topic of the muscular system	Video (Appendix 5.1)	T-S Listening	For all the students who are not able to access to the classes in google meet the teacher is going to send a video in the WhatsApp group explaining all the activities for the class and their evidences will be sent through the same video during the day of the class. In the activities which is necessary the oral participation of the students, they will send audios through the WhatsApp group with their participation.
Contextualization/ Pre teach lexis 10 minutes	Students are going to comment if they take care of their muscles and how they do it. Students are going to read a text about the muscular system. After the reading they will comment which facts they knew and which they didn't.	Reading (Appendix 5.2)	T-S S-T Reading Speaking	
Lexis practice 15 minutes	Students are going to complete a worksheet about the names of the muscles	Worksheet (Appendix 5.3)	S-T Writing	
Communicative activity 15 minutes	Students are going to write recommendations to take care of the muscular system using the chunk "You should _____ to take care of your muscles." And with the help of some pictures. Students are going to share their recommendations with their classmates.	Pictures (Appendix 5.4)	S-S S-T Speaking	
Doubts time 5 minutes	Teacher is going to solve doubt if it is necessary		T-S S-T	

Appendix 5.1



How your Muscles Grow? - The Dr. Binocs Show | BEST LEARNING VIDEOS For Kids | Peekaboo Kidz

<https://www.youtube.com/watch?v=Vnj9Ay6xmOk>

Appendix 5.3

How many muscles do you have?

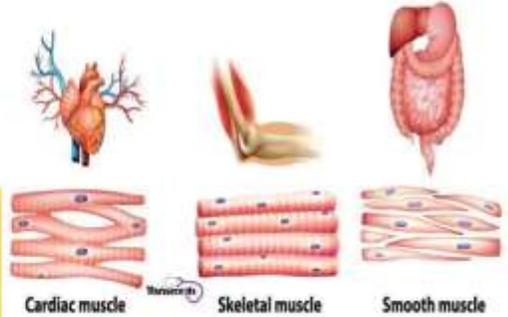
Answer: You have over 600 muscles in your body! A word search with all of them would be too big, but you can try this word search with 14 muscles.

S A R T O R I U S T O D A
 D I Q J O V Z J E F H E K
 Q V U M C X O P R S J L G
 E D F G Z S D F R K D T P
 X N B I C E P S A M N O B
 T S D F L S E E T L W I P
 E T L K D F S K U Q Z D M
 R E L S O L E U S G D A P
 N R G O F R H K A S K J A
 A N S D H K F S N F I E L
 L O S H D F S H T H E I M
 O C A Q D H A S E W I N A
 S L W Z U X N E R E Y U R
 L E S Z D A J S I I Y U I
 I I W Y F X D M O L E V S
 Q D X M K L R R R F L G L
 U O X M N C U R I P A E O
 E M X C S H J W A C F G N
 Z A X C T P L J I N E H G
 Y S K N I V C Q W V E P U
 V T S H B F H S E C K B S
 X O A S I J F H E U C O N
 Z I C N A E S H F E H L B
 O D S D L J E H U H J C R
 E I U C I H W E J Z C X A
 Z M K S S E U D J K S D C
 M N C J A H E U E Y C J H
 Z M X C N N D E E H U D I
 W P E C T O R A L I S K O
 A K S D E R D F I U J X R
 Z N C H R H A U S H J C A
 O L K S I E H P N C K D D
 A M Z N O H O Y E G R U I
 K S N C R Z M X N Z H E A
 M Z N X H B C K S W I P L
 M N Q O E D Y U F O H U I
 G A S T R O C N E M I U S

Image No.5: Lesson plan and material for class 2. Source: Own elaboration (2021), YouTube (2021) & Pinterest (2021).

Appendix 5.2

7 FACTS ABOUT THE MUSCULAR SYSTEM EVERY NURSING STUDENT SHOULD KNOW!



Fact #1 - There are Three Types of Muscle.

There are three major types of muscle in the body. These types include skeletal, smooth and cardiac muscle. These muscles are classified as striated (striped appearance) or non-striated. Also, muscles can move voluntarily and involuntarily. Voluntary muscle movement is under the conscious control of the brain. A muscle that moves the bone is a voluntary muscle. Involuntary muscle movement is not under conscious control of the brain. Muscle movement not under conscious control includes the heartbeat and respiration. We do not have to think about our heart beating or to breathe at night when we are sleeping.

Appendix 5.4

Appendix K: Lesson plan and material for class 3

Topic:	How does our body work?	Lesson number 9		
Main Aim of the lesson:	By the end of the lesson students will be able to talk about the things they do to take care of their digestive system.			
STAGE	PROCEDURE	MATERIAL	INTERACTION AND SKILLS	SPECIFIC ACTIONS FOR STUDENTS WHO REQUIRE GREATER SUPPORT.
Warm up 5 minutes	Students will bring a fruit or vegetable to eat all together and we will comment why they think it is important to eat fruits and vegetables to take care of our digestive system using the chunk "It is important to eat fruits and vegetables because."		T-S S-T Speaking	For all the students who are not able to access to the classes in google meet the teacher is going to send a video in the WhatsApp group explaining all the activities for the class and their evidences will be sent through the same video during the day of the class. In the activities which is necessary the oral participation of the students, they will send audios through the WhatsApp group with their participation.
Contextualization/ Pre teach lexis 15 minutes	Students will comment what else do they think is important to do to have a healthy digestive system Students will watch a video about 10 healthy tips for the digestive system Students will comment which tips they follow and which they don't and why	Video (Appendix 9.1)	T-S Listening Reading	
Lexis practice 10 minutes	Students will practice in oral way how to express some food they like, food that is healthy and that is not, using chunks: "My favourite food is." "My favourite drink is." "My favourite sweet is." "Eating _____ is healthy" "Eating _____ is not healthy"	Worksheets (Appendix 9.2)	S-T S-S Speaking	
Communicative activity 10 minutes	Students will draw what they ate yesterday and share with the class what they ate and comment if it is healthy or not for their digestive system. Also if they did something else that helps their digestive system they will say it. Chunks: "Yesterday I ate." "Yesterday I drank."	Worksheet (Appendix 9.3)		
Doubts time 5 minutes	Teacher will answer doubts if it is necessary		T-S S-T	

Appendix 9.1



10 Healthy Tips to Improve Your Digestive System
<https://www.youtube.com/watch?v=DQniWOTizpA>

Appendix 9.2

My Favorite Food! My name is _____
Color the food and circle your favorite!

What's your favorite fruit?

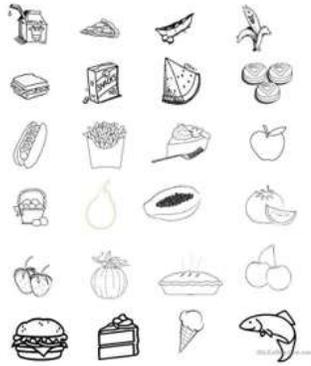
What's your favorite vegetable?

What's your favorite drink?

What's your favorite sweet?

Healthy foods

1. Colour the foods that are healthy.
2. Circle the foods that you like.
3. Put an x on the foods that are not healthy.



Appendix 9.3

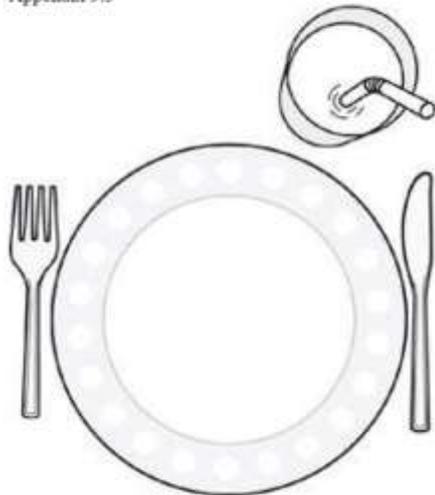


Image No.6: Lesson plan and material for class 3 Source: Own elaboration (2021), YouTube (2021) & Pinterest (2021).

Appendix L: Lesson plan and material for class 4.

Topic:	How does our body work?	Lesson number: 11		
Main Aim of the lesson:	By the end of the lesson students will be able to answer questions in oral way about the circulatory system.			
STAGE	PROCEDURE	MATERIAL	INTERACTION AND SKILLS	SPECIFIC ACTIONS FOR STUDENTS WHO REQUIRE GREATER SUPPORT.
Warm up 5 minutes	Students will remember and say at least 2 of the words from the vocabulary of the last class.		S-T Speaking	For all the students who are not able to access to the classes in google meet the teacher is going to send a video in the WhatsApp group explaining all the activities for the class and their evidences will be sent through the same video during the day of the class. In the activities which is necessary the oral participation of the students, they will send audios through the WhatsApp group with their participation.
Contextualization/ Pre teach lexis 15 minutes	Students are going to read and complete a text about the process of the circulatory system	Worksheet (Appendix 11.1)	T-S S-T Reading Writing	
Lexis practice 10 minutes	Students will complete a worksheet with information about the circulatory system and after that they will comment in oral ways using chunks such as "It is recommendable to eat..."	Worksheet (Worksheet 11.2)	S-T S-S Writing	
Communicative activity 10 minutes	Students will answer some questions in oral way about the circulatory system using chunks such as "The main function of the circulatory system is to..." "The heart has ___ chambers" "The ___ removes waste from blood"	Worksheet (Appendix 11.3)	S-T S-S	
Doubts time 5 minutes	Teacher will answer doubts if it is necessary.		T-S S-T	

Appendix 11.1

SNC2D0 **Circulatory System Worksheet** Date: _____ Name: _____

Refer to your textbook pages 100-102 to complete the following summary of the Circulatory System.

Purpose and Function of the Circulatory System (Fill in the blanks using the terms below.)

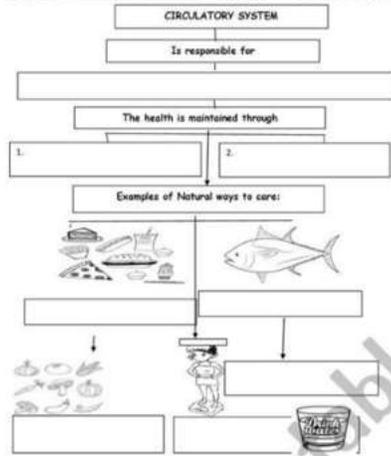
valves exchange arteries veins contracts capillaries oxygen wastes nutrients

The function of the circulatory system is to transport _____ and _____ to cells and carry _____ away from cells to the organs responsible for eliminating them from the body.

The heart is a muscular pump. When the heart _____, it produces pressure on the blood in the circulatory system. This pressure pushes blood through the body. The body travels away from the heart in vessels called _____. It returns to the heart through vessels called _____. To stop blood from flowing backwards, flexible flaps of tissue called _____ are found throughout the circulatory system in the heart and veins. Arteries and veins are connected by tiny, thin-walled vessels called _____. These very small vessels are in close contact with the organs and tissues of the body. The _____ of nutrients, wastes, oxygen and carbon dioxide occur between tissues and the blood through the walls of these small vessels.

Appendix 11.2

MODULE: CIRCULATORY SYSTEM FUNCTION
INSTRUCTION: READ THE TEXT AND PLACE THE MAIN IDEAS IN THE SCHEMA
LEARNER: _____ LEVEL: 5TH TEACHER: YARA LORRANE



The circulatory system is responsible for bringing nutrients and oxygen to all cells in the body. The health of the circulatory system is maintained through lifestyle changes and commitments with diet and exercise. There are different ways to care the circulatory system, for example:

- ◆ Reduce fats in the diet. Eat low fat and eat more proteins.
- ◆ Consume omega 3. Consume tuna, salmon and mackerel or supplements with omega.
- ◆ Maintain a healthy weight. Avoid obesity.
- ◆ Drink water.
- ◆ Eat fruits and vegetables. They provide nutrients and minerals to the body.

Appendix 11.3

Score
10
06-01-01-017-1

Name: _____
Date: _____

Subject: Year 6 Science
Sheet: Circulatory system quiz

Circulatory System - Quiz



How much do you know about the circulatory system? Find out by taking this quiz!

1. What is the main function of the circulatory system?
The main function of the circulatory system is _____.
2. How many chambers does the heart have? The heart has _____ chambers.
3. What organ removes waste from blood? The _____ removes waste from blood.
4. Write down three activities that help to keep your heart strong.

Image No.7: Lesson plan and material for class 4. Source: Own elaboration (2021) & Pinterest (2021)

Appendix M: Online games planned for the last class with first grade group B.



Image No.8: Online games planned for the last class with first grade group B. Source: gamesforlearningenglish.com (2021).

Appendix N: Worksheet from class 1. Session 1. March 1st,2021.

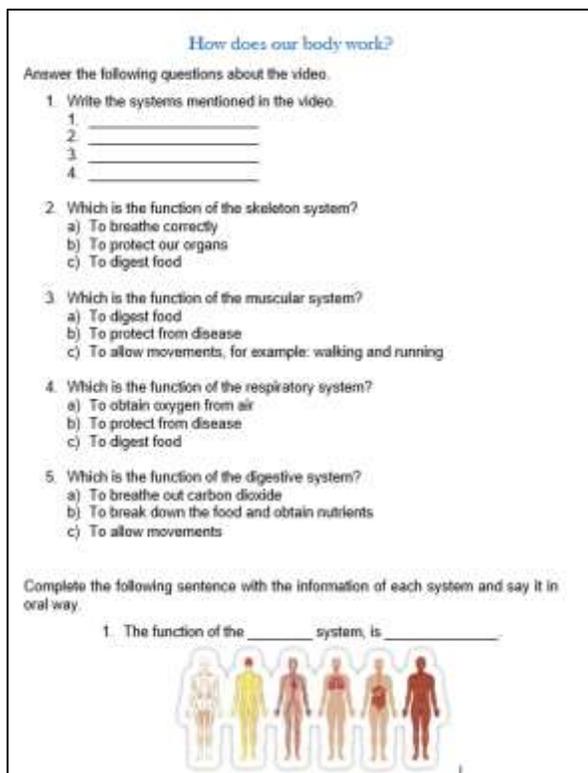


Image No.9: Worksheet from class 1. Session 1. March 1st,2021. Source: Own elaboration (2021).

Appendix O: Chart from the book page 89. Class 1. Session 1. March 1st,2021.

What do I know about the human body?	What would I like to know about the human body?
I know that...	I would like to know about...

Image No.10: Chart from the book page 89. Class 1. Session 1. March 1st,2021. Source: Sunburst Activity Book Secondary 1 (2021).

Appendix P: Register of participation from 1st B, class 1. March 1st, 2021.

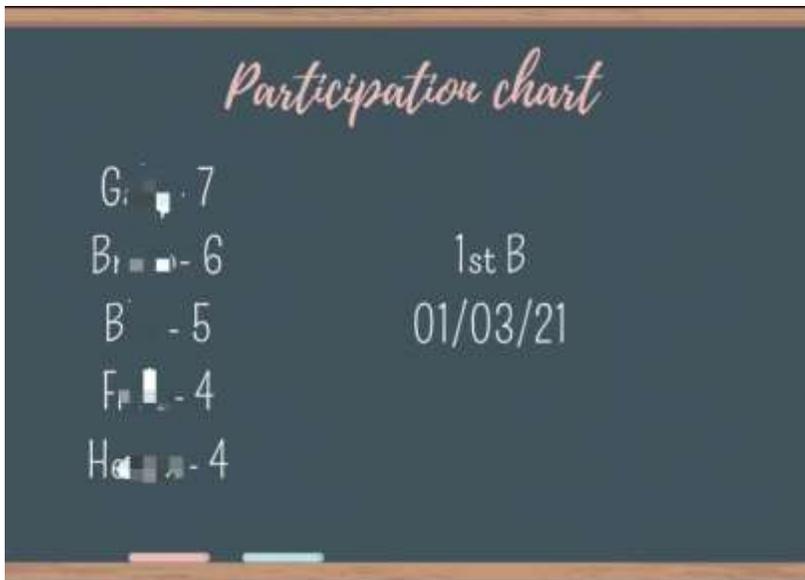
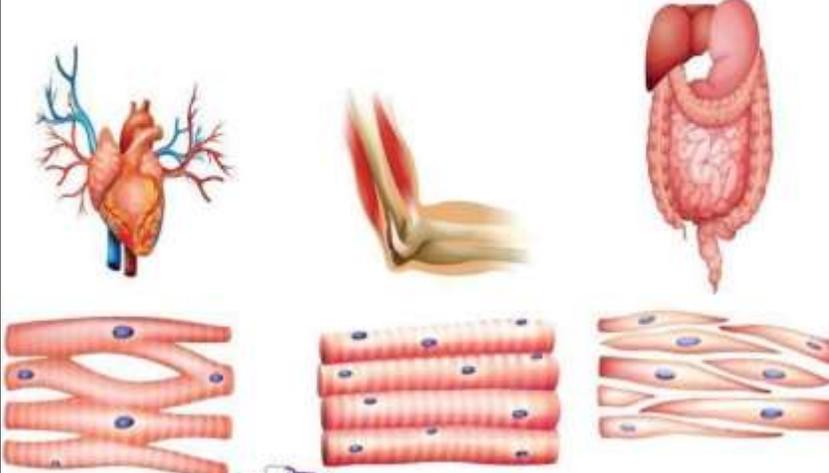


Image No.11: Register of participations from 1st B, class 1. March 1st,2021. Source: Own elaboration (2021).

Appendix Q: Text about the muscular system from Class 2. Session 5. March 10th,2021.

**7 FACTS ABOUT THE MUSCULAR SYSTEM
EVERY NURSING STUDENT SHOULD KNOW!**



The image contains three columns of illustrations. The first column shows a heart with branching blood vessels and a microscopic view of cardiac muscle fibers with visible intercalated discs. The second column shows a skeletal muscle attached to a bone and a microscopic view of skeletal muscle fibers with prominent striations. The third column shows a section of the digestive tract with smooth muscle and a microscopic view of smooth muscle fibers without striations.

Cardiac muscle **Skeletal muscle** **Smooth muscle**

Fact #1 - There are Three Types of Muscle.

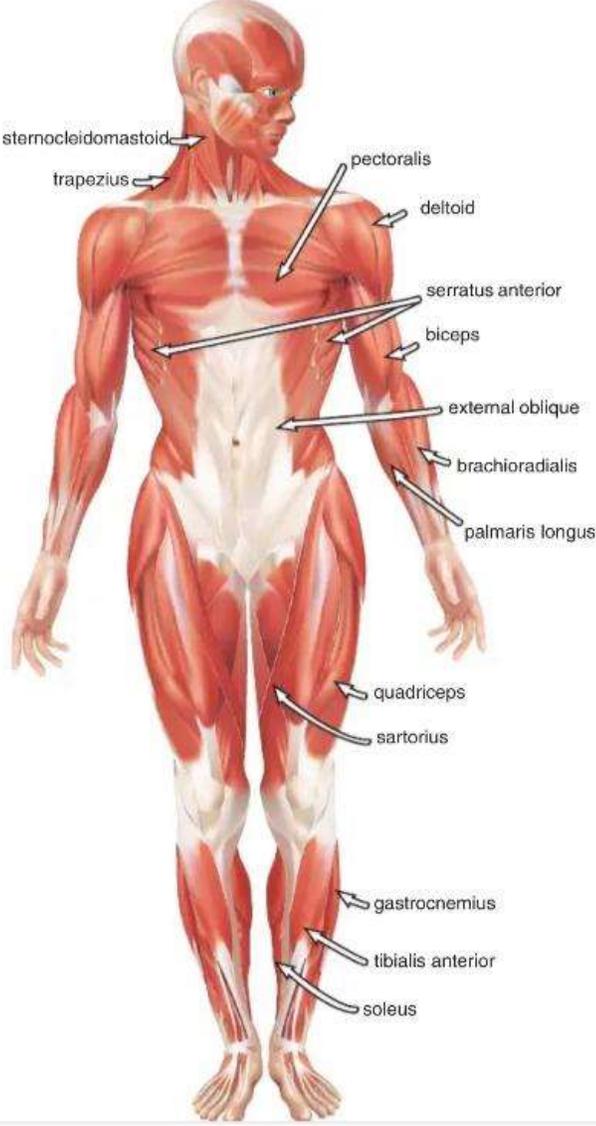
There are three major types of muscle in the body. These types include skeletal, smooth and cardiac muscle. These muscles are classified as striated (striped appearance) or non-striated. Also, muscles can move voluntarily and involuntarily. Voluntary muscle movement is under the conscious control of the brain. A muscle that moves the bone is a voluntary muscle. Involuntary muscle movement is not under conscious control of the brain. Muscle movement not under conscious control includes the heartbeat and respiration. We do not have to think about our heart beating or to breathe at night when we are sleeping.

Image No.12: Text about the muscular system from Class 2. Session 5. March 10th,2021.
Source: Pinterest (2021).

Appendix R: Wordsearch from Class 2. Session 5. March 10th, 2021.

How many muscles do you have?

Answer: You have over 600 muscles in your body! A word search with all of them would be too big, but you can try this word search with 14 muscles.



S	A	R	T	O	R	I	U	S	T	O	D	A
D	I	Q	J	G	V	Z	J	E	F	H	E	K
Q	V	U	M	C	X	O	P	R	S	J	L	G
E	D	F	G	Z	S	D	F	R	K	D	T	P
X	N	B	I	C	E	P	S	A	M	N	O	B
T	S	D	F	L	S	E	E	T	L	W	I	P
E	T	L	K	D	F	S	K	U	Q	Z	D	M
R	E	L	S	O	L	E	U	S	G	D	A	P
N	R	G	G	F	R	H	K	A	S	K	J	A
A	N	S	D	H	K	F	S	N	F	I	E	L
L	O	S	H	D	F	S	H	T	H	E	I	M
O	C	A	Q	D	H	A	S	E	W	I	N	A
B	L	W	Z	U	X	N	E	R	E	Y	U	R
L	E	S	Z	D	A	J	S	I	I	Y	U	I
I	I	W	Y	F	X	D	M	O	L	E	V	S
Q	D	X	M	K	L	R	R	R	F	L	G	L
U	O	X	M	N	C	U	R	I	P	A	E	O
E	M	X	C	S	H	J	W	A	C	F	G	N
Z	A	X	C	T	P	L	J	I	N	E	H	G
Y	S	K	N	I	V	C	O	W	V	E	P	U
V	T	S	H	B	F	H	S	E	C	K	B	S
X	O	A	S	I	J	F	H	E	U	C	O	N
Z	I	C	N	A	E	S	H	F	E	H	L	B
O	D	S	D	L	J	E	H	U	H	J	C	R
E	I	U	C	I	H	W	E	J	Z	C	X	A
Z	M	K	S	S	E	U	D	J	K	S	D	C
M	N	C	J	A	H	E	U	E	Y	C	J	H
Z	M	X	C	N	N	D	E	E	H	U	D	I
W	P	E	C	T	O	R	A	L	I	S	K	O
A	K	S	D	E	R	D	F	I	U	J	X	R
Z	N	C	H	R	H	A	U	S	H	J	C	A
O	L	K	S	I	E	H	P	N	C	K	D	D
A	M	Z	N	O	H	D	Y	E	G	R	U	I
K	S	N	C	R	Z	M	X	N	Z	H	E	A
M	Z	N	X	H	B	C	K	S	W	I	P	L
M	N	Q	O	E	D	Y	U	F	O	H	U	I
G	A	S	T	R	O	C	N	E	M	I	U	S

Image No.13: Wordsearch from Class 2. Session 5. March 10th, 2021. Source: Pinterest (2021).

Appendix S: Pictures used in Class 2, Session 5, March 10th, 2021.



Image No.14: Pictures used in Class 2, Session 5, March 10th, 2021. Source: Own elaboration (2021).

Appendix T: Register of participation from 1st B, class 2. March 10th, 2021.

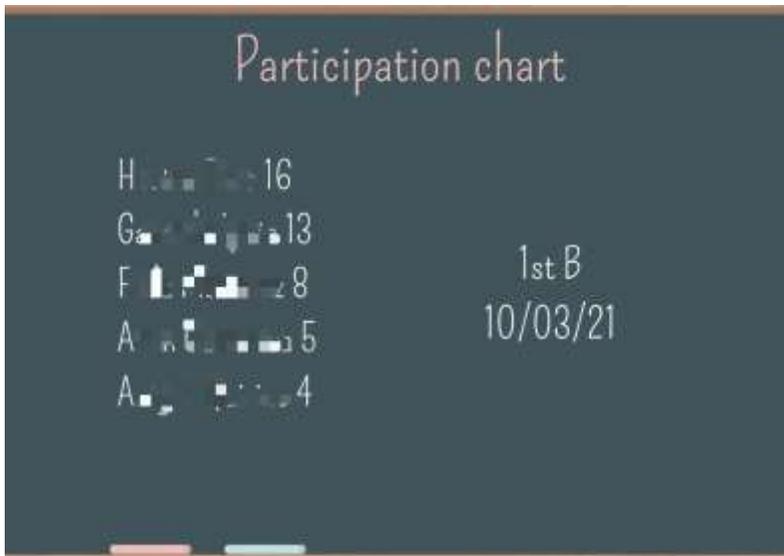


Image No.15: Register of participation from 1st B, class 2. March 10th, 2021. Source: Own elaboration (2021).

Appendix U: Worksheets used in class 3. Session 9. March 18th, 2021.



Image No.16: Worksheets used in class 3. Session 9. March 18th, 2021. Source: Pinterest (2021).

Appendix V: Register of participation from 1st B, class 3. March 18th, 2021.

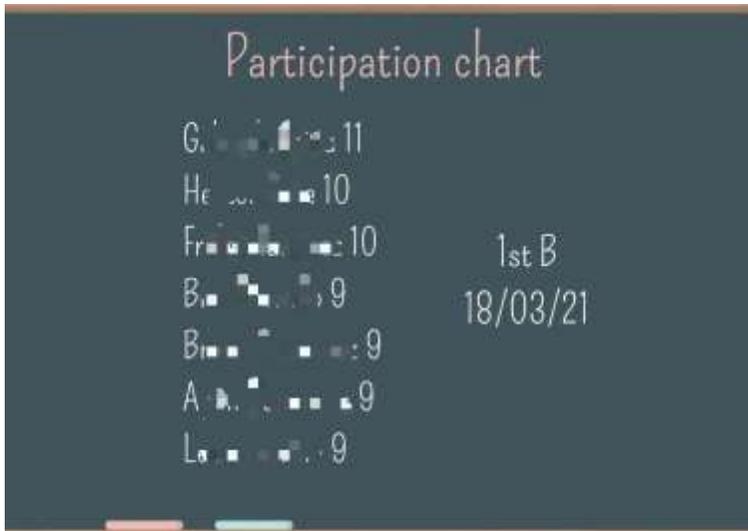


Image No.17: Register of participation from 1st B, class 3. March 18th, 2021. Source: Own elaboration (2021).

Appendix W: Text from the class 4. Session 11. March 24th, 2021.

SNC2D0 Circulatory System Worksheet Date: _____ Name: _____

Refer to your textbook pages 100-102 to complete the following summary of the Circulatory System.

Purpose and Function of the Circulatory System (Fill in the blanks using the terms below.)

valves exchange arteries veins contracts capillaries oxygen wastes nutrients

The function of the circulatory system is to transport _____ and _____ to cells and carry _____ away from cells to the organs responsible for eliminating them from the body.

The heart is a muscular pump. When the heart _____, it produces pressure on the blood in the circulatory system. This pressure pushes blood through the body. The blood travels away from the heart in vessels called _____. It returns to the heart through vessels called _____. To stop blood from flowing backwards, flexible flaps of tissue called _____ are found throughout the circulatory system in the heart and veins. Arteries and veins are connected by tiny, thin-walled vessels called _____. These very small vessels are in close contact with the organs and tissues of the body. The _____ of nutrients, wastes, oxygen and carbon dioxide occur between tissues and the blood through the walls of these small vessels.

Image No.18: Text from the class 4. Session 11. March 24th, 2021. Source: Pinterest (2021).

Appendix X: Worksheet. Class 4. Session 11. March 24th, 2021.

MODULE: CIRCULATORY SYSTEM FUNCTION
INSTRUCTION: READ THE TEXT AND PLACE THE MAIN IDEAS IN THE SCHEMA
LEARNER: _____ LEVEL: 5TH _____ TEACHER: VERA LOBANE

The circulatory system is responsible for bringing nutrients and oxygen to all cells in the body. The health of the circulatory system is maintained through lifestyle changes and commitments with diet and exercise. There are different ways to care the circulatory system, for example:

- ◊ Reduce fats in the diet: Eat low fat and eat more protein.
- ◊ Consume omega 3: Consume tuna, salmon and mackerel or supplements with omega.
- ◊ Maintain a healthy weight: Avoid obesity.
- ◊ Drink water.
- ◊ Eat fruits and vegetables: They provide nutrients and minerals to the body.

Image No.19: Worksheet. Class 4. Session 11. March 24th, 2021. Source: Pinterest (2021).

Appendix Y: Worksheet 2. Class 4. Session 11. March 24th, 2021.

Circulatory System - Quiz



How much do you know about the circulatory system? Find out by taking this quiz!

1. What is the main function of the circulatory system?
The main function of the circulatory system is to...
2. How many chambers does the heart have? The heart has _____ chambers.
3. What organ removes waste from blood? The _____ removes waste from blood.
4. Write down three activities that help to keep your heart strong _____

Image No.20: Worksheet 2. Class 4. Session 11. March 24th, 2021. Source: Pinterest (2021).

Appendix Z: Register of participation from 1st B, class 4. March 24th, 2021.

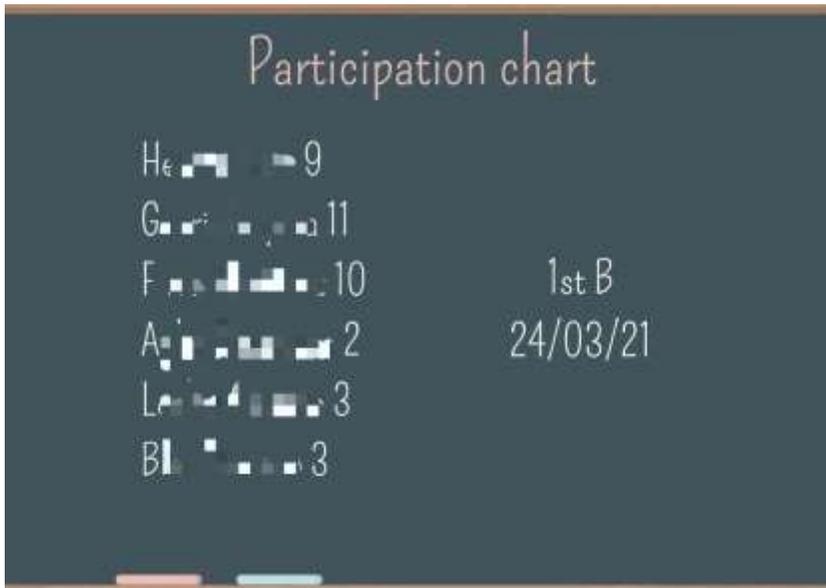


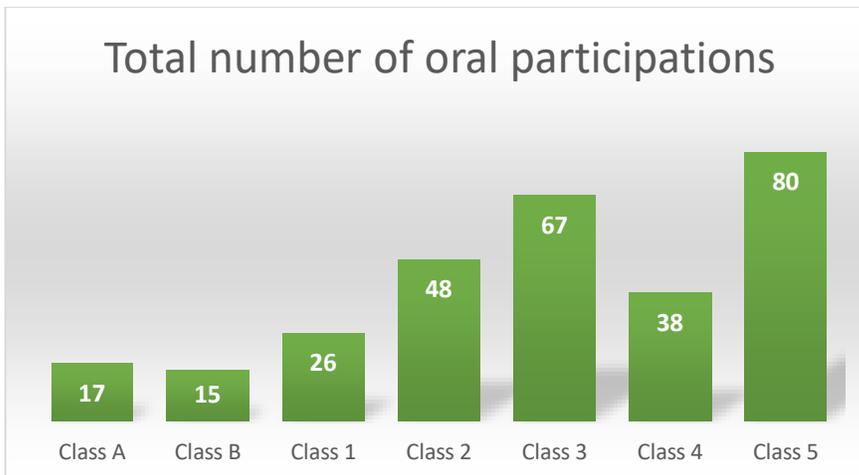
Image No.21: Register of participation from 1st B, class 4. March 24th, 2021. Source: Own elaboration (2021).

Appendix AA: Register of total number of participations of first grade group B during the month of March, 2021.



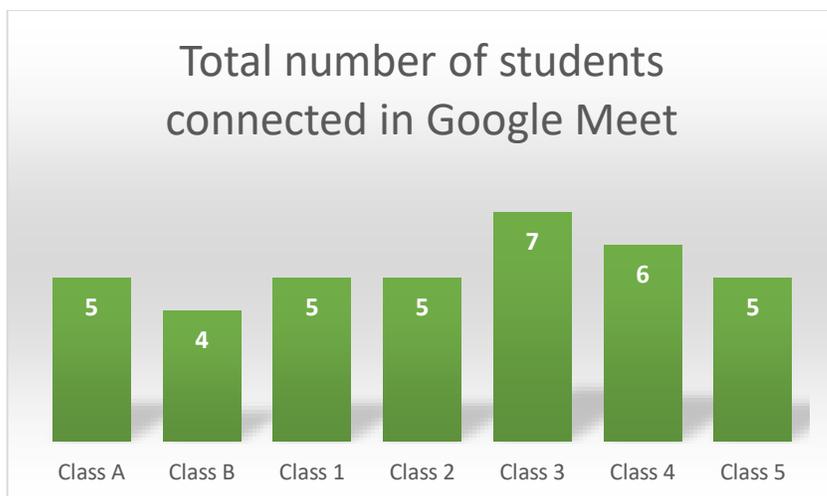
Image No.22: Register of total number of participations of first grade group B during the month of March, 2021. Source: Own elaboration (2021).

Appendix AB: Results of the total of participations along 7 classes with first grade group B.



Graph No.11: Results of the total of participations along 7 classes with first grade group B. Source: Own elaboration (2021).

Appendix AC: Total number of students connected in Google Meet along 7 classes.



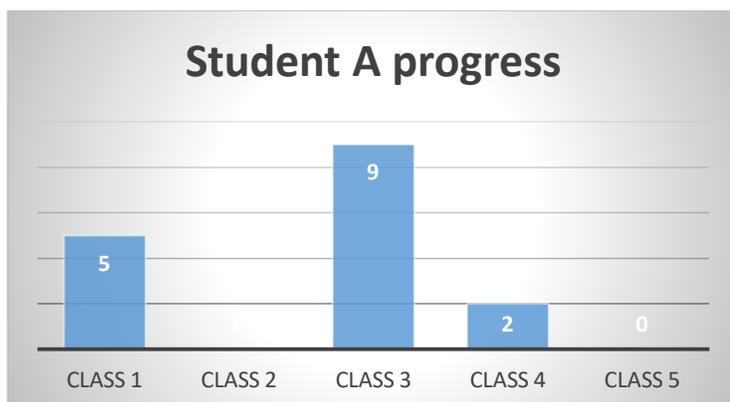
Graph No.11: Total number of students connected in Google Meet along 7 classes. Source: Own elaboration (2021).

Appendix AD: Number of lexical chunks applied along 7 classes.

Class	Number of lexical chunks applied in the class
A	0
B	0
1	3
2	1
3	8
4	3
5	0

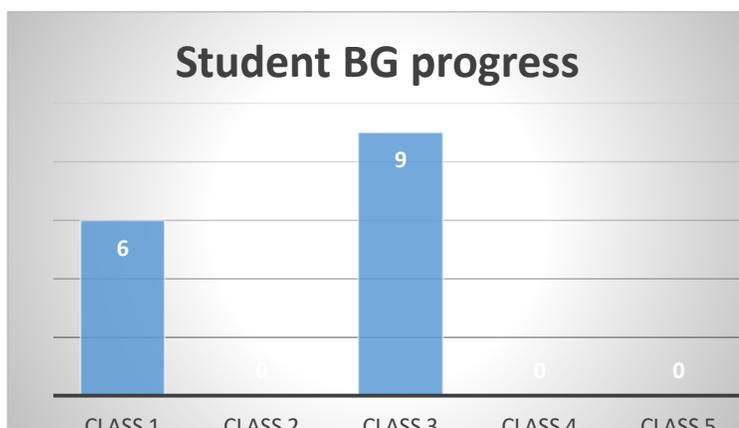
Chart No.1: Number of lexical chunks applied along 7 classes. Source: Own elaboration (2021).

Appendix AE: Student A progress.



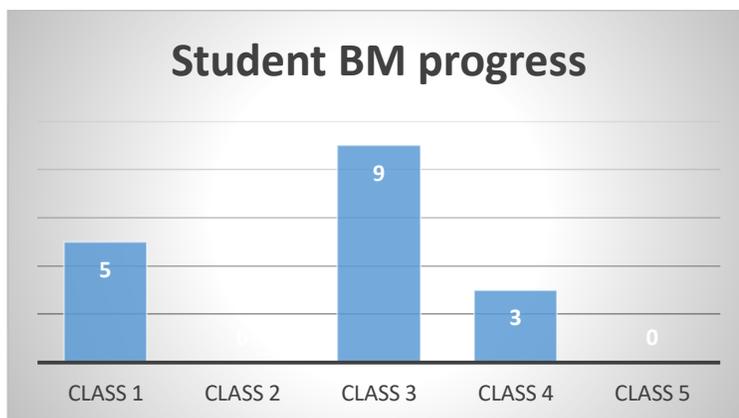
Graph No.12: Student A progress. Source: Own elaboration (2021).

Appendix AF: Student BG progress.



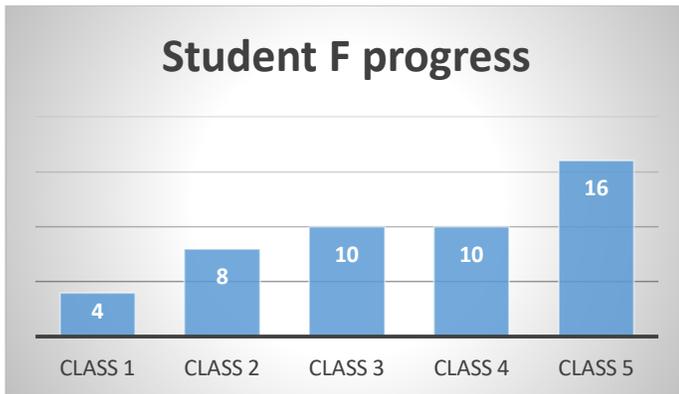
Graph No.13: Student BG progress. Source: Own elaboration (2021).

Appendix AG: Student BM progress.



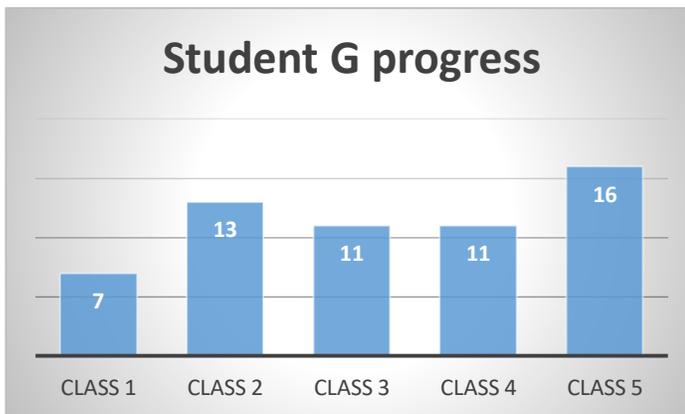
Graph No.14: Student BM progress. Source: Own elaboration (2021).

Appendix AH: Student F progress.



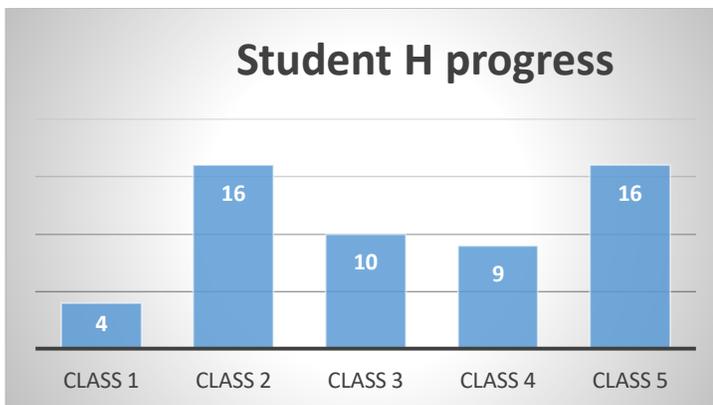
Graph No.15: Student F progress. Source: Own elaboration (2021).

Appendix AI: Student G progress.



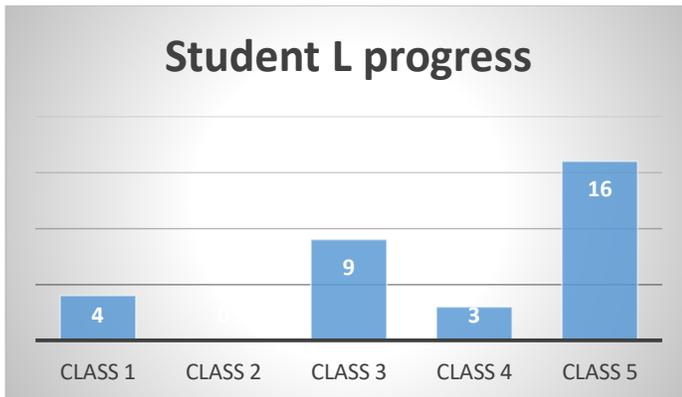
Graph No.16: Student G progress. Source: Own elaboration (2021).

Appendix AJ: Student H progress.



Graph No.17: Student H progress. Source: Own elaboration (2021).

Appendix AK: Student L progress.



Graph No.18: Student L progress. Source: Own elaboration (2021).

Appendix AE: Evidence from class 1.

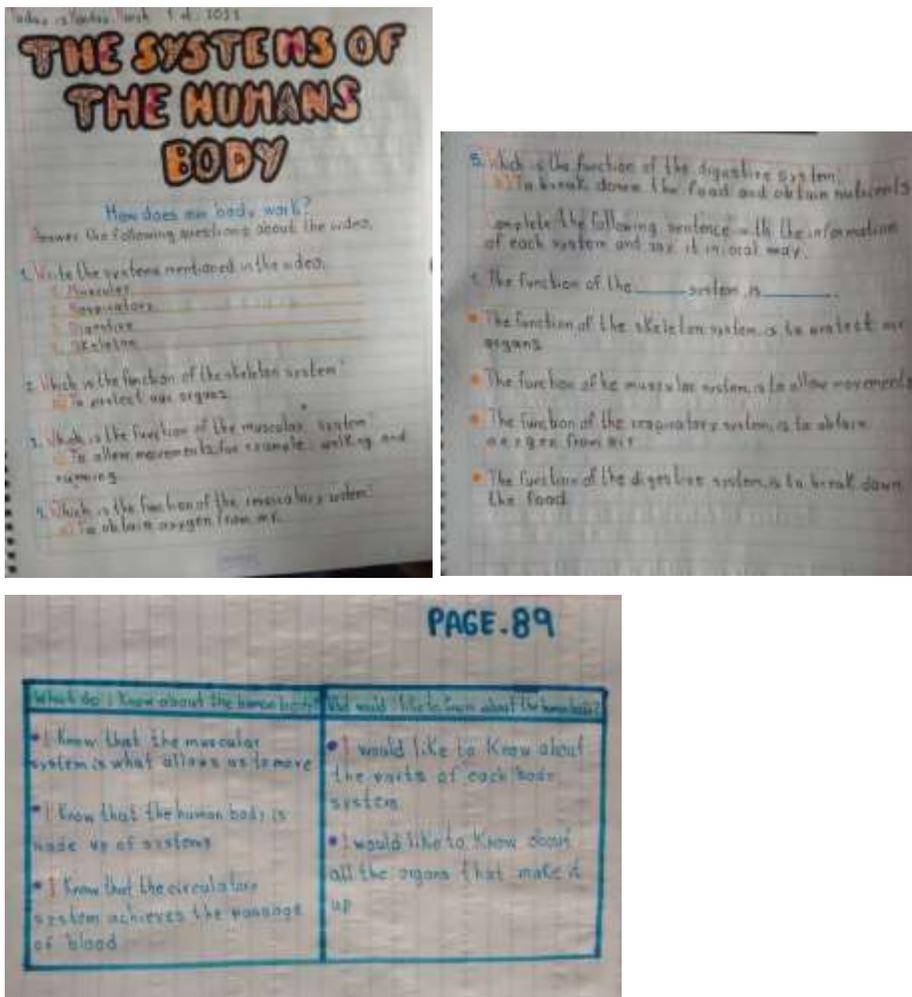


Image No.23: Evidence from class 1. Source: Created by a student (2021).

Appendix AF: Evidence from class 2.

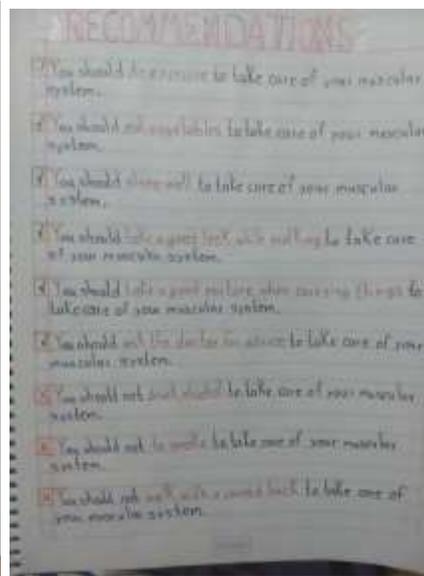
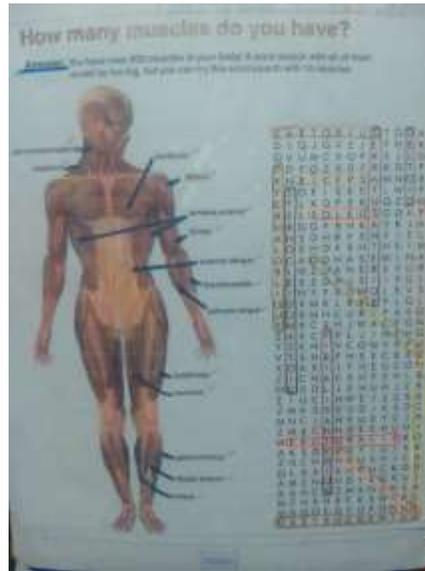
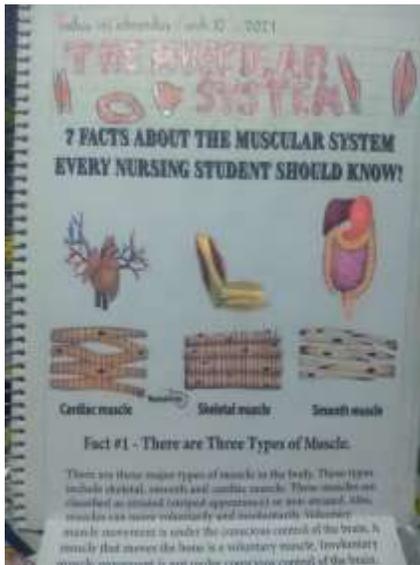


Image No.24: Evidence from class 2. Source: Created by a student (2021).

Appendix AG: Evidence from class 3.



Image No.25: Evidence from class 3. Source: Created by a student (2021).

Appendix AH: Evidence from class 4.

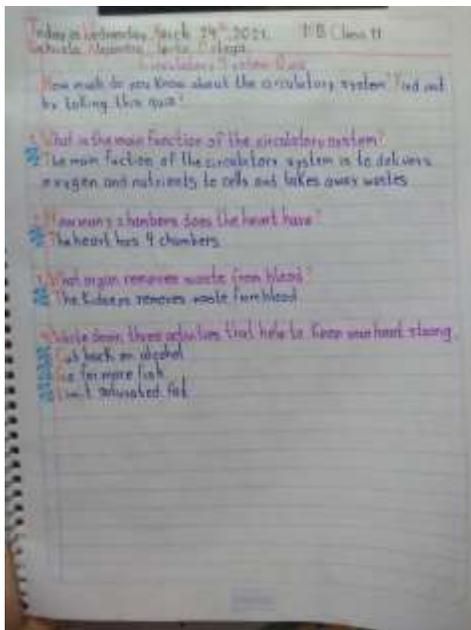
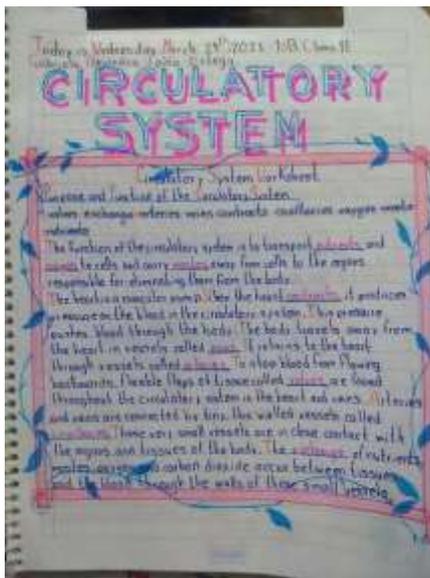


Image No.26: Evidence from class 4. Source: Created by a student (2021).

Appendix A1: Class 1 evidences.

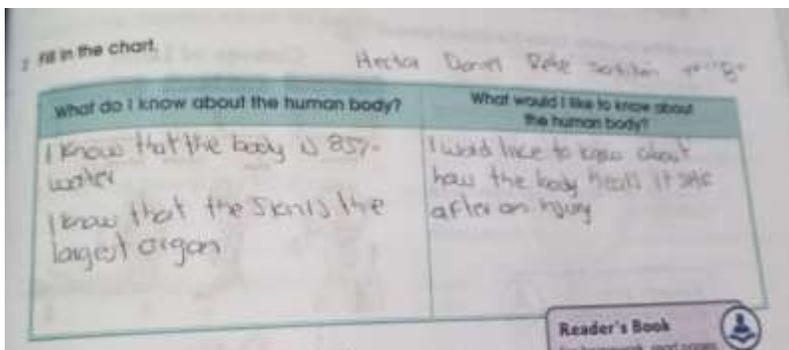
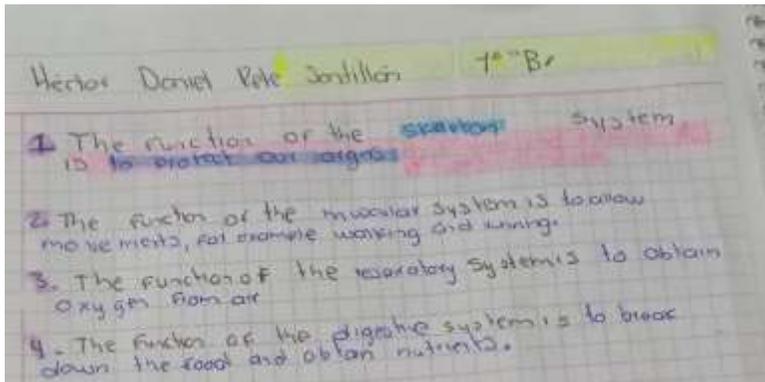
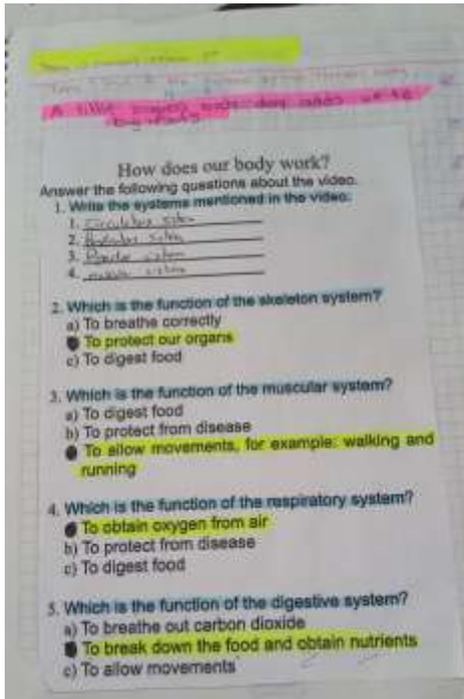
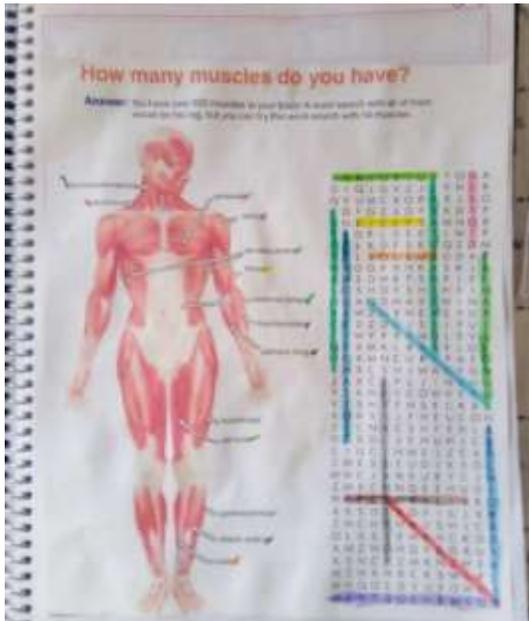


Image No.27: Class 1 evidence. Source: Created by a student (2021).

Appendix AJ: Class 2 evidences.



53

Angel Minder suggests exercises to take care of your muscular system.

You should stretch to take care of your muscular system.

You should healthy food to take care of your muscular system.

You should not tobacco to take care of your muscular system.

You should eat fruit to take care of your muscular system.

You should not alcohol to take care of your muscular system.

You should not junk food to take care of your muscular system.

You should to run to take care of your muscular system.

You should not drugs to take care of your muscular system.

Image No.27: Class 2 evidence. Source: Created by a student (2021).

Appendix AK: Class 3 evidences.

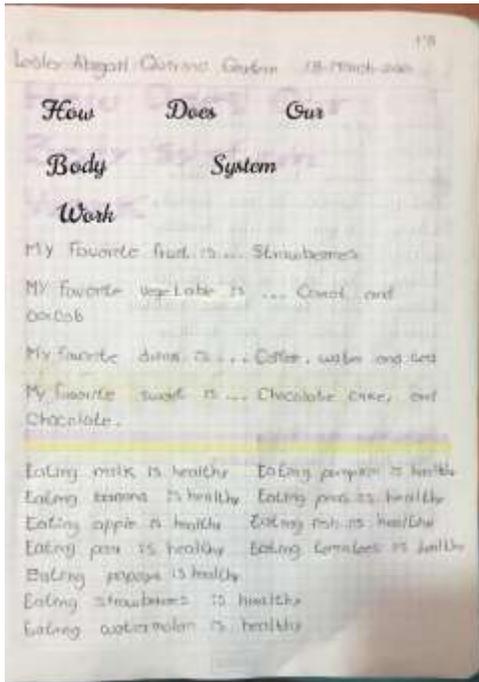


Image No.28: Class 3 evidence. Source: Created by a student (2021).

Appendix AL: Class 4 evidences.

SNC2D0 Circulatory System Worksheet Date: _____ Name: _____

Refer to your textbook pages 100-102 to complete the following summary of the Circulatory System.

Purpose and Function of the Circulatory System. (Fill in the blanks using the terms below.)

valves exchange arteries veins contracts capillaries oxygen wastes nutrients

The function of the circulatory system is to transport oxygen and nutrients to cells and carry waste away from cells to the organs responsible for eliminating them from the body.

The heart is a muscular pump. When the heart contracts, it produces pressure on the blood in the circulatory system. This pressure pushes blood through the body. The blood travels away from the heart in vessels called arteries. It returns to the heart through vessels called veins. To stop blood from flowing backwards, flexible flaps of tissue called valves are found throughout the circulatory system in the heart and veins. Arteries and veins are connected by tiny, thin-walled vessels called capillaries. These very small vessels are in close contact with the organs and tissues of the body. The exchange of nutrients, wastes, oxygen and carbon dioxide occur between tissues and the blood through the walls of these small vessels.

CIRCULATORY SYSTEM

Is responsible for

Bringing nutrients oxygen to all cells

The health is maintained through

exercise diet

in the body

Examples of harmful ways to care:

1. not eating healthy

2. not exercising

3. drinking alcohol

4. drinking too much

5. drinking too much

6. drinking too much

7. drinking too much

8. drinking too much

9. drinking too much

10. drinking too much

The circulatory system is responsible for bringing nutrients and oxygen to all cells in the body. The health of the circulatory system is maintained through lifestyle changes and movements with diet and exercise. There are different ways to care for circulatory system, for example:

- Reduce fat in the diet. Eat low fat and eat more protein.
- Exercise regularly. Exercise tones, relaxes and maintains all components with oxygen.
- Maintain a healthy weight. Avoid obesity.
- Drink water.
- Eat fruits and vegetables. They provide nutrients and minerals to the body.

Circulatory System - Quiz

How much do you know about the circulatory system? Find out by taking this quiz!

1. What is the main function of the circulatory system?
the main function of the circulatory system is to transport oxygen and nutrients
2. How many chambers does the heart have?
the heart has eight chambers
3. What organ removes waste from blood?
kidney removes waste from blood
4. What does the heart do to help you keep your heart strong?
exercise

Image No.29: Class 4 evidence. Source: Created by a student (2021).

Appendix AM: Low quality examples of evidence.

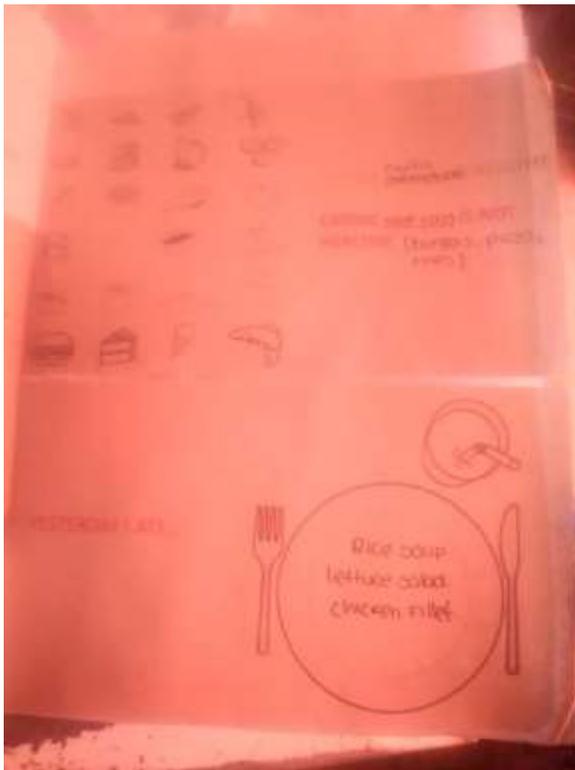
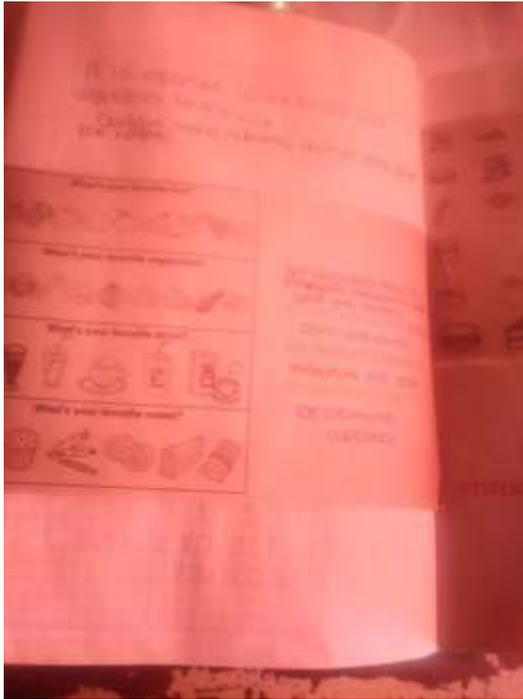


Image No.30: Low quality examples of evidence. Source: Created by a student (2021).