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INTRODUCTION

This document is the report of a didactic intervention carried out in Technical Secondary School #66 in the city of San Luis Potosí, SLP, Mexico, in the period from November 29th to December 17th, 2021. With the objective of knowing the context of the students and their needs, a diagnostic period prior to the application was designated, which lasted between September 1st and 10th of the same year.

During the development of this intervention project, various general, specific and professional skills were put into practice, which were gradually developed during my time at the Benemérita y Centenaria Escuela Normal del Estado de San Luis Potosí. The realization of this project is the evidence of the learning acquired during the four years of teaching preparation, allowing me to develop professionally in teaching practice.

The project that is presented in this document consists of the planning, application and evaluation of a didactic proposal that sought to address a problem in the linguistic development of first grade secondary school students in the subject of English as Foreign Language. With this purpose, objectives were set and theoretical research was carried out to support the proposal. In this first section of the document, the contextual situation in which the intervention was applied is presented, the objectives are defined, and the relevance of the topic is justified, both for the educational community and personally.

External context

The school is located in the Simón Díaz neighborhood, in Antiguo Camino a Guanajuato

street, in front of a Bodega Aurrerá, near Avenida Constitución, so that different businesses are found located near the area. Close to the secondary school there are other two educational institutions, which are an elementary school and a kindergarten. These institutions are attended by most of the children of the families in the area, and many of the students from these institutions enter Technical 66 Junior Highschool, according to current information provided by a survey that was applied to students in the sample group.

(Appendix A)

The neighborhood borders the Satélite and Prados neighborhoods, a zone that is known by the teachers for its high levels of insecurity, vandalism, and gang activity. In an interview applied to the head teacher (Appendix B), she mentioned that the social context of the area is unsafe and problematic, and that the school has detected cases in which the legal guardians of the students, and even the students themselves, belong to gangs. This is reflected in academic performance, as mentioned by Martínez-Otero (1997) regarding the influence of family social and recreational activities on school performance, safety being one of the important factors in this personal sphere.

Insecurity and vandalism are reflected as well as in the school infrastructure, which is constantly damaged. This is usually presented, but not limited to graffiti. In fact, the teacher mentioned that students have a common practice when they graduate, which consists of throwing stones at the school with the intention of breaking windows once they finish their stay.

One of the most recent examples of this situation was the looting of the school by a group of vandals., who stole all the computer equipment the school had, some of which had less than two years of use. This caused the school to lose a large percentage of the available technological resources, for which spaces destined for learning had to be closed. That was the case of the computer lab, which was used by the teachers of different subjects

to practice relevant skills in the development of the students, such as the use of math didactic programs or audios for listening in the subject of English.

Internal context

The institution is divided into six buildings, of which five are adapted to teach classes. The school has a sports field, a dance rehearsal space, and two computer rooms. However, as mentioned above, one of the computer rooms is unusable due to looting of the school during the lockdown period. Likewise, the space destined to rehearse dance is unused, because the dance program was suspended due to the quarantine.

In fact, during the confinement period I had the opportunity to practice at the school in distance mode, which underwent several changes due to the lack of organization in planning. This lack of organization was also reflected when the face-to-face modality was resumed, observing the constant changes in class schedules, and the implementation of sanitary rules.

Among the health protocols that were implemented is the allocation of specific classrooms for each group, since previously, the students were the ones who moved between modules and the teachers had their classrooms. This was changed to reduce the risk of contagion, by limiting the number of people who entered each room. Likewise, the entrance, exit, and recess were modified to be taken in a staggered manner, with each grade having a specific time, separated by 10 minutes between each one.

Prior to the internship periods, an observation and assistance period was carried out, in which the ways of working with the head teacher were defined, the contents to be developed were requested, and the groups with which I would work were assigned. The

head teacher assigned me the groups 1st A, 1st C, 1st D and 1st E, taking into account previous practice periods carried out in this same school last semester. However, the change in dynamics from virtual to face-to-face presented a challenge for the development of the teaching practice.

In fact, in the observation and assistantship period, little opportunity to interact with the students was presented because the security protocols, as well as the dynamics of the school and organization of the schedules caused by the covid-19 pandemic took several months to get restructured. However, there were a couple of occasions when I was required to cover classes in front of some of the groups while still in observation. These little opportunities to interact with students were used for the application of surveys and a diagnostic exam.

Group Profile

This project is based on first year group C, which consists of 17 students, 11 girls and 6 boys. Due to the security measures to avoid contagion of covid-19 taken at school, the groups were divided into two subgroups, which were instructed to attend school intermittently at the educational center. For this reason, the study was conducted only with subgroup 1 of the 1°C group, which consisted of 8 students, 4 boys and 4 girls.

None of the students in the sample has specific characteristics, such as a motor, learning or language disability. However, the students' social-emotional management, as well as their motivation was low according to the teacher of the group, which hindered participation. This is why, later on, strategies such as cooperative work and the use of reward items were used, which were intended to make students have more engagement in class.

The way in which the head teacher approached the contents in the English class was more oriented to the learning of vocabulary. It was observed that the English class was usually conducted in Spanish. For this reason, students were not used to hearing complete instructions in English or to use the language, because what was being said was translated for them. In fact, some students with a slightly more advanced perception of spoken English often carried out the task of translating some words or phrases in English to the rest of their classmates. This led me to look for ways in which students could use the language to learn concepts and attend instructions without the need of translation.

To know the level of English of the students, a diagnostic test was applied, which was a sample of the Cengage Outcome Placement Test. Specifications and diagnostic results will be discussed later in this document. Broadly speaking, it was found that the level of the students is not very high, falling within the spectrum of A1, according to the Common European Framework of Reference for language learning. According to the CEFR, the description of the things that someone with an A1 level can do are the following:

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

- Council of Europe (n.d.)

However, it must be considered that the applied exam does not consider levels below the A1 level, so it could have been possible that the students had a level even lower than the one obtained as a result. In fact, when interacting with the students, it was clear that most of

them were not yet able to do certain things according to the A1 level. For this reason, the Pre-A1 level was also considered as a possible stage in which the students were located. The Pre-A1 level has the following characteristics:

“Can recognise numbers, prices, dates and days of the week, provided they are delivered slowly and clearly in a clearly defined, familiar, everyday context. Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognise everyday, familiar words, provided they are delivered clearly and slowly in a clearly defined, familiar, everyday context.”

- Council of Europe (n.d.)

Justification

The interest of this research emerged mainly from curiosity, but also from a sense of nonconformity, in contrast to what I have been told during my time studying the English major, regarding what is believed to be the optimal teaching of the language. Many of the suggestions and comments that I remember throughout my teaching training were about giving students the spotlight and letting them be the protagonists of the class. However, in my experience I have not had much guidance regarding the implementation of methodologies outside the PPP method (Presentation, Practice, Production), which, according to Harmer (2007), derives from Audiolingualism and is usually not very convenient for when adopting a student-centered approach.

In addition, the current Foreign Language study plans and programs are designed under Communicative Language Teaching, this being the approach that professors

recommend. Despite this, and although the objective of this approach is the teaching of communicative competence (Richards, 2006), which includes grammatical competence within itself, it is common to find in the discourse of teachers an aversion to teaching grammar. Clearly, expecting students to develop communicative competence without paying attention to forms and linguistic aspects in the learning process sounds a bit contradictory.

I consider that it is important to have a context and a communicative objective for learning to be meaningful, but I think that it is very difficult to achieve learning if students do not have a linguistic basis of structure to communicate. Acquiring a language naturally simply by being exposed to input takes a long time; time that is not available in our educational system, in which the subject of English is relegated to three hours per week at the secondary level (Pública, 2017).

According to the Plans and Study Programs for basic education of the SEP (2017), The fourth cycle of the English teaching program in basic education, which is equivalent to three years of secondary education, aims to develop competencies and a level of domain equivalent to level B1 in the Common European Framework of Reference (CEFR), which is defined by the following characteristics:

“[The students] Are able to understand the main points of clear texts and in standard language when dealing with issues that are familiar to them, whether in work, study or free time situations. They know how to handle most of the situations that may arise during a trip through areas where the language is used. They can produce simple and coherent texts on topics that are familiar to them or in which they have a personal interest. They can describe experiences, events, wishes and aspirations, as well as briefly justify their opinions or explain their plans.”

- Pública, S. D. (2017)

However, in practice it is very clear that these proposed objectives seem difficult to achieve and are at least very challenging. In fact, an investigation conducted by Aquino et al. (2017) with third-grade junior high school students in Estado de México resulted in a very wide gap between the expected level of students according to the study plans, and the real level achieved. In this research, it was found that of the sample that was used for the study, only 2.7% managed to reach level B1 of proficiency in language, and the idea that with the level of exposure to foreign language destined in the Mexican educational system, using the current programs, students would achieve the proposed standards at an age of 27 to 28 years was stated.

For his part, Knight (2018) estimates the hours of study and exposure that it would take for a student of EFL to learn the language, if his L1 does not have the same script as the L2 in question, such as the case of Spanish and English, determining that to reach a level of B1, it would take between 530-680 to 780-980 hours, depending on the access to learning resources, teaching, and motivation

. Meanwhile, the 2021-2022 school year for Basic Education has 200 school days, which is equivalent to 28.5 weeks, in which only 3 hours of English appear in the curriculum, leaving students with an average of 85.5 hours of practice in the Foreign Language per year. If this is multiplied by 3 years equivalent to secondary education, students would have a total of 256.5 hours of practice in the foreign language in their course of this educational level, which does not represent even 50% of the hours estimated for reaching a B1 level.

Knowing this, it is necessary to rethink the stated objectives, as well as to look for alternative approaches and methodologies to the most common ones that allow to really address the linguistic needs of the students. In my case, after having applied a diagnosis on the level of English of my students, I hope to achieve an advance in the recognition of the

parts of speech necessary to form a simple sentence, as well as assimilation of basic linguistic features that help students to begin to understand and produce sentences in English.

Self-interest and commitment

Throughout my academic training, one of the characteristics that I remember from the few English teachers I met was their methodical teaching, strongly oriented towards teaching grammar and linguistic rules. This may have affected the way I learned the English language myself, and how I now think about teaching and learning languages; as a practice of analyzing words, sentences, and texts.

For this reason, it is not surprising that my teaching style leans towards the analysis of language from a grammatical perspective, understanding its importance in the acquisition of linguistic resources that allow us to understand and manipulate language. However, I recognize in the same way the important role that the adaptation and contextualization of the contents has, which places the student in relevant situations as the main actor of learning, and which creates motivating scenarios within the foreign language classroom, especially in the case of young students.

This document addresses two main concepts, which are Focus on Form Instruction, and Linguistic Competence. These two concepts are of personal interest to me, as they are closely linked to my perception of teaching, which has been shaped by my previous experience, as well as my stay at BECENE. Integrating both concepts in the intervention project is intended to help me develop a teaching style, appropriate to my personal skills, the needs of my students, and the school context in which I find myself.

Contextualization of the problem

Educational innovation is an increasingly commented topic in pedagogical spaces, since there is an accelerated change in school dynamics due to the increasing advancement of technology, and external situations such as the emergence of the current pandemic caused by covid-19, which started in the latter months of 2019 and is still influencing current school practice. It was important to develop an innovative vision that provided new alternatives for the resolution of contemporary problems in education.

Finding these new alternatives is important in teaching practice, due to the unexpected situations, such as the lockdown caused by the Covid-19, mentioned above, as well as the social changes that they bring with them. New perspectives are demanded to solve current problems; especially in times of the pandemic when the school had to rethink and restructure its practices in many areas.

For instance, the transition from a completely face-to-face modality to totally online teaching, which happened at the beginning of the confinement, and then transitioning to a hybrid modality, currently forced us as teachers to adapt our practice to an alternative context. In addition, changes in students' schedules due to the same problem, created the need for classes to be more specific and activities or explanations more concrete, which opened a door for the application of a change of methodology that made students become aware of the basic features of the English language; yet, actual language learning was questioned.

This, added to the limitation in the practice time assigned to the subject of Foreign Language: English, which is uneven with the objectives set out in the study plans, led to the

search for alternative methodologies and approaches in my teaching practice that were consistent with the particular situations of the students. It was necessary, then, to use my critical and creative thinking to determine appropriate strategies in the different contexts that I might encounter.

In this sense, I must be able to adapt the contents suggested in the study plans to a sufficiently challenging level for students, without exposing them to incomprehensible input. It is also important to mention that these adaptations and transpositions were not limited only to the level of the language presented to students, but it was also important to think about how to present the contents, through the type of activities, material and examples which were provided to students.

To be able to achieve this, I had to be aware of the age factors of my students, as well as the cognitive factors of their age, affective factors and psychosocial factors that generate a broad panorama to know the strengths and weaknesses of different didactic proposals, in order to choose the most appropriate for them.

In the particular case of this intervention project, the didactic sequences applied were based on topics from the current study programs. However, the transpositions considered pertinent were made regarding the didactic suggestions, the way in which the topics were addressed, and the key points for the development and achievement of learning. These transpositions included the exemplification with popular characters among adolescents. The objectives of the reading activities according to the level of the students, and teamwork as a way to increase participation and interaction among peers, to name a few, were other of the adjustments made.

Objectives

The purpose of the project is to awake students' linguistic knowledge to help them structure their ideas, in order to promote communication in the classroom by using Focus on Form Instruction. This objective was proposed due to the fact that students' starting point is at a very basic level when they enter secondary school, and the time for practicing English is very limited in the curricula for them to acquire language just by being exposed to it.

This stems into the general objective of the research, which is: To develop certain aspects within the Linguistic Competence through the use of the Focus on Form Instruction approach, and know what impact this has on the development and assimilation of the topics by students of first grade of a public secondary school in México.

The specific objectives that were intended to be found were the following:

- To detect how the use of Focus on Form Instruction helps the development of linguistic competence.
- Describe important secondary aspects for the implementation of Focus on Form Instruction within the classroom, such as the type of materials, activities and classroom management strategies used.

Competencies developed during the practice

The generic competence that was put into play was to solve problems and make decisions using critical and creative thinking. This competence was implemented in the design of the didactic sequences, by choosing strategies that would allow me to approach the topics in a creative way, but at the same time practical so that they would be more

digestible for the students. In the same way, the modifications to the original didactic sequence, made in order to adapt the contents in unforeseen situations, were the result of this competence.

The professional competence that was worked on was the use of knowledge of the English language and its didactics to make transpositions according to the characteristics and contexts of the students in order to address the curricular contents of the current study plans and programs. For its part, the disciplinary competence was: Diagnoses age, cognitive, affective and psychosocial factors to intervene in a relevant way in the teaching and acquisition of a second language.

Description of the content

The following paragraphs describe the sections in which this document is divided. The first section serves as an introduction to the project, in which the context in which it was carried out is detailed, the sample population is defined, the problem is detected, and the academic and personal objectives for carrying out the study are set. Likewise, the skills developed during the planning and development of the project are disclosed.

In the second section, corresponding to the action plan, contextual characteristics of education are described, comparing the initial state of the sample group with the objectives established in the study plans and programs. A solution is proposed, and the corresponding theoretical revision is made to support said proposal. In this same section, the objectives of the didactic sequence to be applied are established, which is described and justified.

In the third section, the description of the development of the intervention is presented, the evaluation of the didactic proposal is carried out taking into account its

results, and a reflection of each of the classes is carried out. This is followed by the fourth section, in which the conclusions of the project and pertinent recommendations are presented. The fifth section corresponds to the bibliographic references, and the sixth section shows the appendices, that is, materials, graphics, and student productions referenced in this document.

I. ACTION PLAN

This intervention project is divided into four stages, which encompass all the activities that were carried out during the preparation of this document. The stages were: Diagnostic, Planning, Application, and Evaluation. This chapter deals with these first two stages of the project, which are described broadly in the following paragraphs. Stages three and four are discussed in the next chapter.

In the first stage, the students were observed in their context, as well as tests, interviews and surveys, both to students and to the head teacher. The information collected during this stage influenced the development of the rest of the project, since it allowed knowing the problems and characteristics of the group that were addressed later.

Once the diagnosis was made, the second stage was aimed at a theoretical review that would guide the choice of techniques and methodologies necessary to address the problem found in the study group. In addition, the planning of the didactic sequences was carried out, taking into account the theoretical review. This second stage of the project was the one that was put into practice during the third stage.

1.1 Contextual characteristics of the educational situation

Knowing the characteristics of the students that participated in this research project was the starting point in its application, as it allowed me to adapt the modality of work and the level of the contents and the materials. This was the reason for applying a placement test and different surveys, which in this sense served as a diagnosis to define the starting point and plan the adjustments needed.

To know the English level of the students, a sample of the Cengage Outcomes Placement Test (Appendix C) was applied, which divides the students into 5 levels equivalent to those of the Common European Framework of Reference for Language Learning. This exam contains three sections, which are: Use of English, Oral Placement Test, and Writing Test. However, for the purposes of this research, only the section on the Use of English was taken into account. According to the test, the levels are classified as follows: Elementary level (0-18 points), Pre Intermediate (19-25 points), Intermediate (26-32 points), Upper Intermediate (33-39 points), and Advanced (40-46 points).

After applying the Outcomes Placement Test, an evaluation of the results was carried out to have a diagnosis of the level of the students, in which it was determined that the general level of the students in the sample was the Elementary level indicated by the Outcomes Placement Test, since the results of the exam were found in a range of 0 to 18 answers for the most part. (Appendix D). This is equivalent to the A1 level in the CEFR for language learning, which has been addressed previously.

Given the results, at the time of planning, the contents had to be adapted to a basic level that would allow students to understand the information. The material, as well as the activities in class, were also designed to cater to the current abilities of the students at the time, and to their particular linguistic needs.

In addition to applying a diagnostic test regarding the students' level of English, it was required to apply additional surveys in order to approach the contents of the lessons based on the likes and needs of the students. With this purpose, a learning profile survey was applied (Appendix E), which was taken from the Cengage Outcomes Placement Test used. In addition, this survey allowed me to know the level of confidence that students feel when they are in the Foreign Language class, and learn about their background with English, such as previous experiences with the language through family members or courses.

In the Learning Profile Survey, three important aspects were highlighted: Students' comfort with English (Appendix F), the greatest challenge that students believe they have when communicating in the foreign language (Appendix G), and the taste and predisposition to learn English as L2 (Appendix H).

The results of this survey reflected that the majority of the students felt at a medium level of comfort and confidence in the English class (37.5 %), with an inclination towards the extreme of lack of comfort (37.5 %). Less students admitted being comfortable using English in class (25 %). Knowing this is important, since putting students in positions where they felt under the spotlight, or applying activities in which they had to produce the language in large quantities could be counterproductive. For this reason, when planning the activities that would take place during the intervention, strategies such as teamwork and planning stages were considered before any activity that might require production.

In the section addressing what students feel is the greatest challenge they face when communicating in English, the three most repeated responses were those referring to: Lack of knowledge of how to form a sentence, vocabulary, and pronunciation. For this reason, it

was determined that these aspects would play an important part in the development of the intervention.

In the section referring to the taste and predisposition to learn English, most of the students showed a favorable result, as they claim they like English, and reveal their intention to improve their level of English during their stay in junior high school, which speaks of motivation and predisposition to learn the foreign language. This aspect was taken into account when designing the classes integrating themes and examples that could be close to the students, such as the use of famous characters among adolescents.

A connectivity survey was also applied with the intention of knowing the availability of students to access electronic material in their periods at home (Appendix I), considering that at the beginning of the school year, the groups were not attending completely in a face-to-face mode. Two aspects of the survey stood out: Students who own their own mobile device, and the functions available to students on their mobile devices. In the first instance, most of the students revealed that they had their own mobile device (75 %), however, not all of them had one, and some of those students who did have a personal device said it was too old and it only allowed them to access to applications such as WhatsApp and facebook (Appendix J).

Likewise, the school did not have enough technological resources due to vandalism, because of the looting that took place during the isolation period. Due to this, the decision was made not to implement distance classes with students who were not required to attend each week, a practice that, in any case, was not being implemented by the regular teachers at the school, according to the headteacher.

1.2 Focus of the problem

The problem detected, which is the lack of knowledge of linguistic features, affected the first grade groups of Technical High School 66. However, for practical reasons, the study and the data presented in this paper refer only to the 1st C group, as mentioned before. In addition to this, due to the current conditions in education, the groups were divided into two sub-groups, which attended school in person intermittently per week. They attended classes one week, and the next they stayed at home. Thus, and adding to the above, the intervention project is focused on sub-group one of group 1st C.

For reasons specific to this particular high school, it was decided that online classes would not be held with remote sub-groups, however, the teacher was not limited to making some type of contact with them. This modality was maintained throughout the period that the intervention lasted, so it was not necessary to make changes in its application, with respect to the dynamics.

In this sample of the population, as well as in most of the groups and sub-groups, students had difficulty learning English and were reluctant to participate. The foreign language was not used within the classroom as a means of communication, but as a subject of study totally separate from their daily lives, so students did not measure the importance of the subject. This was a factor in the academic performance of students in the English subject and the little achievement that was reflected by the students.

After applying the diagnostic test to know the real level of students, as well as observing the class dynamics and the students' work in class, the linguistic deficiency that they had could be clearly noticed, being easy to find errors in their work. Sentence formation, conjugation of verb tenses, use of Spanish words or invented words due to lack of vocabulary, use of the verb Be in situations where it is not required, among other errors and characteristics of a linguistic underperformance were examples of this. Considering the aforementioned errors, it can be said that there were productions on the part of the students

that lacked meaning, or whose meaning was not clear, which made communication difficult in the target language.

In view of this, the idea of working with students was raised using an approach that highlighted aspects of linguistic competence, without focusing on these aspects in isolation. This would be done by giving communicative purposes so that they could assimilate the relationship between elements of language. their daily life, such as stories and trips, with these components of the language, such as vocabulary or verb conjugation. In this way, students would be generating a real and meaningful product that is built using specific aspects of the language. This led to the choice of the Focus on Form Instruction approach for the development of the activities.

Thus, it was important to contextualize the activities applied in the classroom to the likes of the students and what was close to them. For example, the use of characters from popular movies among the young population, as well as promoting creativity and personal decision in the development of tasks. It was also important to take into account the way in which the activities were intended to be approached, considering the use of reading subskills, such as scanning and the arrangement of information in graphic organizers as a way to review the understanding of the readings, since the number of sessions was limited and ways to optimize class time and resources had to be found.

It is important to mention that the acquisition of proficiency in linguistic competence, like the acquisition of other competences within communicative competence, is a process that requires a lot of practice time. Said time is not available in the development of the intervention project. So by the end of the application of the intervention it was intended to find an understanding of the topics covered in class, which would focus on specific aspects of linguistic competence: Vocabulary, Sentence formation, Verb tense and Sentence

decoding. Considering these aspects would help me to identify and measure the success of the project.

1.3 Purposes of the action plan

The purpose of this intervention project is to develop students' language proficiency, using the Focus on Form Instruction Approach, with the aim of promoting L2 communication within the classroom at a basic level. This idea was born in response to the wide gap that exists between the objectives of plans and programs (2017), in which it is proposed that for the third year of secondary education, students should have an expected level of B1 according to CEFR, and the actual level of the students. For contrast, a student with a B1 level should have the following characteristics:

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

- Council of Europe (n.d.)

After making a diagnosis of the sample population, and analyzing the results obtained from it, it was found that students presented a medium-low level of comfort in the use of the English language in the classroom to communicate. This was caused by several factors, one of the most recurrent in the responses given by students was lack of grammatical knowledge, or in their own words, "not knowing how to make a sentence."

From this point on, the research project focuses on the acquisition of linguistic and grammatical elements that help students to develop their linguistic competence in order to promote communication within the L2 classroom. For this, an approach to the teaching of English was selected that combines teaching in specific contexts with a focus on linguistic aspects, especially grammar. This is done both explicitly and implicitly, with the intention of obtaining “output that stretches the learner’s competence through the need to express an idea in language that is accurate and appropriate.” (Saeidi, 2012)

1.4 Theory review

This section describes the relevant concepts for understanding the project, which were chosen after making the diagnosis of the educational situation. The importance of this section lies in the fact that from the theoretical references mentioned in this section, the planning of the didactic sequences applied during the intervention was developed.

1.4.1 English as a Foreign Language

English as a Foreign Language (EFL) is a term that refers to the use and study of the English language in geographical contexts where English is not the official or dominant language, nor is it used as a regular means of instruction, but still, it is taught in schools as part of the curriculum. This differs from English as a Second Language, which refers to the study of English as a language used as a medium of instruction in a country where the official language is another. (Nordquist, 2020) Thus, the teaching of English in the context in which this project is developed will be defined as EFL.

Broughton et al. (2002) mention Japan, Brazil and Spain as countries in which an average citizen does not need to be proficient in the management of the English language, since it is not used as a means of instruction, despite being taught in the educational institutions of said countries. Generally, in countries where English is studied as a foreign language, different varieties of English are accepted, however the geographical, cultural, political and historical conditions of the countries affect the English variety, like in the Mexican case, in which students and teachers tend to use mostly American English. (Broughton et al., 2002)

English as a Foreign Language has been taught in Mexico for several decades now since 1993, being that the year in which English first appeared as part of the basic education curriculum (Petrón, 2009). This process tried to be accelerated in 2009 after the creation of the National Program for English in Basic Education (PNIEB for its acronym in Spanish), which aimed towards a unification and uniformity between the various English programs at different educational levels in Mexico (Romero and Sayer, 2016) thus promoting the teaching of a foreign language in the common core at primary and secondary levels.

Currently, the teaching of English as a foreign language in Mexico starts at the preschool stage, a stage in which it is defined, together with the mother tongue, as the field of Language and Communication. The teaching of English extends, on a compulsory basis, to secondary education, from which students are expected to graduate with a B1 level according to the CEFR (Pública, 2017).

1.4.2 Communicative Competence

Communicative Competence refers to the ability of an individual to use language appropriately according to the context and the type of interaction present in a setting. This

competence in the use of language encompasses at least 4 sub-competencies that the speaker must handle in order to be considered competent in the language. These are grammatical or linguistic competence, sociolinguistic competence, discourse competence, and strategic competence. (Alptekin, 2002)

According to Celce-Murcia (2008) Communicative Competence is a term coined by Dell Hymes, who believed that the speaker of a language should not only have knowledge of grammar and the "tangible" parts of language, such as sounds, words and sentences, as Chomsky proposed, but should have the ability to use these rules to use language appropriately in context, since language acquisition was not free of it. Therefore, a linguistic theory should assume not only the use of grammatical rules, but also sociocultural contextual characteristics to produce both the social and referential meaning of language (Ohno, 2006).

Despite the fact that various authors have proposed different frameworks to describe communicative competence, adding several sub-competencies, the model most used today is the one proposed in 1980 and 1983 by Canale & Swain, and Canale, which was the first framework understandable that pointed towards Communicative Competence (Celce-Murcia et al., 1995). This model includes Grammatical Competence, Sociolinguistic Competence, Discourse Competence, and Strategic Competence; which were already mentioned previously. Therefore, I had to know more specifically what each of these sub-competencies referred to individually, to obtain a better understanding of the term Communicative Competence.

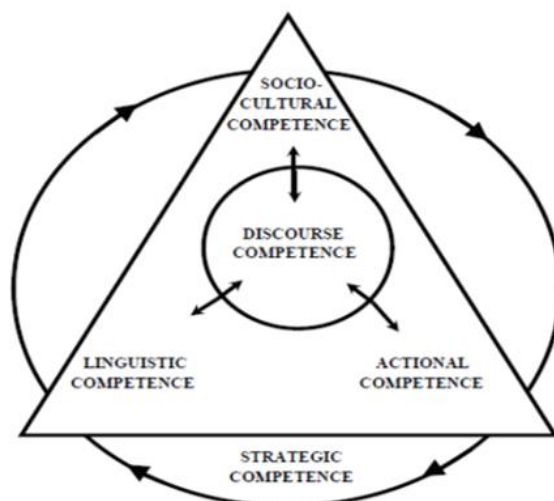


Figure 1. Communicative competence model by Celce-Murcia, et.al. (1995, p. 9)

Sociolinguistic Competence

Sociolinguistic competence adds to grammatical competence an understanding of how language is used in various social contexts, the social rules of use, as well as an understanding of culture to produce language that is appropriate in different situations.

“Sociolinguistic competence requires adjusting one's grammatical forms to be appropriate to the setting in which the communication takes place. Attention is paid to such factors as the age, status, and sex of the participants and the formality of the setting. When one travels to a different culture, these situational factors may call for different speech reactions than they would in the native culture.”

-Mizne (1997, p. 13)

Celce-Murcia (2008), meanwhile, simplifies the definition of Sociolinguistic or Sociocultural Competence as: "How to express messages appropriately within the overall

social and cultural context of communication" which she also calls pragmatic knowledge (p. 46).

Discourse Competence

Discourse Competence revolves around using language to create sense-making speech by selecting the correct words, arranging different clauses in a sentence, and linking ideas to communicate a message in a meaningful manner. This significant way of communication can be reflected in an oral or written text when two factors are present, cohesion, which affects the form, and coherence, which affects the meaning (Bagarić & Mihaljević Djigunović, 2007). Pérez Rodríguez (2021) explains the contribution of this competence to a communicative framework, comparing it with grammatical and sociolinguistic competences as follows:

“Meanwhile grammatical or linguistic competence is in charge of the grammar, structures, syntactic, lexical, morphological, and phonological features, and sociolinguistic competence is in charge of cultural background of the language used in context, discourse competence is in charge of the extended use of language in contexts, this means, linking ideas to create sentences or utterances for a meaningful communication.”

- Pérez Rodríguez (2021, p. 41)

Strategic Competence

Strategic Competence could be defined as a set of verbal and non-verbal skills that promote communication in a natural environment, even when the speaker may have

spontaneous problems in the performance of one or more skills within the communicative competence. According to Celce-Murcia (2008), Strategic Competence is “an available inventory of communicative, cognitive, and metacognitive strategies that allow a skilled interlocutor to negotiate meanings, resolve ambiguities, and to compensate for deficiencies in any of the other competencies”.

Some of these strategies are the use of paraphrasing, repetition, change of register or style, guessing, modification of messages, change of grammatical structures, among others, as mentioned by Bagarić & Mihaljević Djigunović (2007). To these are also added the use of filler words, as well as elicitation to obtain help from another interlocutor, for example.

Linguistic Competence

Linguistic Competence, also called Grammatical competence, refers to a speaker's knowledge of the phonology, morphology, lexicon and syntax of the language, which results in the accurate use of the language by forming pieces of the language that are grammatically correct. In the words of Alptekin (2002) "it is the native speaker's knowledge of the syntactic, lexical, morphological, and phonological features of the language, as well as the capacity to manipulate these features to produce well-formed words and sentences".

According to Jalolov (2015) aspects such as grammar, vocabulary, phonetical, phonologic and the stylistic knowledge of a language fall under this competence. Gascoigne (2005) adds morphology, syntax and mechanics to the aspects within the linguistic competence. It can be said, then, that linguistic competence is the knowledge of all the aspects of language that deal with it in its technical and patterned form.

Erkulova (2021) understand there are different approaches to what Linguistic or Grammatical Competence means depending on the author one may read, thus defines the concept as follows:

“...the ability to use syntactic concepts (predicativity, syntactic means of communication in a sentence and a text, ways of distinguishing between the members of a sentence); as an opportunity to operate with knowledge about the main forms of realization of the relationship between the subject and the predicate, about the main features of the syntactic structure of the sentence (intonational design of the sentence, the relative completeness of the utterance), about the types and classification features of sentences, ways of expressing the main and secondary members of the sentence”

- Erkulova (2021, p. 100)

1.4.3 Aspects of Grammar

There are multiple definitions of what grammar entails, depending on the author. To understand the different aspects of grammar, it is necessary to first understand what the term means. Although grammar could generally be thought of as the use of rules for the purpose of using language correctly, however, Chung & Pullum (n.d.) define grammar as "simply the collection of principles defining how to put together a sentence". For his part, Harmer (2007) gives a brief definition when he mentions that "Grammar can thus be partly seen as a knowledge of what words can go where and what form these words should take" (p. 32).

From Harmer's definition, two significant concepts can be found, which are Word Order and Word Structure, which are also proposed by Chung & Pullum. To these concepts, knowledge of words, or Vocabulary, will be added, taking into account the proposition of Ur (1996), who mentions words as one of the basic units with which grammar deals; and Jalovov (2015), who mentions vocabulary as one of the components of the Linguistic Competence. After comparing the definitions provided above by different authors, it can be said that grammar is the study of the rules surrounding words and the order they take within a sentence.

Freeman & Freeman (2004, p. 206) give four variant definitions of what Grammar means, based on Weaver's work (1996). These definitions are:

1. grammar as a description of syntactic structure
2. grammar as prescriptions for how to use structures and words
3. grammar as rhetorically effective use of syntactic structures
4. grammar as the functional command of sentence structure that enables us to comprehend and produce language

As a result of this fourth definition, we understand Grammar not only as the correctness of language, but as an essential element to understand and communicate ideas. In this way, grammar not only has an impact on form, but also on meaning (Larsen-Freeman, 2001). Having said this, the concepts that are taken as fundamental aspects in this paper regarding linguistic-grammatical competence are: Vocabulary, Word Structure, Word Order, and Grammar Mastery for Reading Comprehension.

Vocabulary

One of the aspects that are usually related to proficiency in a language, although it is not the only determining factor, is the range of vocabulary that one has in it. Vocabulary is defined as all the words in a language that are familiar and used by a person to communicate with others (Lestari, 2005).

The word vocabulary is generally related to the linguistic concept of Lexis. As an example, Harmer (2007) refers to Lexis as "the technical name for the vocabulary of a language" (p. 33). Kolanchery (2014), for his part, mentions that the concept of Lexis is bigger, since it involves not only isolated words, but also aspects such as collocations and chunks (p. 18).

Regardless of the vision that one has regarding this, it is clear that both concepts are closely related and refer to a certain degree, to the knowledge of the existing words in a language.

Kolanchery (2014) separates vocabulary knowledge into two: Productive and Receptive. The Productive vocabulary includes all those words that an individual is capable of using autonomously in daily communication, while the Receptive vocabulary is made up of the words that an individual is capable of recognizing and understanding when exposed to an oral text and written, but is unable to use on their own.

The importance of vocabulary in learning a new language lies in the fact that "limited vocabulary in a second language prevents successful communication" (Alqahtani, 2015, p. 22). This means that an individual who does not have a good set of words within their vocabulary knowledge is prone to encounter barriers in communication, either as a sender or receiver of the message. However, this interruption in the flow of communication may be due to different components of vocabulary knowledge, which are: Form, meaning and use (Kiliç, 2019). These are defined as follows:

“Form’ involves knowledge of the spoken and written forms of a word in addition to the ability to recognize its parts. ‘Meaning’ is interpreted as understanding the form-meaning relationship, concept and referents that a word signifies, and its association with other words. Finally, ‘use’ refers to knowing the grammatical functions of the word, the collocations of the word, and the constraints on the use of the word.”

- Kiliç (2019, p. 135)

Of the above definitions, this paper will focus mainly on meaning, which, according to Harmer (2007), is "the least problematic issue of vocabulary" (p. 35). The meaning of words is generally defined by the way in which it is related to other words, taking as an example synonyms, antonyms or hyponyms (Harmer 2007). Later, he lists some useful strategies for focused vocabulary instruction, including some such as the use of pictures, drilling activities, and Word mapping.

Vocabulary as a fundamental aspect in the development of this project is due to the fact that students are expected to be able to assimilate the meaning of key words related to the topics, so that, when they find them in a reading, they are able to remember the meaning and pay attention specifically to those parts, which is expected to promote their understanding. Some of the strategies mentioned by Hammer were used in the project in order to attend to the presentation and reinforcement of vocabulary; specifically, word mapping and pictures.

Word Structure

After delimiting the meaning of Vocabulary, it is important to mention the fact that words are not the smallest unit of measure, in fact, the morpheme is the smallest unit which

has meaning (Broekman & Marshall, 2021), and all words they are composed of one or more morphemes, although these by themselves cannot be defined as words. The study of how words are formed, and how they can change to express different meanings is known as morphology (Harmer, 2007, p. 32).

However, due to the fact that morphemes is an extensive subject, and the time for the application of the intervention is limited, coupled with the fact that the level of English of the students is low, this concept is used mainly to refer to verbal conjugations, especially in the past simple.

Hickey (2005) gives his definition, adding that “Morphology is the study of words, their internal structure and the changes they undergo when altered to form new words (word formation) or when they have different roles within a sentence (grammatical inflection).” (p 13). He also proposes a diagram showing the difference between these two morphology categorizations. It can be seen that the verbal conjugation falls into the inflectional morphology, since by modifying the base forms of the verbs, they do not change their meaning precisely.

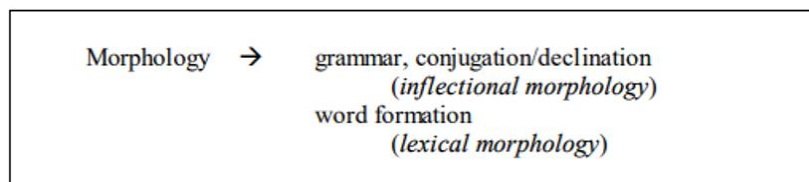


Figure 2. Morphology categorizations. Hickey (2005, p. 13)

Harmer (2007) exemplifies the importance of morphology in the meaning of words by mentioning verb forms. For example, by making a regular verb end with the suffix 'ed', it is understood that the action represented by the verb took place in the past. In the same way, adding the suffix 'ing' expresses continuity in the action that the verb represents. This

situation was addressed in the intervention by providing students with a large number of examples of simple past tense sentences. In addition, through a list of verbs (Appendix K), students had the opportunity to check verbs, their meaning, and their conjugations.

In addition to the 'ed' suffix to indicate past tense, Hickey (2005, p. 15) mentions inflections as part of the morphology, which can be found when vowels and consonants are altered to denote a change in tense. Are precisely these exemplifications made by Harmer and Hickey that encompass what the concept of word structure represents in this research.

Word Order

The order of words in a sentence is defined by a linguistic concept called syntax. Hammer (2007) defines this concept as "a system of rules... which says what can come before what and which order different elements can go in." (p.32). Broekman & Marshall (2021), define the same concept as "the rule set of the language under study, concerned with how words and morphemes can be combined into larger expression units, often referred to as sentences" (p. 3).

The intention of taking the word order as a key concept in this project is due to the fact that in the diagnostic phase it was observed that the students put words at random in the sentences. For this reason, students were provided with a basic model for word order created by me. (Appendix L)

For his part, Hickey (2005) states that "Syntax concerns the possible arrangements of words in a language. The basic unit is the sentence which minimally consists of a main clause (containing at least a subject and verb)." (p. 14). From this definition, and according

to the level of the students, the objective was set for students to be able to analyze and produce sentences that contain at least one main clause.

As can be seen from the various definitions above, the arrangement of words in a sentence is defined by syntax, and generally these words take their place according to the word class to which they belong. That is, each word has a specific position in a sentence, depending on whether it is a noun, verb, adjective, preposition, adverb, article, among other parts of speech (Broekman & Marshall, 2021).

Generally speaking, in the English language, sentences begin with a subject, which can be a pronoun, personal name, or noun, followed by a verb and then a direct object. Adjectives generally come before the noun they describe, as well as the modal verb 'will', which expresses the future, is usually positioned just before the action verb. Understanding these syntactic concepts is important, since the development of this linguistic aspect is directly related to text comprehension, according to Matohardjono, et al. (2005).

Broekman & Marshall (2021) distinguish between two approaches to the study of syntax. The first, which is given the name 'deep structure', refers to the non-visible structure in sentences, while the second, also called 'surface structure', refers to the relationship between the visible components of a sentence. (p. 4). It is this latter approach to syntax that serves the purposes of study in this paper.

Grammar Mastery for Reading Comprehension

As mentioned above, grammar involves knowing the structure of words and the order of words in a sentence. Knowing the rules that govern language not only has repercussions on the form, but also on the meaning. The understanding of the rules on how words undergo

changes, and how they are arranged in sentences to express ideas, is known as Grammar Mastery (Wersi Murtini, 2013). During the intervention, students were provided with readings, which were designed to draw students' attention to certain linguistic items. However, it was important for students to understand the meaning of these items in the context of the readings, since knowledge of grammar influences the ideas expressed.

Grammar Mastery is generally linked to productive language skills (Wersi Murtini, 2013) (Syam, 2017), however, knowledge of grammar rules is also linked to receptive skills. According to Andini et al. (n.d.) "Grammar is what enables someone to understand the words and sentences" (p. 4). It is understood, then, that reading comprehension is greatly influenced by knowledge of the lexis, morphology and semantics of language.

Therefore, activities were designed in which the students attended to linguistic forms and aspects, such as vocabulary and verb tense, aiming that the understanding of these aspects would also influence reading comprehension. These activities in which the students make use of the different linguistic aspects to understand the written language can be seen, both in the development of the classes, and in the application of the exam.

Supporting the ideas stated before, Melo (2002) defines the relationship between grammar and reading comprehension, mentioning that:

"In order to read and write, or rather, to make sense of what one reads and what one writes, it is not only necessary to understand the grapho- phonic relations and orthographic rules of the language, but also to make use of lexical, syntactic, semantic, morphological and pragmatic information." (p.1)

- Melo (2002, p.1)

The ability to use knowledge about the internal structure of a sentence is a necessary beginning for readers, especially those who are beginning. In fact, those who have greater sensitivity in the knowledge of morphological, syntactic and semantic structures, have greater opportunities to understand written language, and not only that, but also show more ease in deciphering the meaning of new words according to the context, and apply new grammatical refrains based on prior knowledge of others. (Melo, 2002)

Based on the above definition, knowledge of grammar and the aspects that it entails can be understood as a determining factor in the application of prior knowledge to understand texts. In the same way, Andini et al. (n.d.) mention that "Knowing grammar can help students to comprehend what the text means correctly. Therefore, it can be assumed that the higher a student's grammar mastery is, the higher the reading comprehension student will be." (p.4)

As an example, in the application of the test, which will be discussed in depth later, students were asked to read a text and answer whether certain actions belonged in the past, in the present, or in the future. This exercise aimed to find out if the students were capable of locating an action in time, taking the verb conjugation as an indicator.

For purposes of this research, the term Grammar Mastery for Reading Comprehension will be used to refer to the ability of students to use their knowledge of vocabulary, word structure, and word order in a sentence, in order to understand the content of a text; that is, the meaning of the sentences within, identifying aspects such as the parts of speech to recognize the subject, action, object and complement, as well as verb tense.

I.4.4 Focus on Form Instruction

There are many approaches and methodologies to teaching English, all of which view language learning in different ways. Some see language as something to be taught systematically, while others advocate meaning-based teaching by exposing students to input. Since the advent of Communicative Language Teaching, there have been criticisms of form-focused language instruction. In response, Ellis (2015) says:

"meaning-focused instruction that supplies learners with plentiful input that they can understand is effective in developing oral skills. However, there is also evidence to suggest that such instruction is not successful in enabling learners to achieve high levels of linguistic and sociolinguistic accuracy"

- Ellis (2015, p. 3)

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In order to address this problem, researchers who believed that language is better learned when explicit instruction of form is combined with communication started looking for alternatives. One of them is what is known as Focus on Form Instruction.

Long (1991) argues that Focus on Form Instruction is a type of approach to language instruction that maintains as its main objective the importance of using language for communicative purposes in an authentic environment. Van Patten (1990) believes that it is difficult for language learners to pay attention to form and meaning at the same time, and they prioritize meaning over form when engaging in communicative activities.

The need for an instruction that can draw learners' attention to form in activities that require communication as believed by VanPatten. However, the way to carry out this

communication process is through language patterns that are acquired by teaching grammar in context. As an example, in the lessons developed during the intervention, students were given tasks that required understanding texts, however, grammatical forms and aspects such as vocabulary and word order were implicitly presented.

Poole (2005) finds in the instruction proposed by the Focus on Form approach a similarity with the instruction and the syllabi used by methods such as the Audiolingual Method and the Situational Language Teaching. Nevertheless, through Focus on Form Instruction the learners may cover at the same time in one communicative event the form, meaning and use of the language. This is the factor that distinguishes this approach from other teaching methods according to Doughty (2001).

It is important to mention here that Long differentiates between Focus on Form and Focus on Forms (1991). On the one hand, he defines Focus on Forms as the teaching of pre-established grammatical elements from a structural syllabus. This teaching is oriented towards learning grammatical forms gradually, while learning them one by one. On the other hand, he mentions that Focus on Form "overtly draws students' attention to linguistic elements as they rise incidentally in lessons whose overriding focus is on meaning or communication." (p. 46)

As can be seen, Long believes that a Focus on Form Instruction can only be considered when attention to grammatical and linguistic items appears incidentally and spontaneously. In addition, Long (1997) coined the concept of Focus on Meaning, which is described as instruction based on teaching language incidentally, by notifying implicit aspects of language in content-based courses.

Following this path, Long (2000, p .36) categorizes these three concepts and points out the similarities between them with other types of approaches, methods and procedures, and types of syllabus:

<u>Option 2</u>	<u>Option 3</u>	<u>Option 1</u>
<i>analytic</i>	<i>analytic</i>	<i>synthetic</i>
focus on meaning	focus on form	focus on forms
←-----→		
Natural Approach	TBLT	GT, ALM, Silent Way, TPR
Immersion	Content-Based LT(?)	
Procedural Syllabus	Process Syllabus(?)	Structural/N-F Syllabuses
etc.	etc.	etc.

Figure 3. Differences of courses depending on the approach. Long (2000, p. 36)

Ellis (2016) proposes his own definition of Focus on Form Instruction, in which he categorizes it as a set of techniques that aim to highlight linguistic forms within a communicative activity, rather than an approach. Textually, the following is said:

“Focus on form... is not an approach but rather a set of techniques deployed in a communicative context ... to draw attention implicitly or explicitly and often briefly to linguistic forms. The focus on form may be pre-planned and thus address a predetermined linguistic feature(s) or it can be incidental. Focus on form activities can involve both production and reception. They can be found in both explicit and implicit approaches to language teaching. They can also occur before a communicative task is performed or while it is being performed.”

- Ellis (2016, p. 7)

Ellis further proposes a model in which activities can take place within Focus on form Instruction. It is mentioned that the linguistic approach can be planned in advance, or arise on the spot. Attention to form can be explicit or implicit, and can appear before, during, or after the performance of a communicative task. Harmer (2007) somehow agrees with Ellis proposal, and argues that:

"Focus on form occurs when students direct their conscious attention to some feature of the language, such as a verb tense or the organization of paragraphs. It can happen at any stage of a learning sequence as the result of intervention by the teacher, or because students themselves notice a language feature."

- Harmer (2007, p. 53)

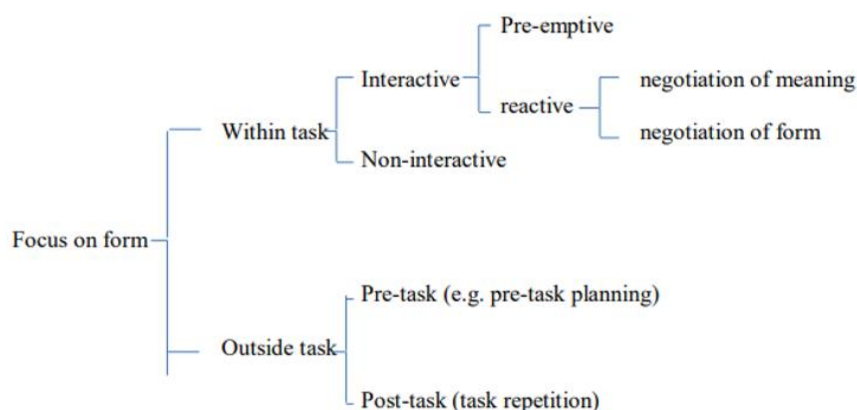


Figure 4. Types of Focus on Form activities. Ellis (2016, p. 7)

It is in this way that Ellis expands the definition of Focus on Form and aligns it to a certain extent with the concept of Focus on Forms, being the type of interaction what makes the difference. That is, the more attention to form the activity requires, the more obtrusive it is considered in the communication process, which is more in line with the definition of

Focus on Forms. In the same way, the less communication obstruction required by the applied technique, it is considered Focus on Form.

In this way, it is proposed that both concepts are part of a continuum, and it is possible to move between them, depending on how explicit or implicit the attention to form is during, before, or after the tasks (Ellis, 2016, p. 6). It is this definition proposed by Ellis, which has been taken into account to structure the present intervention process.

Regardless of whether the instruction is explicit or implicit, Focus on Form seems to be effective in language learning, and it is mentioned that "using both explicit and implicit focus-on-form strategies can promote language learning" (Spada, 1997, as cited in Afitska, 2015, p.6).

The main advantage of using Focus on Form is that it contributes to students' acquisition of accuracy in situations in which the instruction is based on meaning (Yu, 2013, p. 20). That is, Focus on Form can be used in communicative scenarios to further develop the correct use of language.

Focus on Form Instruction has been researched and tested in different countries. These studies have been successful in testing the efficacy of this approach to language teaching. However, as Poole (2005) comments, the studies in which Focus on Form have yielded positive results have been carried out in optimal contexts in first world countries. He argues that the success of this approach in these contexts is due to the fact that there are no significant limitations that can obstruct or hinder the learning of a language, such as crowded classrooms, lack of materials and infrastructure, or poor teacher training.

Macías (2011), for his part, proposes this approach to language as an effective and potential alternative to improve the practice of teaching English in Colombia, which has a socioeconomic and cultural context similar to that of Mexico. This comes in hand with Poole's view that research "need to take place in more diverse cultural and socioeconomic

circumstances in order to determine whether or not focus on form instruction is appropriate for different groups of learners.” (2005, p. 53)

1.4.5 Techniques in Focus on Form Instruction

A similarity can be found between what was proposed by Ellis about the nature of Focus on Form as a series of techniques instead of an approach, and what was proposed by Doughty & Williams (1998) about the application of Focus on Form Instruction, where they make a list of techniques that attend to the form and categorize them by levels of obtrusiveness; that is, the more explicit attention to form the activity requires, the more obtrusive it is considered, since it interferes more with the flow of communication.

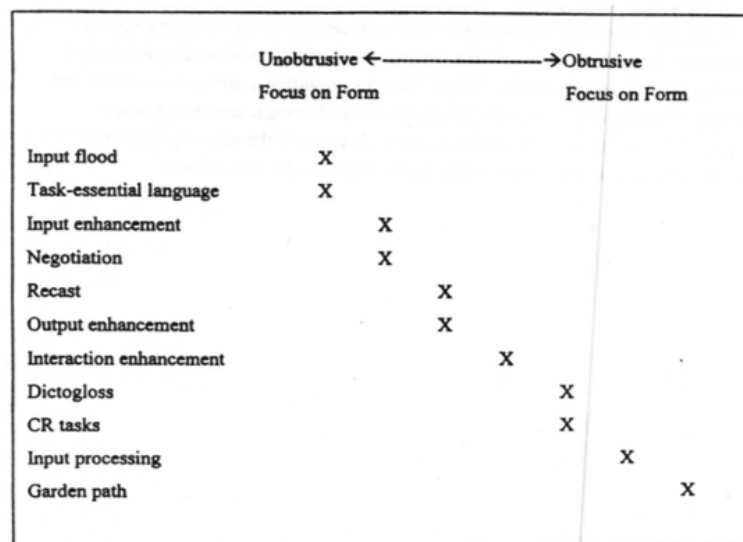


Figure 5. Degree of obtrusiveness of Focus on Form (From Doughty & Williams, Press C)

As can be seen in the chart, a series of techniques are listed and they are assigned a degree of obtrusiveness, which is greater the lower the technique is. In the first techniques, in which the degree of obtrusiveness is lower, there is no explicit explanation of the shapes, but rather it is about directing the students' attention to them in different ways. On the other

hand, in the lower techniques, there is an explicit instruction of the form, either as a preparation prior to the development of a task, or as a correction when the task is being developed.

Although Doughty & Williams (1998) list eleven techniques (Input flood, Task-essential Language, Input enhancement, Negotiation, Recast, Output enhancement, Interaction enhancement, Dictogloss, CR tasks, Input processing, Garden path), only three of them will be considered in this project: Input flood, Task-essential language, and Input Enhancement.

Input flood

According to Doughty & Williams (1998), Input flood refers to the technique of providing students with a vast number of examples, in which the form desired to be noticed by students appears. In this way, students have the opportunity to unconsciously notice the form, use and meaning of the sentences used, in written or oral form. However, it is mentioned that this technique is too implicit, and may not be very effective, especially if students do not have a high metalinguistic language level.

However, this technique was used in several readings provided to the students, with the intention that they begin to notice grammatical patterns while doing activities. The purpose of these readings was often directed toward modeling the language as there was not much time for formal explanation and completion of assignments.

Task-essential language

Task-essential language refers to the technique of giving students a task that requires the use of a specific linguistic item, which gives students the opportunity to notice the use and meaning of the form at hand, during meaningful communication, as well as giving them the opportunity to produce language using the form (Doughty & Williams, 1998).

This technique was chosen because one of the main objectives of the didactic sequences was for the students to understand and begin to produce sentences in the target language, using certain linguistic aspects addressed in the classes. Thus, when asking students to list the activities they would carry out on a hypothetical trip, they would have to carry out the communicative activity using the simple future tense, to give an example. In the same way, when asking students to order the events in a story, they would have to write sentences using the simple past tense. It should be noted, that in these examples, using the grammatical forms is not the end of the students, but a necessary means to achieve a communicative goal.

Input enhancement

The input enhancement technique is similar to the input flood technique in that both make use of exemplification of the form, whether written or oral. However, in Input enhancement, the teacher makes sure to highlight important parts of the text to draw students' attention to those aspects, which are often the most relevant. In the case of using written texts, there are several ways to attract students' attention to the form; underlining, capitalizing, and coloring, are some of the examples proposed by Nassaji & Fotos (2011).

This technique, similar to the input flood technique, was used on readings. However, this technique was present mainly in longer readings in which students could get lost. In this

way, important parts of the reading were highlighted that could attract the attention of the students, not only to the form, but also to the information necessary to complete the tasks.

1.4.6 TBL Method

Task Based Learning is one of the methodologies currently used in the field of language teaching, which originated in the late 1980's and gained popularity in the 1990's (Sánchez, 2004). The claim of this methodology is that learning a language is not achieved through traditional techniques in which the student adopts a passive role, but students must be engaged in instructional tasks that result in communication (Richards, 2006).

The main purpose of the Task Based Learning methodology is for students to acquire language by using it as a vehicle to solve tasks as a final outcome, instead of the outcome being language itself. Harmer (2007) says in this regard that "Task-based learning has at its core the idea that students learn better when engaged in meaning-based tasks than if they are concentrating on language forms just for their own sake." (p.53)

As suggested by Willis (1996), Task Based Learning is made up of three main stages, which can be divided into sub stages. These are:

- Pre-Task
- Task Cycle
- Language Focus

In the Pre-Task, the teacher introduces concepts, words or phrases that may be useful to understand the task more broadly, as well as to carry it out. Richards (2006) mentions examples of activities that can be carried out in this stage, such as brainstorming, visual representation with images, and reading parts of a text in case the task is based on

one. This stage can be seen in the didactic sequences of this intervention when vocabulary was presented through brainstorming and the use of word maps. Another use that was given to this stage was to assign topics to the teams, such as stories or travel destinations through dynamics.

In the Task-Cycle stage, the students, generally arranged in pairs or in small groups, carry out the selected activity, which can be a Pedagogical Task, or a Real-life Task. The first refers to activities that require attention to a particular linguistic aspect, such as grammar or vocabulary, and that are not generally found in everyday life, but require interaction and communication to be solved. The second, on the other hand, refers to tasks that can be found in real life, such as making plans or lists, sharing personal opinions, among others (Richards, 2006). During this stage, the teacher is expected to monitor the students.

During the interventions, both pedagogical and real-life tasks were presented, often integrated into one. For example, when reading a text, students were asked to identify specific vocabulary and phrases to understand the content. However, the ultimate goal of the activity was to tell a story or plan a trip, for example.

Once the Task is finished, the students plan a report of the activity. This can be written or spoken, and the focus is on accuracy, organization, and clarity (Richards, 2006). However, the correction is not present until the final stage, Language Focus. In this, attention is directed specifically to features of the language that have been relevant during the previous stages, according to Harmer (2007).

This stage can be found in the didactic sequences, more as a socialization of the results obtained than as a formal explanation. The emphasis on linguistic forms was

intended to be done through the input enhancement technique. Additionally, in this stage it was expected to make corrections in the students' productions if necessary.

Harmer (2007) says that there are two models in which the TBL methodology works. In both, the tasks are the blocks of the language course, which means that the completion of these tasks is the ultimate goal of the teaching. However, the difference is in the focus on language. Students may focus on linguistic aspects at the time of carrying out the activities, or as a product of having completed them. On the other hand, it is possible that the students carry out the tasks after having received instruction in a certain language that may be useful to them when completing the activities. Both application forms are valid and apply as Task Based, as long as the language is seen as a means to perform the tasks.

Following what Harmer said, attention to language can be implicit, while students perform the activity and notice linguistic features, or explicit, before engaging in the task. Celik (2017) goes ahead with this assumption, recognizing the benefit of choosing pre-determined forms and languages for lessons, and states that "If teachers prepare grammatical structures and vocabulary which learners need to perform their tasks in the pre-task stage, the language difficulty learners might face is minimized." (p.107)

In the case of this project, a model was used in which the focus on language appeared during the process of completing the activity, without giving prior instructions regarding the forms that the students could find. The only explicit part of the instruction in the sequences took place in the pre-task stage, in classes one and four, in which new vocabulary was introduced and its definitions exemplified. Thus, the students deduced the linguistic aspects as they found them during the activity, asking me for help when necessary.

Likewise, aspects such as vocabulary and grammatical structures were defined before the application, and were implicitly integrated into the tasks. However, these aspects

were not present in the explanation of the topics until the students were able to deduce them. Then, a dispelling of doubts or a more complete instruction was provided.

1.5 Action plan and intervention: intention, lesson plan, actions, observations, evaluation, and reflection

To guide the following research, there were different key questions that were intended to be answered, related to the subject of study, which was the development of linguistic competence. These questions were focused, in one instance, on the implications that the intervention could have in the learning of the students, and in another instance, the implications it could have on the professional development of my teaching practice. With this in mind, the questions posed were as follows:

- What aspects of the Linguistic Competence can be favored by using Focus on Form Instruction with secondary school students?

In the research carried out by Saeidi et.al (2012) it was concluded that the use of Focus on Form Instruction has a positive impact on the learning of an L2, specifically on the acquisition of vocabulary. Starting from here, there was an interest in knowing what other different aspects of linguistic competence could be favored using this teaching approach.

- How does the development of different aspects within the Linguistic Competence affect communication L2 within the classroom?

Noting the results obtained in the analysis in which the students mentioned the lack of knowledge in how to structure sentences as an obstacle to communicate in

English, it was intended to know the relationship between the development of specific aspects within the linguistic competence and communication in the target language.

- How well does Focus on Form Instruction work in the context of a public Mexican secondary school?

Poole (2005) points out that Focus on Form Instruction reflects positive results in learning a language, however, it emphasizes the fact that the context in which these investigations have been carried out is optimal, and encourages not to generalize results due to this situation. Facing this, it was expected to know what would be the results of the application of this approach in the context of a public secondary school in Mexico.

- What advantages could be found when using Focus on Form Instruction in my professional practice?

As mentioned above, one of the main objectives of the intervention was to know the implications that Focus on Form Instruction could have in the development of the Linguistic Competence of secondary school students, and how this would affect communication. In addition, it was intended to know what advantages I could find in the use of this approach, with the objective of finding useful strategies to implement in my subsequent teaching practice to add to my professional development.

In the following section, the intervention plan will be described and linked to the goals that were intended to achieve in order to reinforce the aspects of the linguistic competence previously mentioned.

The purpose of the proposal was to work on specific aspects of the linguistic competence, such as: vocabulary, grammar mastery for reading comprehension, word order and word structure. These aspects were evident in the implicit activities of the lesson plan (Appendix M), which had a communicative purpose that attended to the current English topics in the study plans and programs.

There were two topics developed within the lesson plan, the first being "Classic Tales", and the second "Travel Itinerary". In each of the individual plans, some of the previously mentioned aspects of linguistic competence were attended, with the aim of helping students to develop them. Heading to the end of the intervention, an exam (Appendix N) was applied to measure quantitatively the understanding of the topics and the impact the intervention had in the development of the specific aspects of the linguistic competence.

Due to the nature of the intervention, the lessons were planned using the Task Based Learning Methodology as reference. This was decided since it was intended that students could use prior knowledge about the language to carry out communicative activities, as well as using time to reflect on the form, as stated by Willis & Willis (1996).

1.5.1 Classic Tales

The first part of the didactic sequence was the one that refers to the topic of classic tales. The specific competencies of the plans and programs to be developed were the following:

- Select and review classic stories
- Understand the general meaning and main ideas of classic stories

- Express key events orally
- Rewrite key events.

For this topic, students were expected to be able to re-formulate a classic tale based on vocabulary related to classic tales, and write sentences to express ideas in the past simple in order to guide an oral performance. The productions of this topic were planned to be both oral, through a presentation, and written, by completing graphic organizers, notes, and ideas for a story.

Lesson 1: Shrek's story

The first lesson of the didactic sequence was planned to be mainly oriented to the assimilation of vocabulary related to the topic of classic tales and verbs in the Simple past tense. Due to this, resources aimed precisely at the focus on Vocabulary and Word Structure were integrated. The way Focus on Form Instruction could be found this session is through the use of the Input enhancement strategy.

By the end of the first lesson, students should be able to identify the parts of a classic tale and to understand general ideas incorporating new vocabulary related to classic tales. In order to achieve the purpose stated above, the following activities were expected to be carried out:

As an introduction and to catch students' attention and activate knowledge, a poster of the Shrek movie was selected. Students were expected to identify vocabulary from the movie featured on the poster. Students then, with help of the teacher, were going to be asked to brainstorm important parts of the Shrek movie in order to create a mind map on the board. The concepts on the mind map for students to complete were: Protagonist, Sidekick,

Villains, Secondary characters, and Setting. According to Betancur (2014, p.76) “mind mapping strategies help students to organize and structure their thoughts by designing a visual representation of an idea or a concept”.

This activity was implemented so that students can assimilate words such as sidekick or setting, for example, by categorizing them and using examples to illustrate their meaning. Rekrut (1996, p. 66) mentions mind mapping as an effective method that uses students' prior knowledge to introduce vocabulary.

Once the mind map was completed, it was planned for students to gather in teams and read an adapted and shortened version of Shrek, the original story by William Steig (Appendix O). As they read, they were asked to try to identify the key events in the story (Introduction, problem, climax and outcomes), as well as concepts they might not understand very well. The purpose of the reading was for students to identify the general meaning of the text, as well as specific information, and to expose learners to input in the target grammar, which according to the topic, was the simple past. Students had already seen the simple past, but they were not able to use that knowledge on their own. In this activity, past tense verbs were in bold, to draw students' attention to the verb form.

To help students understand the reading, they were going to be provided with two support materials (Appendix P). The first will was a sheet with a glossary, which included words that could be difficult to understand, with a more detailed explanation of these, with the aim of getting students to better understand the meaning of the text. Students were expected to include in this glossary additional words that they could find confusing. This technique, in which specific glossaries are created for the readings, is called glossing. Ertürk (2016) comments on the use of glossing as a useful strategy that supports the assimilation of the language by students, without the need to interrupt the reading comprehension process.

The second support design was a series of flashcards, in which each paragraph of the story could be visually represented, a total of eight. In this way, students could use the images to understand more clearly the central idea of the paragraph they were reading, as Roslina (2017) mentions that using images contributes to the reading process, since students can more easily recognize known words by seeing their visual representations, as well as use these representations to relate them to unknown words in the text.

To organize information presented in the text and check understanding, students were given a worksheet that they answered in teams (Appendix Q). In said worksheet, there was a chart with the categories of the mind map that students would have to complete according to the information in the reading, adding the concepts of problem, climax and outcome.

This part of the lesson addressed both, assimilation of vocabulary, and reading comprehension, as students had to remember the meaning of each concept within the chart in order to place the right information in each of the categories. The chart was used as a modification of the Frayer Model (1969), which focuses students' attention on the meaning of concepts after exemplifying them. However, the definitions were implicit and non-examples were not used for this activity.

The use of brainstorming as a means to activate previous vocabulary, as well as to understand relevant concepts in the topics, was planned to be recurrent, since these techniques facilitate the productive formation of grammatical competence, as proposed by Erkulova (2021).

Lesson 2: Three Classic Tales

The second lesson was focused mainly on the Grammar Mastery for Reading Comprehension aspect, an aspect that is also present in a certain way in lesson one as the product of working with readings. However, what was sought in this lesson was that students were able to recognize syntactic patterns to understand a text, according to Raudszus (2021, p. 402), who states that “comprehension relies on the representation of words in memory (vocabulary), access to those representations (decoding), and the ability to integrate them into sentences (syntax)”. The Focus on Form Instruction techniques implemented in this lesson were Input flood and Task-essential language.

By the end of the second class, students were expected to be able to modify key aspects of a classic story, such as the characters, setting, problem, climax or outcome. In order to achieve the purpose stated above, the following activities were planned out:

At the beginning of the lesson, a series of images alluding to classic stories would be presented: Pinocchio, Three Little Pigs and The Lion and the Mouse. Students were expected to try to guess which classic story corresponded to each picture. The purpose of this activity was to catch students’ attention and activate knowledge, as well as introducing the stories the class was going to revolve around. In teams, students would choose one of the three stories mentioned previously. Then, students would be provided with the corresponding stories, however the stories were presented disorganized by paragraphs (Appendix R).

The objective of this activity was for students to be able to recognize words and chunks such as "Once upon a time", "there was a time", "This is the story of...", for example, as indicators of the beginning of a story, as well as "lived happily ever after" as an indicator

of the ending, among others. By using their prior knowledge of the stories and identifying key words or ideas, students were expected to organize the paragraphs in the correct order.

In this section, the students were not given the visual support of the images, as the goal was that the students could understand the story only through the text and the words in it. Added to the fact that on this occasion, the readings consisted of four paragraphs, so understanding the general ideas should not be too complicated.

Apart from reading, the students were going to be given a table (Appendix S) in which they had to write down the key words or concepts that served them in order to arrange the paragraphs in the correct order. This would help to know what phrases or words the students were able to recognize in order to understand the meaning of the text.

After arranging the story in order, students were provided with a graphic organizer to detail the characteristics of their respective stories similarly to what they were expected to do in the previous class. Then, they would be asked to change one or more aspects of the story (characters, setting, outcome, etc.) in order to create a new original story. At the end of the class, students would be informed that they were going to be asked to bring material for the elaboration of a poster or cover for their original story.

This action was taken after Malamed (2012, as cited in Oanh, 2021, p. 484) who mentions five stages for reading comprehension using chunks. Stages number one and four were specifically used, which talk about dividing a text into paragraphs with the intention that students could fill out a graphic organizer that would provide information about each paragraph, and then rewrite the sentences.

Lesson 3: Original Tale

By the end of the third class, the Focus on Form Instruction techniques implemented in this lesson were Input flood and Task-essential language. Students should be able to select and write key phrases to present a story, both in written form and orally. The main aspects of the Linguistic Competence addressed in this lesson were: Word Structure and Word Order, since students were expected to choose and produce sentences with the correct organization and verbal tense. With the purpose of achieving the goal stated above, the following activities were designed:

The class would start with a presentation about the original story “Shrek”, aided by material previously used in class. Students should find useful phrases or expressions for their own presentation. Once the students had gathered useful phrases for their presentations, they were going to be asked, as teams, to create an illustrative image of their story. They could use their own homework materials to design it, and the Shrek poster as a guide.

To write sentences that could be helpful for the presentation of the activity, students would describe each stage of the story, choosing appropriate vocabulary to express the different ideas in their story and using the phrases or expressions gathered in the first stage of the lesson. Then, with the help of their poster and their graphic organizer, each team would choose two members who were going to present their rewritten story orally. While the chosen members presented the new stories, each team would have a table in which they were expected to write down the changes they noticed in the stories presented, as a closing activity to check for understanding.

1.5.2 Travel Itinerary

The second part of the didactic sequence is the one that refers to the topic of travel itinerary. The specific competencies of the plans and programs to be developed by students were the following:

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

For this topic, students were expected to be able to organize a travel itinerary using vocabulary revised during the week, and report a classmate's travel itinerary using the future simple tense. The productions of this topic were designed to be both oral, through a conversation, and written, by completing graphic organizers. In the last session, an exam was designed to know the progress of the students regarding the topics covered during the intervention.

Lesson 4: Trip to Japan

In this lesson, a new topic different from the one reviewed the first week was introduced, which was Travel Itinerary. As this was going to be the first class in which this topic was addressed, it was designed to serve mainly as an introduction to the Vocabulary, also including Grammar Mastery for Reading Comprehension as a main aspect. The Focus on Form Instruction technique implemented in this lesson was the Input enhancement technique.

By the end of this lesson, students were expected to scan a text related to travels and holidays to get the meaning of it. In order to achieve the purpose stated above, the following activities were planned out:

To catch students' attention and introduce new vocabulary, students would be presented with an image alluding to holidays. They would be asked to identify the elements that appeared in the image, such as suitcases, planes, passports, among other elements that could lead students to guess words related to trips or vacations. Students then, would be asked to brainstorm important elements of a trip in order to create a mind map on the board.

The concepts on the mind map for students to complete were: Means of transportation, destination, activities, and accomodation. The purpose of the activity was to have a full-class interaction in order to review concepts and vocabulary related to trips.

The dynamics in the construction of the mental map was planned to change with respect to the previous one in the subject of classic stories, since the participation of the students would be promoted using participation items, which would be relevant to the following activities of the week. Similar to the pre-task in lesson one, students would be asked to give examples that fell under each of the categories, but this time, for each example provided they would be given a bill with the teacher's face on it, equal to 20 fake dollars. They would be warned that the tickets could help them to finance a hypothetical trip in the next class, so it was important for them to participate.

After creating the mind map, I would arrange students in teams and would give them a reading about a girl talking about a travel itinerary for the future (Appendix T). Students would also be given a worksheet, which consisted of a table and some reading comprehension questions below. The table was similar to the one used in the topic of

Classic Tales, this time featuring Destination, Lodging, and Transportation, as well as the activities carried out on the trip, which were separated by day and times of day. The students would be asked to fill in the table with the information from the text.

This part of the lesson addressed both, assimilation of vocabulary, and sentence decoding, as students had to remember the meaning of each concept within the chart in order to place the right information in each of the categories.

Lesson 5: Itineraries

In the fifth session, the focus on linguistic competence was decided to be Sentence Formation and Verb Tense, since students were expected to be able to express plans using sentences in the simple future tense. The Focus on Form Instruction technique implemented in this lesson was Task-essential language.

By the end of the lesson, students should be able to ask for information and answer using the future simple tense. In order to achieve the goal, the following activities were going to be carried out:

To start the class, a series of images alluding to travel destinations would be presented along with an activity that could be carried out in each of them in a disorderly way. Students would try to match the picture with the corresponding activity. The destinations presented were chosen to be Hawaii, Spain and Italy, and these same countries would be used to organize the itineraries. This activity had the purpose of presenting the destinations that the students would work with, in addition to presenting the structure of the present simple using will.

After introducing the destinations, students would be arranged in teams and each team would choose one of the three destinations previously presented. They would be given travel guides with information about the travel destination they had chosen, with different options for transportation, accommodation and possible activities that could be carried out. Each of the aforementioned options had a price, as well as travel time in the case of transportation, level of comfort in the case of accommodation, and schedules in the case of activities (Appendix U).

Students should read and agree with the option that seemed most interesting to them. In addition, students would be given a travel itinerary format that they would have to complete according to what they had agreed as a team (Appendix V). They would be asked to make their timetable according to the schedules of each activity. For their itinerary, each team must take into account the budget they had to finance the trip, which was earned in the previous class.

After each team completed their itinerary format, students would be paired up with a partner from another team. They would be given a worksheet with some activities such as “going to the beach” or “eating local cuisine”. Students were expected to ask each other, using the simple future, if based on their itineraries, they would perform the activities in the worksheet. As they asked and answered, the worksheet would have to be filled out. At the end, a pair of students would be selected to come to the front of the class to present their results after asking questions and filling in the table.

Lesson 6: Testing

The last class of the didactic sequence was designated for the application of an exam, which would serve to know the understanding of the topics reviewed, and specifically,

the development that they experienced, or not, in the aspects of linguistic competence mentioned before.

Before the application of the exam, the students would be presented with a series of four images, in which characters from animated films appeared. Each image showed a person, group of people or animal corresponding to a personal pronoun. In addition to the images, four sentences would be shown, two in the simple past, one in the simple future, and one in the simple present.

Other four cards would be additionally presented. These cards would have the verb tenses corresponding to the sentences written, so the students would have to make groups of three pieces: an image, its corresponding sentence, and the verb tense in which the sentences are written.

The objective of this activity was for students to remember important aspects in the formation of sentences, such as the use of personal pronouns at the beginning, the use of "will" to express the future, and the verbal conjugation in the past, as well as for them to be able to understand the meaning of sentences by decoding them using specific vocabulary, and assigning them to a particular image. All these objectives were related to the four aspects that were intended to be addressed during the application of the intervention.

The exam was divided into four sections and a reading. The reading was about the Genie from Aladdin, which recounted a travel itinerary for the future. Students were expected to read the text and answer the questions. The first section would refer to vocabulary. In this part of the exam, students would have to organize given concepts in a chart, through the assimilation of vocabulary previously seen in class.

In the second section, regarding verb tense, students would have to complete sentences by choosing items. Each answer contained three items, one in a different verb conjugation. Students would have to choose the correct one according to what the reading specified, so, in a way, this section was also related to reading comprehension.

Section number three contained true and false questions, which students would have to choose according to what was established in the reading. This section was dedicated solely to decoding the sentences, so the statements in each of the questions were a bit confusing in order to test students' deep understanding of the reading.

The fourth and final section of the test was the one focused on the word order. In this section, three sentences were presented with the words in no order. Students would have to organize the words, following the structures of the past simple and future simple, in order to complete the three sentences correctly.

It was intended that students could take the exam in pairs since cooperative learning positively affects students' reading comprehension (Pan, 2013, p.22). Likewise, this maintained the line that was planned to be handled during the application, in which most of the activities were designed to be carried out as teamwork. In addition, students would have the opportunity to use a list of verbs provided beforehand.

Due to cognitive factors, time, and depending on the response of the students, the proposed activities underwent modifications or were shortened. However, it was intended to maintain the general purpose of the intervention, which was to develop specific aspects of language competence. These changes and modifications are discussed in the next chapter of this document.

1.6 Class interactions (implemented actions, strategies & instruments)

Next, the forms of interaction of the students during the English class are described, which were the following: Interaction with the teacher or student-teacher interaction, Interaction with the material or student-material interaction, and interaction with classmates or peer interaction. In addition, strategies were proposed for the development of teaching work, taking into account the previously mentioned interactions.

1.6.1 Student - Teacher Interaction

The usual interaction with the head teacher in the subject of Foreign Language: English was observed when giving instructions or brief explanations of the subjects. The teacher mainly used the Grammar Translation method, communicating with students exclusively in their mother tongue and advocating the use of the dictionary as a learning tool. Most of the activities proposed by the teacher were aimed at memorizing vocabulary, organized in semantic families, as well as the translation of simple texts.

The regular class dynamics that the teacher led consisted of the presentation of vocabulary or a text that the students had to look up in the dictionary in order to translate the words or sentences into Spanish. When the teacher gave an explanation, it generally revolved around a grammar rule, which was later expected to be used by the students by making a list of sentences using the same grammar rule. The teacher was also strict in the pronunciation of the words, using choral repetition drills frequently each time she introduced new vocabulary, with the aim that the students pronounced correctly isolated words.

In view of this, it was intended to work with texts, emphasizing vocabulary since students were familiar with these class dynamics, as well as with the teaching of grammar. However, this was approached implicitly through communicative activities, replacing the Grammar Translation approach with Focus on Form.

In the intervention, students were not expected to maintain a passive attitude while they were taught and explained grammar rules; On the contrary, during the development of all the classes, the students adopted a more dynamic role, while the teacher's role was mainly that of support and monitor, providing materials that helped to better understand the input and resolving doubts. The role of the teacher was also that of a guide, because when the students did not understand the activities or the input, I asked guided questions that could help students towards understanding.

As an example, in class number 4, in the third week, corresponding to the topic of Travel Itinerary, the planning activity underwent a slight modification. Due to an unexpected mishap related to school activities not related to the English class, the students arrived approximately ten minutes late to class, so the decision was made that reading would be a joint exercise in which reading aloud would take place, with the aim of not lengthening too much the time of that stage. I would read paragraph by paragraph, and students followed the reading. At the end of each paragraph, there was a pause for students to find information that could be relevant to complete the table and the questions of the following activity.

This modification also helped the general understanding of the text by the students, since, according to Liu (2012, p. 7), reading aloud helps students to obtain a meaningful

comprehension of the texts, especially with students who have little or no experience with reading in the foreign language.

1.6.2 Student - Material Interaction

Despite having a textbook, the students did not use it, since the head teacher considered that the activities in the book were not in accordance with the real level of the students. Instead, they frequently used worksheets that the teacher sent through the WhatsApp group for students to print and take to class. Those worksheets were generally focused on the use of grammatical structures or vocabulary.

As mentioned above, students oftenly worked with the dictionary to translate words. Some students also used online translators on some occasions, however, I did not allow it, as students often translated the texts in their entirety using online translators, without paying attention to the forms in English.

Due to these facts, it was intended to work with readings, which had a glossary to match the use of the dictionary as a resource to know the meaning of words. Worksheets were also used, although their purpose was to focus on carrying out a meaningful activity linked to the general purpose of the lesson and the final objective of the didactic sequence. Students were provided with a list of verbs that served them for the conjugation of verb tenses, as well as to increase their lexical range in writing and comprehension of texts.

In the intervention project, the use of material was very important, highlighting the use of graphic organizers, such as mental maps and, especially, tables, as Manoli (2012) states that graphic organizers can be used as tools to facilitate student understanding. In using them teachers can help students to develop effective strategies in approaching difficult texts.

The purpose of tools such as mental maps and tables was that students could organize specific information from the readings in them, in an efficient and practical way. This reduced the time in which the activities were completed, since students were scanning the text in order to get the information needed.

In the first section of the intervention, which dealt with classic tales, images were used to illustrate the story of Shrek. In addition to having the story written, students had at their disposal a series of pictures, one for each paragraph of the reading. In this way, students could draw meaning, not only from the written sentences and vocabulary present in the text, but also had the opportunity to better understand the ideas of each paragraph based on the images that were shown. The pictures were pasted in a visible place where students could look at them at any time they needed to, since “presenting visual and verbal sources at the same time leads to better learning than presenting them at different times”. (Roslina, 2017, p. 217)

In the second section of the project, referring to travel itineraries, touristic guides were introduced, in which the students could find information about the proposed destinations. Students, organized in teams, chose a destination, and in the touristic guide

they observed transportation options, accommodation and activities available in said tourist destination. Each option had a price and special characteristics:

In the case of transportation, students had to take into account the time each medium took, with the aim of aligning schedules depending on arrival. In the case of accommodation, the level of comfort of each option was mentioned, and in the case of activities, in addition to taking into account the prices, students had to think about how to fit them in their itinerary, since each activity had particular days and hours in which they could be carried out.

In this way, students attended a communicative task in which they had to reach an agreement between all the members of the team, considering advantages and disadvantages of the options according to the available resources, such as time and money. This aimed at the application of linguistic rules and elements in a communicative context. In addition, an activity was proposed in which the students became engaged, due to its nature, since they had to make decisions based on their preferences, in addition to letting their imagination run wild by imagining pleasant scenarios for them.

Another factor that was introduced during the project was the use of items to increase student participation. In this case, tickets with my face were used (Appendix W), which would later serve to finance the hypothetical trip that the students had to plan. Guendouze (2012) warns that it is common for students to feel unmotivated when the class is focused on grammar, so using rewarding strategies can increase the interest that students have in the class.

This change was introduced in the second stage of the project during the first class, in which students were asked to mention examples of aspects related to travel to create a mental map, such as means of transport, types of accommodation, popular activities and tourist destinations.

A difference was observed in the students' reaction compared to the mental map of the first stage, referring to classic stories in which no motivation item was used. The result was that, by obtaining a ticket for each participation, the students showed more interest and desire to participate, as they earned a benefit that would help them later in the development of subsequent activities. (Appendix X)

1.6.3 Peer Interaction

According to what had been observed, students did not tend to interact much during English class, since activities in pairs or in groups were scarce in the classroom. The few times in which interaction between the students was observed were when one of them did not have a dictionary or the worksheet of the day, a situation that forced said students to pair up with one of their classmates. In general, the interaction between classmates was relaxed and enjoyable in those cases, although not very significant, since the students limited themselves to carrying out the activities without much discussion among themselves, to the point that it seemed to be individual work; although at a certain point, it was.

From this, it was intended to change the dynamics to a great extent, taking into account that the main reason for language is the communication of ideas and interaction, in addition to creating an environment of cooperation and participation in the classroom. For

this reason, most of the activities were carried out in teams, relegating individual work to the background.

At the beginning of each stage, a brainstorm was carried out to complete a mental map, which had the purpose of introducing concepts, as well as vocabulary of the topics to be discussed. This dynamic was, in part, individual, in the sense that there was no discussion as such, however the whole group was involved, since the mental map was created collaboratively among all the students.

The readings and the arrangement of information, as well as the production in both topics, which were the travel itinerary and the modified story, were approached collaboratively, this time in teams. Students were intended to communicate ideas and share their knowledge with their peers, encouraging collaborative learning. This was also done during the exam, in which students were given the opportunity to take it in pairs.

Salas (2005) proposes integrating group work in language classes, since interaction and communication are aspects of daily life and the main objective of learning a language. Likewise, "group work helps students and teachers to bridge the gap between input and output. In other words, students show what they have learned by playing and using language with their peers." (p.13)

II. DEVELOPMENT, REFLECTION AND EVALUATION OF THE IMPROVEMENT PROPOSAL

After defining the problem, proposing a solution, reviewing theory, and creating an intervention plan, the proposal was applied. This application was divided into two parts, since in the mode in which the school was operating, the subgroups attended intermittently, with one week at home and the next in person. For this reason, the intervention took three weeks from November 29 to December 17, despite the fact that the applied contents covered two weeks.

In this section, the application of the intervention plan per session is described, as well as a reflection of these sessions and the most salvageable results obtained are rescued. An analysis of the results of the applied exam is also made, taking into account numerical data, as well as making interpretations of the results.

2.1 Application of the Didactic Sequence

As mentioned above, the sample consisted of 8 students from group 1° C, subgroup one, due to the modality in which the school was operating. For this reason, the activities underwent slight modifications, since in the application of the didactic sequence with other groups, some difficulties were found, being the time the greatest of these. Due to the assignment of content by the head teacher, one topic per week was developed in the two weeks in which the sample group was present. These themes were Classic Tales and Travel Itinerary.

Shrek's Story: Application

As stated in the planning, the main aspect of linguistic competence that was addressed in this class was Vocabulary. The aspects of Grammar Mastery for Reading Comprehension and Word Structure were also addressed to a lesser extent during this lesson, in a more implicit way.

In the warm-up section, an image with the cover of the Shrek movie was presented. The students were asked if they knew the movie, if they liked it, and what interesting facts they knew about it. This stage served only to introduce the topic and to engage students in subsequent activities.

In the pre-task stage, the use of a graphic organizer was included. Students were asked to brainstorm to complete a mental map proposed by the teacher, in which there were the following categories: Protagonist, villain, sidekick and setting. Students participated by providing examples to each of these categories, to collaboratively create the graphic organizer (Appendix Y). In addition, they were asked to add characters that had not been mentioned by the rest of the group, if they wanted to.

This was the first strategy used to focus students' attention to the vocabulary used in class, based on Harmer's proposal (2007, p. 36) where he mentions Word Mapping as an effective strategy for teaching vocabulary. This strategy, together with the use of positive examples, taken from the Frayer Model (1969) to complete the map, provoked a positive reaction so that the students could assimilate the meaning of the concepts, since it was observed that once they were exemplified, students came up with more examples that fell into the category.

In the practice, students were organized as a team, because different activities were carried out at this stage. In the first instance, the students were given a reading, in which the original story of Shrek, written by William Steig, was told in a summarized way.

The students had to read to try to understand the content of the story. It was within this reading that two of the Focus on Form strategies provided by Doughty & Williams (1998) were used, each seeking to direct attention to specific aspects that students required to complete the task.

The first of these was Input flood, as the reading was written almost exclusively using the simple past tense, so the students were exposed to this grammatical form. However, and as Doughty & Williams (1998, p. 238) mention, the use of this technique itself was observed to be too explicit, since when students were asked what they understood from the reading, it was common to have students use the present tense to mention the actions described in the story.

The second strategy used in that same reading was the one referring to Input enhancement, with the typographical modification of the reading in certain sections. Every time a new character was mentioned, the most relevant action that character carried out in the story was put in bold. This strategy managed to touch three of the aspects of linguistic competence. The first was the Word Structure, since the highlighted actions contained verbs with conjugation in the simple past. This drew the students' attention to those specific parts and helped them to have a better understanding of the actions performed by each character. However, the main objective for the students to notice these linguistic aspects was that they would be able to identify what type of characters each of these were, and could relate them to the concepts previously introduced.

In addition, students were provided with two support materials. The first was a sheet with a glossary, which included words that could be difficult to understand, with a more detailed explanation of these. Students were asked to include in this glossary additional words that were confusing to them or that they did not know if they needed to. The purpose was for students to use it as a support while reading, but in action it was

observed that they barely used it to know the meaning of the words featured.

The second support was a series of flashcards, in which each paragraph of the story was visually represented. In this way, students could use the images to understand more clearly the central idea of the paragraph they were reading. This material, different from the glossary, proved to be more effective and attractive for students, as they constantly stood up from their seats to look at the pictures.

Once the students were observed to be engaged in the report activity, they were also given an additional sheet to use for the production. This sheet contained two sections; a table and some questions. In the table, students had to complete the following categories: Protagonist, sidekick, villains, other characters, settings, problem, climax, and outcome. In order to correctly complete the table, the students had to first know the content of the text, since it was observed that some teams copied the examples on the mental map (Appendix Z); situation in which they were reminded that this was an example of the Shrek movie, and that the original story was a bit different.

In this activity, it was seen that the students used the mental map as a support to remember the meaning of each of the words. For example, when completing the sidekick category, students would look at the mental map to see the examples, and in this way, they would understand that they were characters that helped the protagonist. In the problem, climax and outcome sections, the students took sections of the reading that they considered to correspond, which can be an indicator that they understood the main idea of the paragraphs in the reading, so they were able to identify these parts of the story (Appendix AA).

Due to time constraints, students were instructed to only answer the questions if they had time available upon completion of the table. As anticipated when giving this

instruction, the students did not answer the questions, however, this decision was made since that section of the report was more oriented to the linguistic aspect of Reading Comprehension than to the Vocabulary, which was the main aspect addressed in this class. Likewise, the wrap up could not be carried out due to lack of time.

The aspect of linguistic competence that was most favored in this lesson was vocabulary, since students were able to assimilate the meaning of words, such as sidekick, villain, setting, among others; being able to provide examples in each of these categories, which indicates that they were aware of what these concepts represented in history.

This was possible thanks to the implementation of the word map strategy, since it was observed that the students revisited it every time they had forgotten the meaning of one of the concepts, which was clearer when seeing the previously brainstormed examples. Since students needed to review the examples on the map to remember the meaning of the words in the table, this vocabulary assimilation can be categorized as receptive vocabulary (Kolanchery, 2014).

The input enhancement strategy was also relevant in the result of the students identifying the type of character based on the actions they carried out, thus favoring the aspect of grammar mastery for reading comprehension, since the students were able to identify the role of each character in the story using the modifications in the reading, and the images shown. These modifications in the text highlighted parts that directed students' attention to the grammatical form, so focusing on these sections allowed students to be able to identify various aspects of the analyzed sentence, such as the subject and the action, which that, complemented with the images, helped a better understanding of the text, as proposed by Melo (2002).

As mentioned previously, the objective of the class was to introduce vocabulary

mainly, so that students could begin to recognize parts of the story or plot based on aspects such as characters, settings, and narrative aspects. When filling in the tables, some students completed with words in Spanish or with incomplete sentences, however, they were able to organize the information correctly. In other cases, the students took parts directly from the text, which does not show autonomy in producing the language, but it does reflect an understanding of the activity and the material proposed.

In this way, it can be said that using the word mapping and input enhancement strategies mainly, the receptive aspect of communication was affected, and these strategies helped the understanding of the story. The use of strategies such as input enhancement in reading, and images, helped not only in comprehension, but also in the development of class dynamics, since students did not waste too much time trying to decipher the text without any additional help. Instead, these additions to the reading gave students more resources to complete the activities, which translates into advantages for both the students and the teacher.

Three Classic Tales: Application

In this lesson, the focus was mainly on the aspect of Grammar Mastery for Reading Comprehension, which includes knowledge of the other three aspects, so these were also implicit during the development of the activities. For this reason, some of the activities proposed for this class were similar to those of the previous session, changing some others to better fit the objective.

In the warm up stage, the students were presented with three flashcards, which contained representative images of popular classic tales: Pinocchio, The Three Little Pigs, and The Lion and The Mouse. The students were asked if they knew the stories, and then

told that they would work in teams. Once the teams were formed, each one chose a representative.

In the next activity, I mentioned a character from Shrek, and the team representatives had to mention if that character was a protagonist, villain, sidekick or secondary character.

In this way the stories were assigned, since the representative of the winning team had the opportunity to choose the story they wanted. The purpose of this activity was precisely to present and assign the stories with which the students would work, as well as review vocabulary seen in the previous class.

In this stage, it was observed that the majority of the students could autonomously remember the words "villain" and "protagonist". However, when the donkey character was mentioned, the students had to look up the word "sidekick" in their notebooks. It could be said that this word remained as part of the students' receptive vocabulary, while the first two became part of their productive vocabulary by being able to use them autonomously (Kolanchery, 2014). This difference is probably due to the similarity of these words in English and Spanish.

At the pre-task stage, each team was given an envelope containing the story they had chosen. The stories, however, were separated by single paragraphs, so the students' task was to read each of them, and arrange them in the correct order. In this activity, the Input flood and the Task-essential language techniques were used, by providing students with stories in which the simple past appeared repeatedly, and prompting them to detect and write sentences using the correct form, even if the sentences were not their own production.

To find out the order in which the students organized the paragraphs, and to know what had led them to organize them that way, they were provided with a table, which was divided into four sections, each one for a paragraph of the reading. Students had to write

words in sentences indicating how they knew that this was the correct order for each paragraph. This activity can be understood as Task-essential language, in the sense that students had to read, analyze, and report the content of the paragraphs, always using the same grammatical form.

It needs to be mentioned that, in the reading, some phrases were expected to be recognized by the students, such as "once upon a time" and "lived happily ever after". But phrases not so generic in fairy tales could also be found, such as those that appear in the image, which give a sequence to the story of Pinocchio. In the example, the climax of the story is mentioned from Pinocchio and Geppetto being swallowed by a whale, and then the resolution when it is mentioned that they got home safely.

Another thing to point out is that from paragraph one to paragraph two there was a sequence; the first paragraph ends by talking about the fairy, which is the only female character in the story, and in the same way, paragraph two begins by using a female pronoun, so the students were able to decipher that sequence in order to organize those paragraphs.

This can be taken as an assimilation on the part of the students between the form and the meaning when using pronouns. That is, the students were aware that the word "she" with which the sentence begins, referred to a particular character who performs the action named right after (Appendix AB). Therefore, by noticing this feature, it can be understood that the sentences must start with the subject. This particular situation is related to the linguistic aspect of Word Structure, which, despite not being the main focus of the lesson, influences Reading Comprehension (Matohardjono, et al. 2005).

In the planning and report stage, the students received a table similar to the one used in the first lesson. In the planning, they had to write down the important aspects of the

story in the table, such as the protagonists, villain, sidekick, setting, problem, climax and outcome. As expected, the students found the activity much easier this time, due to the fact that they recognized the terms, as well as the fact that the stories were not as extensive as the one reviewed in the first class.

Here, we can also find similarities in the way students completed the table in the first and second lessons, as they continued to choose verbatim parts of the stories, such as "Naughty and barely spoke [the truth]" when referring to the problem in the story of Pinocchio; or "House which was made of bricks" when referring to the climax in the Three Little Pigs story (Appendix AC). In this case, it was observed that the students did not produce language by themselves, but chose the parts of the text that they considered most important, which, according to Andini. et al. (n.d.) still shows knowledge of grammatical features to understand the text.

In the report stage, students had to reach an agreement to modify aspects of their respective stories. They were instructed to change at least one aspect related to characters and/or setting, and one more related to the development of the story, such as problem, climax and outcome. Once the changes were defined, the students were asked to write them in the second section of the table, also used for the practice stage.

This stage did not provide much perspective on the main objective of the class, but it did help prepare the students for the activity that they would carry out in the next session. At the end of the class, students were informed that the modifications made to their stories would help them create their own, and they were asked to bring materials for the next class.

In this session, it was possible to observe a certain level of awareness regarding parts of speech, such as the recognition of pronouns, their function, and importance to understand a message. This was observed in the students who worked with the story of

Pinocchio, who were able to order paragraphs one and two based on the pronoun "she", which they related to the character of the fairy, since this was the only female character in the story. Making use of this knowledge of the syntax, in which the pronouns are identified to understand the contextual characteristics of the paragraphs in a story, helped the general understanding of the text, which is compatible with what was mentioned by Melo (2002).

Aspects seen in the previous class were also taken up, such as the identification of the characters in the stories and their respective roles within them, which were identified on this occasion without the need to use the Input enhancement strategy. It can be said that in this second time, the students reacted better to the Input flood, since the students were already aware of specific aspects in which they should focus in reading, due to having carried out an activity before, so, despite the implicitness of the technique, the students had a certain type of guide that would allow detecting linguistic features in a better way (Doughty & Williams, 1998). All these aspects were relevant to the understanding of the texts, and to the receptive part of written communication.

The aspect of communicative competence that was intended to be developed mainly in this lesson was Reading Comprehension, which involves knowledge of vocabulary, word structure, and word order. When seeing the organization that the students gave to the paragraphs of the stories they had, it is clear that the objective was achieved, but the autonomous relationship that the students were able to achieve to link characters with their respective pronouns should be highlighted, which is an aspect of word order, since sentences generally begin with the subject of the action.

Observing this was possible thanks to the task-essential language strategy, since students were given an activity in which the purpose was to order the paragraphs of a short story, for which they had to activate previous knowledge, such as the use and meaning of personal pronouns, which are an important part of sentences. After identifying these parts of

the language, and making the corresponding inferences to organize the paragraphs, the students had to mention in a table the part of the reading that justified their decision.

It can be said, then, that this task helped students to activate their prior knowledge and to use linguistic resources that they had previously seen, this time with a purpose. This was an advantage of using activities derived from Focus on Form, with students creating these inferences autonomously, since at no time were they told or suggested to focus on specific parts of speech, such as pronouns, but rather as a result of the task, they found that alternative that allowed them to organize the text.

Original Tale: Application

Session number three was probably the one that underwent the most changes compared to the original planning, because it was previously applied with other groups and did not give successful results due to time limitations. For this reason, the activities were modified with the objective in mind of making better use of the time and resources available, without losing the linguistic focus of the session, which were Word Order and Word Structure

As this was the last session of the Classic Tales topic, it was expected to implement the three Focus on Form Instruction techniques taken from the literature. As mentioned, this could not be done and the first stage of the lesson was completely eliminated, which was a presentation given by the teacher. In said presentation, the teacher would use the Input enhancement technique orally, through emphasizing certain parts, adding stress and mimicry to draw students' attention to the form.

The reasoning behind this was that students could work on their production from the beginning of the class. In addition, instead of asking the students to make a poster as a

visual support, they were asked to make the illustrations on sheets, since due to the dimensions of the cardboard, the students took more time to write as they paid a lot of attention to aesthetics.

Another modification was the change from oral production to written production. Originally, students were expected to make notes and write key phrases to support an oral presentation, however, this changed due to the fact that the first section of the class had to be cut, in which the students would have a model of oral presentation. Time constraints and students being reluctant to speak in the foreign language were other reasons for changing the production, so it was decided that they would present a story as a fully written product.

Having said that, the class began with the students gathering in teams. As was observed in the previous classes, each student took a specific role in the development of the story. The students were given the classic tale they had worked with last class, thus integrating the input flood technique, since the students had at their disposal a text in which they could easily find useful sentence models for the activity. It was observed that students used those same texts as a model for their modified versions, changing words and small chunks more than anything.

In the case of the Pinocchio story, students decided to drastically change the ending, so they had to produce a paragraph without relying on the story they already had. I helped them to refine details of this paragraph; however, it was created from scratch with the help of the list of verbs provided previously (Appendix AD). This met the goal of the class, which was to pay attention specifically to verb tense and sentence formation, which would be achieved in this section using the Task-essential language technique, by asking students to write a modified version of the story, attending to specific linguistic aspects.

Once the teams finished their modified stories, they exchanged them and were

provided with a table, which included the aspects introduced in lesson one, related to the characters, settings and sequence of the story. The intention was for students to read the production of the other team and note which of these aspects had been modified from the original story to the edited one, but this could not be possible as the class finished earlier than expected due to a reason external to the English subject.

Something interesting that could be observed in this session was that the fact that the students related the activities applied in the two previous sessions with those applied in this one was very palpable. For example, they were able to identify quite quickly the aspects that they needed to modify, as a result of having identified specific parts of the readings in previous classes, and having organized them in tables. In the same way, when modifying sentences or writing new ones, they were able to identify the placement of the verb in the sentence, and look for the past tense conjugation of the new verb they would use, which shows awareness on the part of students regarding the structure of words, in accordance with what was proposed by Harmer (2007) and Hickey (2005).

It can be said that the above is an example of an advantage found in the continuous application of activities that attend to form and communication at the same time, allowing students to identify vocabulary, verb conjugations, parts of the speech, and their respective order. in a sentence, with the purpose of deciding information and modifying it. However, in this session, due to the modifications made, the activities adopted a very controlled nature, which may have given a biased image of the students' ability to use the different linguistic aspects, not only to receive, but also to produce language.

Trip to Japan: Application

In lesson four, belonging to the second week of application, the topic of Travel

Itinerary was reviewed. As this was the first class in which this topic was addressed, it served as an introduction to the Vocabulary, this time also including Grammar Mastery for Reading Comprehension. The activities developed during this class were quite similar to the activities used in the first class, alluding to classic tales. However, as mentioned above, some activities varied a bit, both in planning and implementation.

The class began with a small warm up, in which the students were shown an image, which contained items such as a hotel, planes, passports, cars and others generally related to the topic of travel. Students were asked what their last vacation had been, where they would like to travel, and some other spontaneous questions with the aim of engaging the students in the topic. After some students had participated, they were asked what topic they thought they were going to review for this class.

Once the topic of the lesson was clear, the pre-task began, which had been planned to be very similar to the pre-task in the first session, but this time using the participation item. Similar to lesson one, the Word Mapping and Exemplification strategies, taken from the literature, were used in the presentation. This time, however, an improvement was observed on the part of the students regarding participation, due to the use of fake bills as a reward.

Although the introduction of the participation item had been done with the purpose of getting the students to participate, the response was more positive than expected, which reflected what Guendouze (2012) stated about motivation items. Along with the participation, the students were told that they could choose the examples that they liked the most from each category to write them in their notebooks at the same time that I did it on the board.

In this session, the students arrived approximately ten minutes late, due to a mishap unrelated to the English class, so the planning stage was modified at the last minute. Students were asked to form work teams, and were provided with a reading about a person

who recounted a future trip to Japan. However, on this occasion the reading was joint. I read the text, with the students following the reading.

After each paragraph, I asked what they had understood, and students answered, although most of the participation was in the mother tongue. This modification arose with the purpose of saving time so that students could complete the table in the following activity, as they had been seen to spend a lot of time on the reading part in the previous sessions.

For this occasion, the reading provided to the students had been modified, following the Input enhancement technique in a similar way to what was done in the first class of the intervention. As a result of the modification that occurred in the reading dynamics, the opportunity was given for me to orally emphasize the parts that had been assigned to attract the attention of the students. It was observed that the change in intonation, and especially the mimicry, facilitated the understanding of the text, since it happened that students deciphered complete sentences even when the teacher exemplified only one belonging word.

Although the modification of the reading dynamic was, at the time, an alternative to make up for lost time, Amer (1997) says that students' reading comprehension can be enhanced by the teacher reading aloud in class, since this dynamic improves the phonological awareness of students.

Once the class had finished reading the text, they were given a table similar to the one used in the first topic, this time featuring Destination, Lodging, and Transportation, as well as the activities carried out on the trip, which were separated by day and times of day. The students had to fill in the table with the information from the text, which was done faster than expected, since the reading had been carried out with the help of the teacher, so they were able to remember some parts of the text immediately. In addition, they had the

opportunity to review the text again, in case they did not remember certain information.

In this activity, despite the fact that only key words were requested to complete the table, since the objective of the class was vocabulary, it was possible to see that a team paid attention to the structure of the sentence, trying to include the verbs, the future indicative, and even in some sections, the pronoun (Appendix AE). This can be interpreted as an automatic response of the students to the task, including more structured sentences, a result of the previous application of activities in which they had to pay attention to the form. It can be said, then, that at this point, the students had already begun to use these language features without instruction from the teacher.

Due to the implemented modification, students were able to complete the activity on time despite the ten minutes delay, however, as had happened in lesson one of the didactic sequences, it was not possible to apply the planned wrap up, because in this session, students were asked to answer the questions in the worksheet, since this session aimed to address Reading comprehension, as well as vocabulary.

As can be seen, students answered some of the questions with words and even phrases in Spanish, which were later translated into English using their own reading and dictionaries that the students had at hand. Although some of the answers to the questions are not written correctly according to the idea that the students tried to express, they show a positive result in the understanding of the text and the questions themselves.

The aspects of linguistic competence that ended up being more favored in this session were vocabulary, as well as reading comprehension. On the one hand, it was observed that working with word maps in this class was considerably easier, due to the students' familiarity with the activity. Likewise, it was observed that when reading, the students used to review the map they had made in the previous stage, hoping to find

matching words in it and the reading, which would give them great clues to be able to complete the table.

In this sense, the fact that, at this point, the students began to use the scanning strategy more consciously stands out. This was coupled with the fact that comparing the words in the reading with those on the map is similar to the glossing technique, which was also used alternatively during the application, and which according to Ertürk (2016), is useful for vocabulary assimilation.

Another important finding in the application of this session was the positive reaction that the students showed in two strategies that had not been used. Firstly, the use of participation items as a means of reward turned out to be effective, increasing the level of engagement of the students in the activity, as proposed by Guendouze (2012). As a second point, and more relevant according to the class objective, was the reaction of the students to the Input enhancement technique when it was done orally.

The second, without a doubt, is an advantage that was found and that can be useful in future practice, since by drawing students' attention to specific aspects of the reading, and representing them using movement and sounds, comprehension is improved. This is directly linked to communication, specifically to the receptive ability of students towards the information provided.

Itineraries: Application

In this session, as constantly happened during the development of the intervention, the activities reflected in the planning could not be completed in their entirety, so alternatives were sought to make the use of time more efficient without losing the focus on the aspects of

the Linguistic Competence proposed for this lesson. These aspects were Word Structure and Word Order.

The class began by presenting three images to the students, which represented the three destinations used for the rest of the lesson: Italy, Spain, and Hawaii. Along with the images, I had written three sentences alluding to each of the destinations, which were "I will surf big waves", "You will visit ancient theaters" and "They will watch a bullfight", which were more compatible with Hawaii, Italy and Spain, respectively.

Volunteers were asked to arrange the images with their respective phrase, and then the rest of the class was asked if it was correct. When one of the images did not correspond to the phrase with which it had been paired, another volunteer was asked to place it correctly. In this activity, the three examples were read emphasizing the modal verb "will" and the respective action verb in each sentence, which was physically represented using movements. This input flood technique served for students to start noticing the future simple form, as mentioned by Doughty & Williams (1998).

Once the images matched the phrases, and it was clear that the students knew the meaning of the phrases, they were asked to get into teams and count the amount of money the previous class had earned with the bills. The team with a higher amount of money had the opportunity to choose which destination they wanted to go to.

The students had to take into account the schedules and the prices of the activities in order to create their own travel itinerary, so they were given a table identical to the one used in the previous class, but this time they had to fill it in with information about their own itinerary. This was probably the activity in which the Task-essential language technique was most developed, since the nature of this activity was freer and more extensive. This gave more possible outcomes in the production of the students, who still had to use the simple

future to express ideas.

In this stage, the students took longer than expected, since they struggled trying to reach agreements, in addition to the fact that the mathematical operations that the process included took extra effort for the students. In view of this, it was necessary to modify the following activities, mixing the two missing stages.

Once the students finished organizing their itinerary, I used the table that was planned to be used in pairs in task two, and used it as a tool for drilling. The questions in the table were asked by me, for example "Will you eat local cuisine?", and the students who had an activity related to eating local food had to answer using the positive form of the simple future "I will eat local cuisine", while those students who did not comply with the sentence had to respond using the negative form "will not" or "won't".

In this way, time could be saved while students still practiced the future simple form using will. In this section, in addition, I used corrective feedback, since some students at times had difficulty structuring the sentences, even though they were short. A common mistake made by the students was the use of the verb Be just after the subject, an error that they probably had for a long time due to the constant revision of the verb Be, so they instinctively related the subject "I" followed by "am".

The aspect of linguistic competence that was favored to a greater extent during this session was word order. It can be seen that, this time, the students paid attention once again to the formation of the sentences in the planning stage, including the verb and the complement, although the future indicative and the pronoun did not appear in the tables (Appendix AF). However, when carrying out the closing activity, it was confirmed that the students assimilated the use of 'will' before the verb to express the future. Based on this, it can be seen that the students assimilated this surface structure syntactic feature (Broekman

& Marshall, 2021).

One of the advantages that could be perceived was that the use of the Task Essential Language technique increased the engagement of the students in the class, so using activities in which the students can use the language to solve everyday problems, be real or not, is an alternative to take into account. Even so, the students used the target language as the end of the activity, and not as a means.

Although students showed a good progress in the comprehension of texts in previous classes, and in this one they assimilated in a good way the form of the simple future to create short sentences; spontaneous communication using L2 was not present during task completion. This may be due to external factors that could be investigated later, if a similar investigation were carried out with a focus on speaking. Even so, when writing the sentences, the students showed a good level in the use of the different parts of speech.

Testing: Application

Before the application of the exam, the students were presented with a series of four images, in which characters from animated films appeared. Each image showed a person, group of people or animal corresponding to a personal pronoun. In addition to the images, four sentences were shown, two in the simple past, one in the simple future, and one in the simple present. Students could easily tell which sentence corresponded to the image due to the personal pronoun, in addition to the meaning of the sentence itself.

Other four cards were also presented that had the verb tenses corresponding to the sentences written, so the students had to make groups of three pieces: an image, its corresponding sentence, and the verb tense in which the sentences were written.

This introductory activity did not correspond to any of the three techniques selected from the bibliography. However, it is an activity that points directly and explicitly to the different grammatical forms. In addition, it is an activity that requires organization and categorization of words and phrases, a strategy used in previous classes with the use of graphic organizers. Due to this, some students were able to easily identify the sets of images, sentences and verb tenses. However, this was not uniform, as some students did not participate and were a bit hesitant to answer.

After the introductory activity to the exam, the students were asked to get together in pairs to take the exam. In addition, they would have the opportunity to use a list of verbs provided by the trainee teacher beforehand.

The exam was divided into four sections, each one pointing to a specific aspect of Linguistic Competence, these being; Vocabulary for section one, Tense for section two, Decoding for section three, and Sentence formation for section four. During the exam, the trainee teacher was monitoring the students, solving doubts about the instructions in each of the sections.

2.2 Results of the Exam

After having applied the didactic sequence, it is pertinent to analyze the results obtained, which are reflected in the performance of the students in the exam applied at the end of the sequence, which is divided into four sections, each one aiming to test an aspect of the linguistic competence, which have already been mentioned before. It is important to say here that the students took the exam in pairs following the dynamics of teamwork, being four pairs the ones who took the test. Likewise, they were allowed a verb list

provided by the teacher, since they don't know many verbs in English.

For purposes of analyzing the data reflected in the evaluation of the exam, the first two questions were taken into account: What aspects of the Linguistic Competence can be favored by using Focus on Form Instruction with secondary school students? How does the development of different aspects within the Linguistic Competence affect communication in L2 within the classroom?

In the first section of the exam, referring to vocabulary, the students found a chart divided into two halves. In the left half appeared the concepts: Destination, Means of transport, and Activities. The space on the right was left blank for students to answer, taking vocabulary that had been presented earlier from a box above the chart. The purpose of this section was for students to be able to retrieve vocabulary seen before and categorize it, for example, relate the concepts of "airplane" and "means of transportation", or "Destination" and "Hawaii" as Hawaii is a place someone may go.

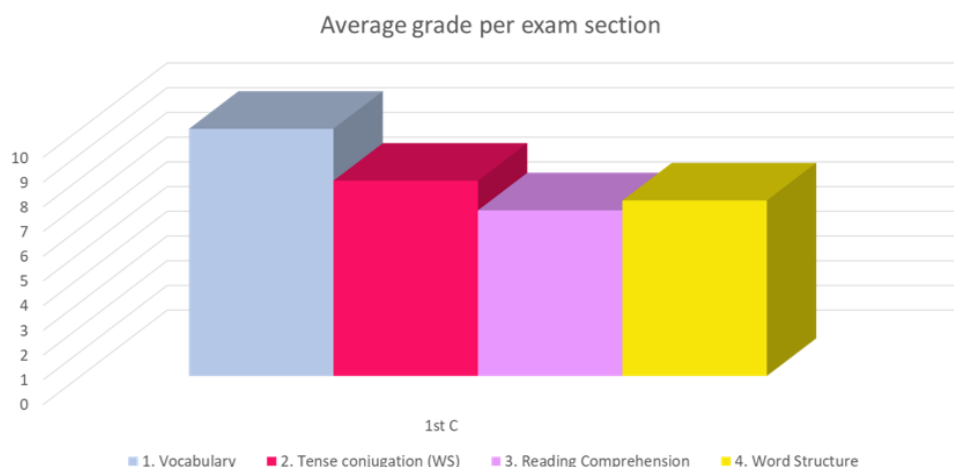


Figure 6. Average grade per exam section

As can be seen in the graph, the four pairs of students obtained a percentage of 100% in this section, correctly ordering all the concepts in the categories that

corresponded to them. Two things can be highlighted here: In the first instance, all the vocabulary in this section had been previously introduced in communicative activities that involved the exchange of ideas among classmates, so the assimilation of this vocabulary was important in classes prior to the exam with the student. purpose of creating a product. The second point refers to the way in which the section was presented, as a graphic organizer, which could have been a more familiar exercise for students, since graphic organizers were recurrent during practice and helped understanding (Manoli, 2012).

After applying the intervention and analyzing the results, the relationship between the focus on form approach and vocabulary learning seems favorable. This agrees with the results of Saeidi (2012), who concludes that this approach has a positive impact on vocabulary learning compared to merely communicative or merely grammatical approaches. This answers the first research question of this project, adding vocabulary as an aspect of communicative competence that can be successfully developed using focus on form.

Despite the fact that interaction was not observed entirely in English among the students, the assimilation of vocabulary helped the students understand written and oral instructions from the teacher, which is an indication of an improvement in receptive communication skills.

In the second section of the exam, referring to verb conjugation, which is Word Structure, the students found sentences with blank spaces that had to be completed by one of the three items below each sentence. These items contained verbs conjugated in the past, present and future tenses, generally the present conjugation being grammatically incorrect. The objective of this section was that the students, based on the reading, would be able to identify if the actions mentioned in the sentences were in the past or in the

future, and choose the corresponding verb conjugation. For this, it was also necessary that the students had understood the content of the reading, however this was evaluated in the third section.

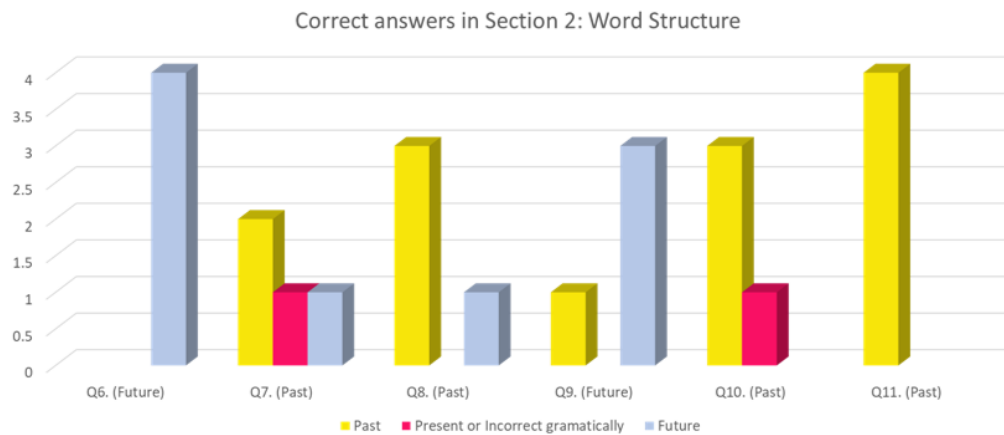


Figure 7. Correct answers in section 2. Word Structure

The second section consisted of six questions, which are reflected in the graph, each with the conjugation of the correct answer in parentheses. In all the questions, the correct answers are those that are conjugated in the future or in the past, since those are the verb conjugations that were reviewed during the application of the project. As can be seen in the table, most of the answers that the students gave are oriented both to the conjugations in the future and in the past, which shows at a certain level that the students began to recognize and differentiate the verb tenses of the future and the past. Not only that, but 79% of the answers in this section were correct.

In question number seven, one of the two pairs (Appendix AG) that got the wrong answer chose the option with the auxiliary in the present (Do visited). Despite the fact that the auxiliary "Do" appears in this option, the verb is conjugated in the past tense, which indicates that the pair probably chose that answer based on the verbal conjugation, without taking the auxiliary into account.

For its part, the other couple that answered incorrectly (Appendix AH) chose the option in the future (Won't visit), which is incorrect because the sentence ends with the time marker "two years ago" referring to past time, an aspect that was not reviewed in depth during the intervention. In this way, it can be interpreted that the couple that chose that response was more focused on responding according to the information in the reading, instead of being aware of the implicit grammar in the use of the time marker. In other words, if the time marker had not been used in the sentence, the answer in the future would have been correct, since the reading is about an upcoming trip to Hawaii, so completing the sentence as follows "Peter Pan won't visit Cancun" would have been correct.

The same situation occurs in question number eight, in which a pair answered incorrectly using the item in the future despite the fact that the time marker "last year" indicates that the sentence is about a situation in the past. (Appendix AI) Still, removing the time marker the sentence does not coincide with what is stated in the reading, in which it is established that Alice toured around Europe in the past. However, what can be highlighted, as mentioned above, is the identification of the modal verb "will" to indicate the future, as well as the past tense of the verbs.

In the case of question ten, there was an incorrect answer from one of the pairs (Appendix AJ), who chose the option that is grammatically incorrect. This option used the simple past tense in its negative form (Did not), which is incorrect if it is joined with the rest of the sentence, especially due to the absence of a verb after the auxiliary and the negation; however, the correct answer was in the past tense indeed, with the use of the verb to be (was). It can be interpreted that, despite choosing the grammatically incorrect option, the students were able to identify the need to complete the sentence with an

option in the past tense.

Due to the positive results in this section, it can be said that the conjugation of verb tenses can be improved by using the focus on form instruction approach by carrying out meaningful activities that attend to specific verb structures. This, as mentioned in the previous section, is relevant for L2 communication in the classroom as it improves receptive communication skills, adding that students are on their way to express situations distinguishing them by the time in which they happen.

In the third section, referring to Grammar Mastery for Reading Comprehension, students found true and false questions, which addressed specific facts mentioned in the reading. Some of these data were implicit in the reading, while some data were presented in the form of negation, factors that may have made this section somewhat complex for students. However, that was precisely its purpose: To find out to what level of depth the students understood the reading, allowing them to make inferences and use cognitive resources, such as the relationship of apparently unrelated sentences.

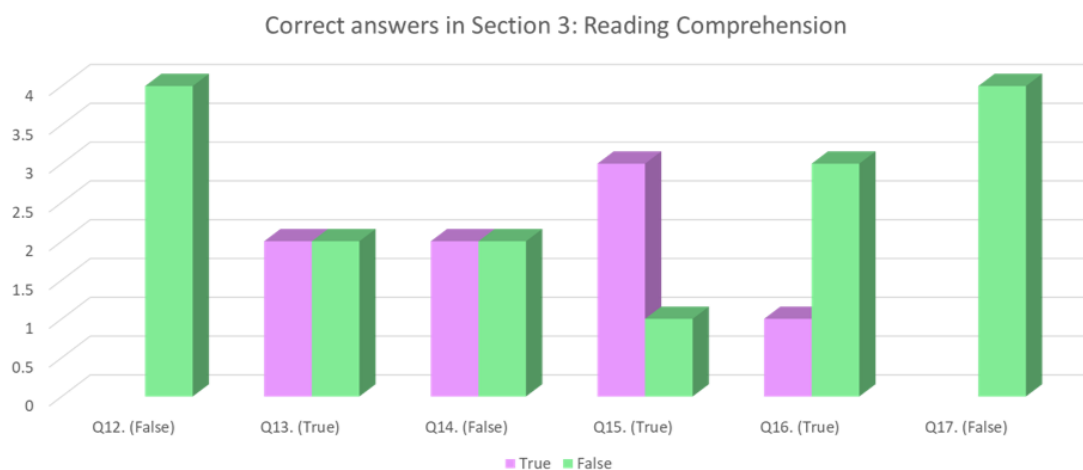


Figure 8. Correct answers in section 3. Reading comprehension

This section was the one in which students performed the lowest, with 60% of correct answers, which is not a totally bad result, but it did not achieve the effectiveness that was done in the other sections. Observing the results, it can be seen that of the 8 incorrect answers obtained in this section, 5 are in the negative sentences, however it cannot be said that the presence of the negations was the reason for the errors, since question 12 is a negative sentence and got 100% correct answers.

What can be interpreted is that students were not so favored in this section, since it required a deeper understanding of the text, an aspect that would be better developed if extensive reading was used (Suk, 2017), while in the intervention, most of the activities were oriented to intensive reading, with students identifying particular aspects of the text to organize them in tables, in addition to the use of images to improve comprehension, which was not used in the exam.

Although the results in this section were not totally bad, obtaining 60% positive responses, the expected results were not achieved either, so it cannot be said that the approach or the activities used positively developed the ability to decode texts. Rather, it could be said that the results were quite neutral, so it is important to rethink the use of extensive reading activities in order to obtain a more global and deeper understanding of the texts. However, this takes time, and it must be considered that the intervention project was applied for only two weeks.

In the last section, referring to Sentence formation, the students found three sets of words, each one to form a sentence. The word sets were scrambled, so students had to arrange the words in the correct way to form the sentences. The purpose of this section was for students to be able to create sentences with clear meaning, being able to identify the parts of speech. In this section, each item is analyzed separately, since results can

vary greatly due to different parts of speech, which can result in sentences arranged in different ways.

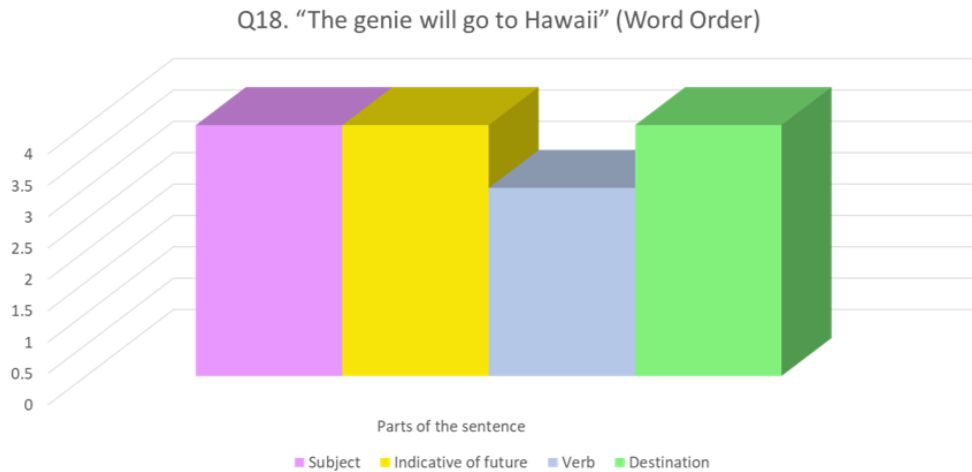


Figure 9. Question 18)

In question eighteen, three of the four pairs correctly organized the sentence, following the structure of: Subject + modal verb "will" as indicative of the future + action verb + destination. The pair that got the wrong answer did not use the verb, however, the rest of the words were arranged in the correct order (Appendix AK).

In question number 19, more variation was observed in the responses. The expected structure for this question was: 3 subjects linked by cohesive device "and" + past tense verb + destination + time marker. This structure was completed by two of the four pairs, while the other one did not add the time marker and only mentioned one of the subjects, leaving 4 parts of the sentence unused. Still, the result is grammatically correct and the idea expressed is completely understandable (Appendix AL).

Q19. "The Genie, Peter Pan and Alice went to Europe last year" (Word Order)

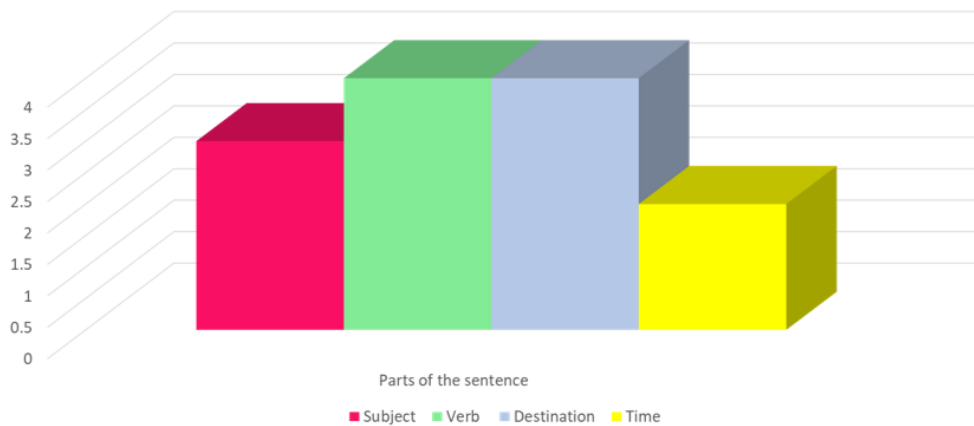


Figure 10. Question 19

On the other hand, the pair who got this question wrong organized the sentence as follows: "(L)ast year we went to Europe Peter Pan and Alice." Clearly, the organization of the words is not as expected, and it can be seen that they used a pronoun that did not appear among the words to be used (we). This was taken as an attempt to produce authentic written language by the students, so the sentence was analyzed with the aim of interpreting the possible meaning (Appendix AM).

In the first instance, a part of the sentence makes sense in the way it has been organized (we went to Europe), putting together the subject and the verb in the past tense, followed by the destination. The time marker is placed at the beginning, which could be an effect of language interference, since in Spanish it is common to indicate the time at the beginning of sentences (El año pasado fuimos a Europa). The substitution of the subjects by a pronoun could indicate the intention to refer to the 3 subjects using only one word (They), adding at the end of the sentence a clarification of the subjects in question (Peter Pan and Alice). Despite being an interpretation, what is clear is that the organization of the words to express the idea of the sentence (someone went to Europe) is correct.

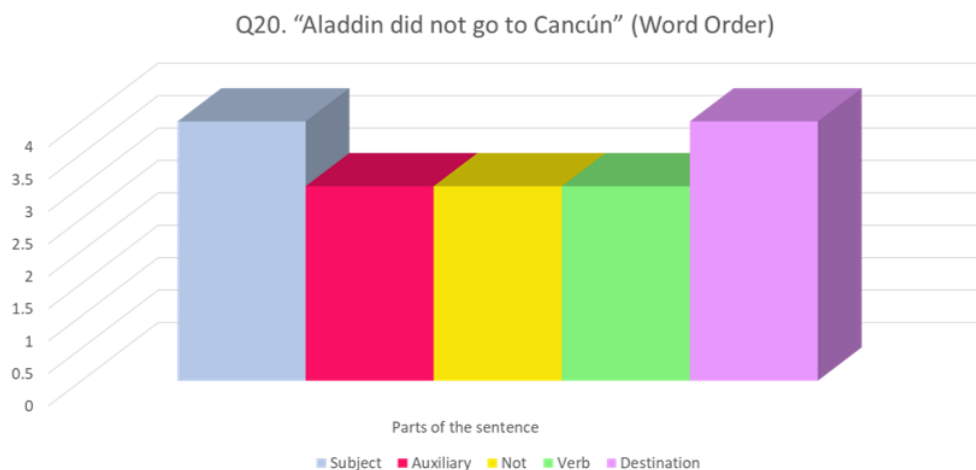


Figure 11. Question 20

In question number 20, three correct answers were obtained out of 4. In this question, the organization of the parts was: Subject + Auxiliary "did" + negation + action verb + destination. It should be noted that one of the pairs used the contraction "didn't" to express the negation in the past tense, which indicates a broader awareness of the topic by not only using the given words, but also modifying them based on previous knowledge of the topic (Appendix AN). On the other hand, the incorrect response was due to the lack of the auxiliary "did" and the action verb "go", so the sentence does not express clarity despite the fact that the parts of the sentence that were used had a correct organization (Appendix AO).

Probably, this is the most relevant section in the intervention project, because in the results obtained in the diagnosis, the students mentioned the lack of knowledge about the structure of sentences as one of the main factors of discomfort within the class of foreign language. The results obtained in this section were positive, and initiative and decision-making were observed on the part of the students when taking this part of the exam, such as using only one of the subjects in question 19, trying to explain the sentence with their own words, or using contractions in negative sentences.

Responding to the research questions, sentence formation is an aspect of linguistic

competence that can be developed through the use of focus on form. This affects communication in the target language by allowing students to organize the different parts of written sentences so that the result is understandable and meaningful to readers (Matohardjono et al., 2005). From here, it is important to use activities of this type in which students do not resort to predetermined sets of words, but organize sentences in an authentic way.

III. CONCLUSIONS AND RECOMMENDATIONS

As a teacher in training, I consider that this research work is important for my professional development, since it allowed me to enter little-known spaces in my context and challenged me to propose solutions to a detected problem. I believe that the work carried out for the realization of this document will subsequently influence the way in which I perform as a professional in education in the future, recognizing the strengths of my teaching practice, as well as my weaknesses.

It is important to mention that this work underwent considerable modifications since the first time it was proposed. Originally it had been thought to address Communicative Competence as a whole; however, after beginning to review the theory, it became clear that in order to address Communicative Competence, more time would be required to apply an intervention, as well as more expertise on the subject, which I consider I still have to investigate further. Talking about Communicative Competence is an extensive topic due to the fact that it includes four sub-competencies, which, despite working hand in hand, each require different considerations.

From there, the Linguistic Competence was selected to focus on it, due to the level displayed by the students, as well as their own opinions, since they mentioned in the

diagnostic stage that one of their main difficulties in the subject of Foreign Language was that they did not know how to convey a message using English. This was corroborated by observing their productions in class, since, despite the explicit instruction given by the head teacher, the students' work lacked coherence regarding linguistic aspects, such as morphology and syntax.

Linguistic competence, in the same way as communicative competence, integrates different aspects within, of which the four considered most basic for the development of activities corresponding to the level of the students were selected, which were: Vocabulary, Word Structure, Word Order, and Grammar Mastery for Reading Comprehension. These were taken into account, since they were the ones that I considered needed more immediate attention so that the students could begin to interpret and produce ideas using English.

On the other hand, due to confinement, and the subsequent change in class modality caused by the Covid-19 pandemic, I only had the opportunity to practice once in face-to-face mode during my stay at BECENE prior to the application of this project. On that occasion I tried to use a communicative approach, not necessarily paying attention to form. However, when practicing online, for the most part, my head teachers would ask me to create one video per week explaining topics in a concrete way, usually with a heavy grammatical load. It was at that point, when the idea of combining both, communication and attention to form emerged, which led me to select Focus on Form Instruction as a vehicle to achieve my goal of developing the Linguistic Competence of my students.

It is at this point that I consider it important to return to the main objective of this research, which was:

- To develop certain aspects within the Linguistic Competence through the use of the Focus on Form Instruction approach, and know what impact this has on the

development and assimilation of the topics by students of first grade of a public secondary school in México.

Looking back, I can say that the application of the didactic intervention yielded positive results that go hand in hand with the main objective that was proposed at the beginning. Even so, it is necessary to define to what extent the objectives were achieved, and reflect on the areas for improvement for possible future research.

The first research question that guided this project was: "What aspects of the Linguistic Competence can be favored by using Focus on Form Instruction with secondary school students?". This question sought to identify the feasibility of using Focus on Form Instruction techniques to develop certain linguistic aspects.

Of the four aspects taken into account as part of the Linguistic Competence, the one in which the students had a better performance was in Vocabulary. This was expected from the beginning, because similar conclusions had been reached in research that forms part of the literature reviewed for this project (Saeidi et al., 2012). What is important to highlight in the particular case of this intervention project are the strategies used for the assimilation of vocabulary, which included the use of graphic organizers, such as tables and mental maps, as well as exemplification in each of them. This gave the opportunity for students not only to know the meaning of the words, but also to have references to said meaning through examples.

However, the high performance of the students in the assimilation of the vocabulary could be due to its simplicity, as well as to the type of activities carried out to measure this aspect, which mainly required choosing words in a single context. A recommendation to continue with this line of research would be to take vocabulary not only as knowledge of the meaning of words, but also the change in it when using them in different contexts, as well as

deeper relationships they have with other words.

In contrast, the aspect that had a lower level of development was the Grammar Mastery for Reading Comprehension. In this aspect, students were expected to integrate the other three in order to decode information in written sentences. The cause of the lower performance compared to the other aspects may be because of the fact that, in this one in particular, students should not focus on specific features, such as the conjugation of verbs, or the use of examples to define words, but they should focus on all of them at once (Wersi Murtini, 2013), which is could have been more confusing for them.

It should also be clarified that, despite the fact that the aspect referring to reading comprehension had the lowest score in the exam, the results were not really bad, nor was there such a significant gap with respect to the other aspects. Likewise, when the students had the opportunity to answer the comprehension questions in class four, their results were quite good, which may lead us to think that during the application of the exam, factors such as pressure, limited time, and attention to the other aspects separately, could play a significant part in the performance of the students.

Regarding the other two aspects, referring to Word Structure and Word order, the results were very similar in both. It was observed that the students were able to recognize the different parts of speech and organize them correctly, as well as assimilate the use of the modal verb "will" as indicative of the future, and the suffix "ed" in regular verbs in the past, mainly. However, during the application, the guide of the figure of the teacher was important, since the students did not show autonomy for the most part, but rather a reaction to the instruction given.

It should be remembered that the level of English of the students when applying the diagnosis was low, so the parts of the speech were considerably reduced to the most basic.

In the same way, the only verb conjugation used was the simple past tense. For future research, the use of other parts of the speech could be implemented, such as adjectives and prepositions, and the verbal conjugation in participle, to give just a few examples.

Having said this, it can be concluded that at the end of the application of the didactic intervention, development was observed, to a lesser or greater extent, in specific aspects of linguistic competence. Despite this, I cannot describe my students as fully competent, since it would be necessary to define from what point someone can be considered that way. In addition, the development of language learning skills is a slow and gradual process, which does not happen overnight; especially if the students are monolingual adolescents who have not had close experiences with the English language and are just starting to develop their metalinguistic awareness. (Berk & Meyers, 2015)

In spite of that, I cannot say that the intervention improved the level of my students in a gigantic way. What can be said is that by addressing different features of Linguistic Competence through Focus on Form activities, students were able to assimilate the topics covered in class and perform well when carrying out the activities. By using strategies typical of Focus on Form, such as the use of typographically modified readings, input with noticeable grammatical forms, and activities in which specific linguistic items had to be used, students were able to attend to grammatical aspects, while at the same time they engaged in communicative activities.

In addition to the strategies taken from the bibliography, techniques and materials were implemented that were observed to be positive in the development of the activities. Some examples are the use of images as visual support to understand a reading, the use of graphic organizers, and the implementation of collaborative work. The sum of the applied strategies resulted in the students becoming aware of important grammatical aspects and socializing them, thus achieving progress in the development of their linguistic competence,

which in turn has a positive impact on communication in L2.

In other words, as the students developed aspects of Linguistic Competence, they were able to notice important information in the texts, such as the difference between the simple past tense and the simple future tense, and the elements that characterize each one. This gave them the opportunity to increase their comprehension of texts, as well as help them to begin to produce structured and understandable language (Andini, n.d.; Syam, 2017)

Although an advance can be observed in communication in the target language, it appeared mainly in a receptive way, since the activities applied and strategies used focused more than anything on the exposure of students to readings. In this way, it was possible to see an advance in the understanding of texts, which answers the second research question, which is: "How does the development of different aspects within the Linguistic Competence affect communication in L2 within the classroom?". On the other hand, although there was also space for the implementation of activities in which the students used productive communication, either orally or in writing, this did not reflect a very great impact, especially in oral communication.

Despite the advantages found when using Focus on Form Instruction during the application of the intervention, and the results that were obtained, it is not possible to answer the third research question: "How well does Focus on Form Instruction work in the context of a public Mexican secondary school?". This question aims to find with certainty the degree of progress that this type of instruction can bring in the context of a Mexican public high school, since the time of application of this project was too short to keep a sufficiently broad record that would allow finding that information. Added to this, it should be considered that the sample group was very small, consisting of only half of the group, due to the sanitary measures that were taken in the practice school, which could have favored or harmed the

development of the intervention.

However, and although it was not possible to measure exactly the progress made, due to time limitations, work modality, and requirements of the topics addressed, things could be rescued to answer the last research question, which was more reflective, and was stated as follows: "What advantages could be found when using Focus on Form Instruction in my professional practice?".

The three Focus on Form Instruction strategies that were selected and applied are the following: Input flood, Input enhancement, and Task-essential language. These strategies were selected due to their less obtrusive character, since it was intended that students engaged in communication activities without much interruption or correction by the teacher, but still paying attention to linguistic features (Doughty & Williams, 1998).

Although the three aforementioned strategies can be considered useful, it was found that the integration of Input flood was very explicit for the students, since their level was quite basic and their previous experience with English was limited or even non-existent, so that inferring grammar rules just by looking at examples would be hard to do. Even so, during the classes it was observed that this technique served to show examples and give students a basis when the forms were pointed out more explicitly, or when some type of feedback was used.

Unlike Input flood, the input enhancement technique did not require additional support during application, probably being the one that best fulfilled its objective, which was to highlight important parts that would help the understanding of a text, either in terms of form, meaning, or both. This technique helped students to notice and integrate linguistic aspects in the construction of meaning. For example, by highlighting certain verbs in the reading of *Shrek*, students were able not only to form an opinion about the actions of the

characters, but also to notice the importance of the subject in a sentence and its position, which they later implemented in the following classes. This technique also helped to reduce the time in which the students carried out the activities, since it specifically marked the most relevant parts of the reading, which was observed to help students develop their skill of scanning when reading.

Regarding the Task-essential language technique, the results were positive, but in a different way than what would have been expected at the beginning. Although the objective of this technique was for students to use the target language to carry out a task, the advantage could be found mainly in the students' reaction to these activities. These reactions were, for the most part, positive, because in these activities, students could make use of their creativity, their decision making, previous knowledge, tastes, and interpersonal skills to reach an agreement and organize something, be it a trip or a story.

The communication during these interactions was in the mother tongue, so the objective of implementing this technique was not fully completed. Even so, the results of these activities showed positive advances in the understanding and use of linguistic features. Approaching this technique with more controlled and staged activities in the future could probably influence students' communication in the foreign language.

After evaluating the outcomes obtained, variations of this project are proposed for future research. These are applications with a longer time span, and with a larger sample in number. A variation in the Focus on Form Instruction techniques used is also proposed, since for this project, only three were chosen, which are considered the least obtrusive (Doughty & Williams, 1998). Adopting more deductive strategies can give better insight into how students react to form-focused instruction when it is addressed in a more explicit way.

Taking into account the above, based on what was developed in the realization of

this project, I propose the following questions that could guide further research, which are the following:

- Is the Linguistic Competence best acquired using implicit or explicit focus on form?
- What sub-competencies within the Communicative Competence are favored by using Focus on Form Instruction?
- Can the productive skills in language learning be improved by using Focus on Form Instruction?

To finish, I can safely say that the development of this intervention project has provided me with tools that will be useful in my teaching practice in the future. Its development has made me reflect on the importance of identifying problems in the classroom, proposing solutions, and following up on them. Likewise, I became aware of the importance of linguistic competence and the different aspects that are part of it as a relevant part of communication, and I have begun to identify appropriate ways to address them, although I still have a long way to go. I hope that this will be the beginning of my journey to become a more capable teacher, aware, and prepared for the different challenges that I may face.

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V. APPENDICES

Appendix A



BECENE

Licenciatura en Enseñanza y Aprendizaje del Inglés

Guión de Encuesta para alumnos

Nombre:					Grado y grupo:	
Edad:		Sexo:	M	F	Fecha:	

1. Escuela primaria de la que vengo: _____
2. Promedio en escuela primaria: _____
3. Materia favorita: _____
4. En general, me gusta la escuela y el estudio..... (Verdadero / Falso)
5. Me considero un buen alumno..... (Verdadero / Falso)
6. Suelo poner interés en clases..... (Verdadero / Falso)
7. Con frecuencia, me distraigo en clase..... (Verdadero / Falso)
8. Durante las clases, deseo con frecuencia que terminen..... (Verdadero / Falso)
9. Pongo atención a mis profesores y atiendo instrucciones..... (Verdadero / Falso)
10. Participo en las actividades y discusiones de clase..... (Verdadero / Falso)
11. Cuando entiendo un tema, le explico a mis compañeros..... (Verdadero / Falso)
12. En algunas materias, hago trabajos por iniciativa propia..... (Verdadero / Falso)
13. Me siento en confianza con mis compañeros (Verdadero / Falso)
14. Cuando no entiendo algo, pido ayuda al profesor (a) (Verdadero / Falso)
15. Prefiero que el profesor (a) me explique los temas (Verdadero / Falso)
16. Prefiero trabajar con proyectos a escuchar una explicación (Verdadero / Falso)

Appendix B



BECENE

Licenciatura en Enseñanza y Aprendizaje del Inglés

Guión de Entrevista Semi-estructurada para profesores/as.

1. ¿Cuál es su formación académica?
2. ¿Cuánto tiempo de experiencia lleva en el campo de la docencia?
3. ¿Desde hace cuánto tiempo labora en ésta institución?
4. ¿Cómo describiría a la institución en términos de infraestructura y locación?
5. ¿Cómo describiría a la institución en términos de ambiente laboral?
6. ¿Cómo describiría a la institución en términos de aprovechamiento académico?
7. Además de ésta institución, ¿labora en otro centro educativo?
8. ¿Cómo definiría su estilo de enseñanza del idioma inglés?
9. ¿Qué recursos (materiales e instrumentos) suele utilizar en clase?
10. ¿Cree que el plan de estudios está adecuado a las necesidades de los alumnos?
11. ¿Qué instrumentos de evaluación suele utilizar?
12. ¿Cuáles son las estrategias que utiliza para el control del grupo?

Name: _____ Date: _____

PLACEMENT TEST*Circle the correct letter.*

-
- 1 I'm 18 and my brother is 20, so he's me.
a the oldest of
b older than
c as old as
- 2 Carl's very He's never late, and he never forgets to do things.
a reliable
b patient
c strict
- 3 We stayed in a lovely villa the sea.
a it overlooks
b overlooked
c overlooking
- 4 Not until the 1980s for the average person to own a computer.
a it was possible
b was it possible
c was possible
- 5 Jan her arm on a hot iron.
a broke
b burned
c sprained
- 6 Tomorrow's a holiday, so we go to work.
a have to
b mustn't
c don't have to
- 7 I usually swimming at least once a week.
a go
b do
c play
- 8 My friend Siena to Russia last year.
a went
b has gone
c has been
- 9 This is area, with a lot of factories and warehouses.
a an agricultural
b an industrial
c a residential
- 10 If I well in my exams, I to university.
a will do; will go
b will do; go
c do; will go
- 11 She was so upset that she burst tears.
a into
b out
c with
- 12 Where did you go holiday last year?
a for
b on
c to
- 13 Ocean currents play an important part in regulating global climate.
a are known to
b thought to
c are believed that they
- 14 My cousin getting a job in Bahrain.
a would like
b is planning
c is thinking of

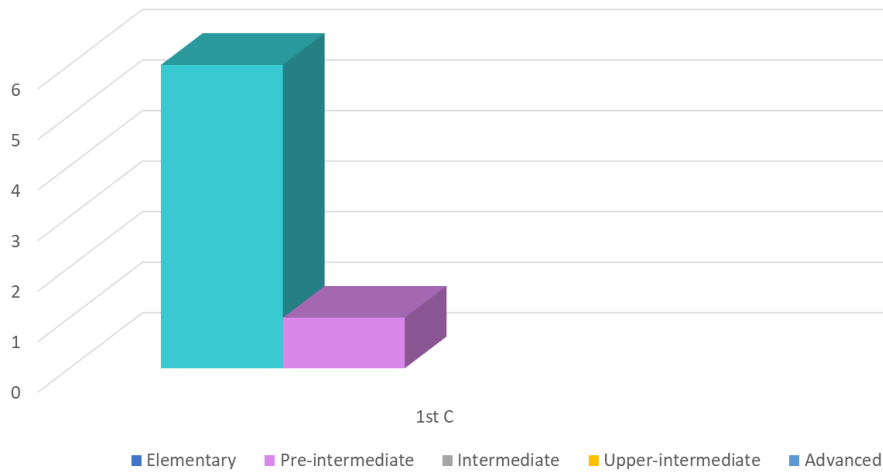
- 15 I can't your hair, because I haven't got any scissors.
a brush
b cut
c wash
- 16 I wish I have an exam tomorrow!
a don't
b didn't
c won't
- 17 The government plans to taxes on sales of luxury items.
a increase
b expand
c go up
- 18 When I first moved to Hong Kong, life in a different country was very strange, but now I'm used here.
a living
b to live
c to living
- 19 There milk in the fridge.
a is some
b are some
c is a
- 20 Criminals are people who are guilty of the law.
a breaking
b cheating
c committing
- 21 Why on earth isn't Josh here yet? for him for over an hour!
a I'm waiting
b I've been waiting
c I've waited
- 22 "It's pouring down, and it's freezing." What are the weather conditions?
a high winds and snow
b heavy rain and cold temperatures
c thick cloud but quite warm
- 23 feeling OK? You don't look very well.
a Do you
b You are
c Are you
- 24 Daniel's hair is getting far too long; he should soon.
a cut it
b have cut it
c have it cut
- 25 Mandy works for a computer software company. She got recently, and so now she's an area manager.
a made redundant
b promoted
c a raise
- 26 I can't hear you – it's noisy in here.
a too
b too much
c too many
- 27 Jamal has just sent me to arrange plans for this weekend.
a a blog
b an email
c a website
- 28 I promise I'll call you as soon as I
a I arrive
b I arrived
c I'll arrive

- 29 Photographers and designers need to be very
a creative
b fit
c annoying
- 30 The global financial crisis, is forcing lots of small businesses to close, does not look set to end soon.
a it
b that
c which
- 31 There a terrible accident if the pilot hadn't reacted so quickly.
a had been
b was
c would have been
- 32 "Are you ready to order?"
 "Not yet – I'm still looking at the"
a bill
b menu
c service
- 33 "My job is never boring."
 The speaker's job is always
a interesting
b popular
c difficult
- 34 I've been working here about the last two years.
a during
b for
c since
- 35 "It leaves from Platform 2 at 4.15."
 The speaker is talking about
a an airline flight
b a train
c a taxi
- 36 I went to a lovely last Saturday. The bride was my best friend when we were at school.
a anniversary
b marriage
c wedding
- 37 "I've got a headache."
 "Maybe you to take an aspirin."
a should
b ought
c don't
- 38 The patient had an to insert metal pins in his broken leg.
a injection
b operation
c X-ray
- 39 She won a seat in parliament at the last
a general election
b opinion poll
c referendum
- 40 I'm surprised you didn't get upset. If someone said that to me, really angry.
a I'm
b I was
c I'd be

- 41 This used to be part of the city, but since the old buildings were renovated it's become a very fashionable area.
a an affluent
b a run-down
c a trendy
- 42 Cassie went to bed early because she was
a tired
b stressed
c relaxed
- 43 In the 1960s, computers were expensive that ordinary people couldn't afford them.
a so
b such
c too
- 44 Do you want the match tonight?
a watching
b watch
c to watch
- 45 Researchers claim the new discovery is a major in the fight against malaria.
a breakthrough
b investigation
c progress
- 46 The Maths problem was really difficult and I just couldn't the answer.
a check in
b set off
c work out
- 47 When I was a child, I never about the future.
a have worried
b used to worry
c was worrying
- 48 A local politician has charges of corruption made by the opposition party.
a accused
b blamed
c denied
- 49 worries me about society today is how completely we have come to depend on technology.
a That
b What
c Which
- 50 Cats and dogs are usually kept as
a farm animals
b wild animals
c pets

Appendix D

Outcomes Placement Test Results



Appendix E

ENCUESTA DE PERFIL DE APRENDIZAJE

Nombre: _____ Grado y Grupo: _____

1 En español, leer y escribir ¿es difícil o complicado para ti? _____

2 ¿Cómo aprendiste a leer y escribir? (encierra uno) Escuela Familia Tutor Otro

3 Además del español ¿Qué otros idiomas hablas? _____

4 Además del español ¿Qué otros idiomas entiendes? _____

5 ¿Qué tipo de textos te gusta leer en español? _____

6 ¿Qué tipo de textos sueles escribir en español? (selecciona uno)

Emails Historias Listas Notas Otro: _____

7 ¿Has estudiado inglés con anterioridad? (Sí / No) ¿Dónde? _____

8 ¿Cuentas con alguien en tu familia que hable el idioma inglés? (Sí / No)

9 En una escala del 1 al 5 ¿consideras que aprender inglés es importante? 1 2 3 4 5

10 En una escala del 1 al 5 ¿qué tanto te gusta el inglés? 1 2 3 4 5

11 Describe tu habilidad en inglés (encierra la mejor descripción)

Entender inglés es difícil...	Siempre	Algunas veces	Nunca
Hablar inglés es difícil ...	Siempre	Algunas veces	Nunca
Leer inglés es difícil...	Siempre	Algunas veces	Nunca
Escribir en inglés es difícil...	Siempre	Algunas veces	Nunca

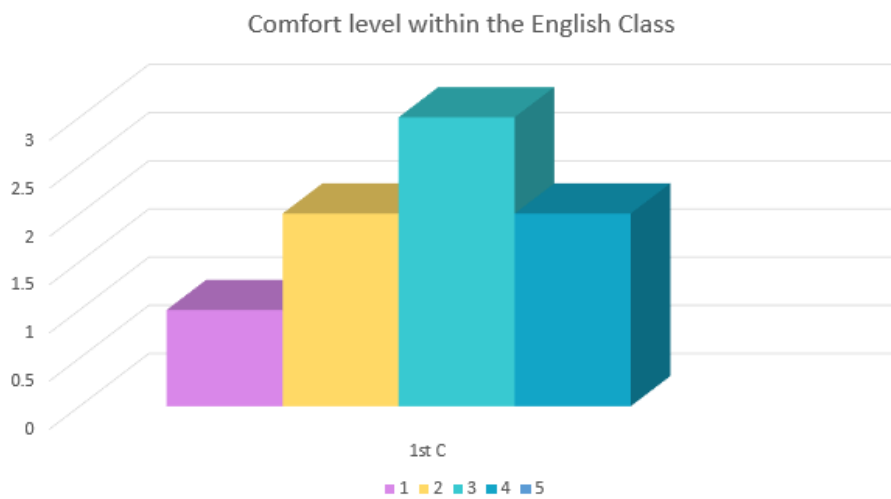
12 En una escala del 1 al 5 ¿qué tan cómodo te sientes con el inglés? 1 2 3 4 5

13 ¿Cuál es el mayor reto para ti cuando tratas de comunicarte en inglés?

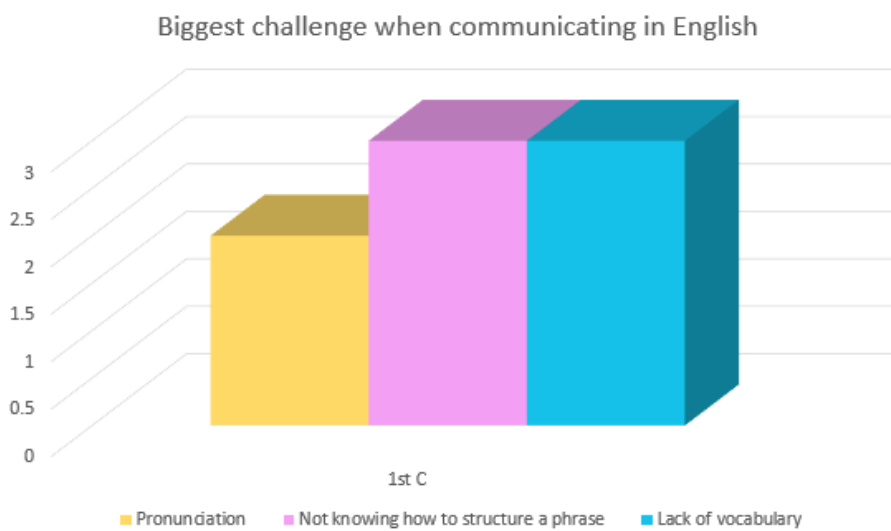
14 Consideras que el número de clases de inglés a la semana es: (Suficiente / Insuficiente)

15 Me gustaría mejorar mi nivel de inglés en mis clases en la secundaria: (Sí / No)

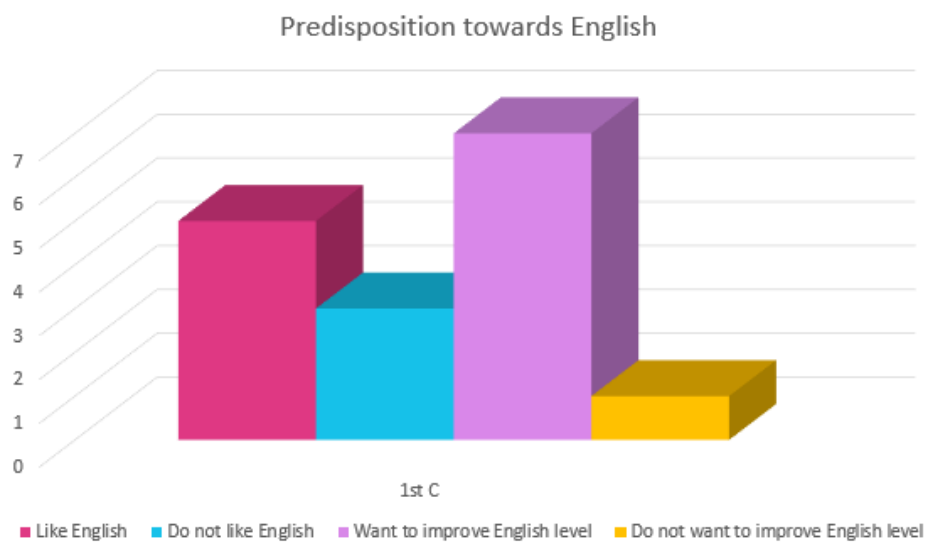
Appendix F



Appendix G



Appendix H



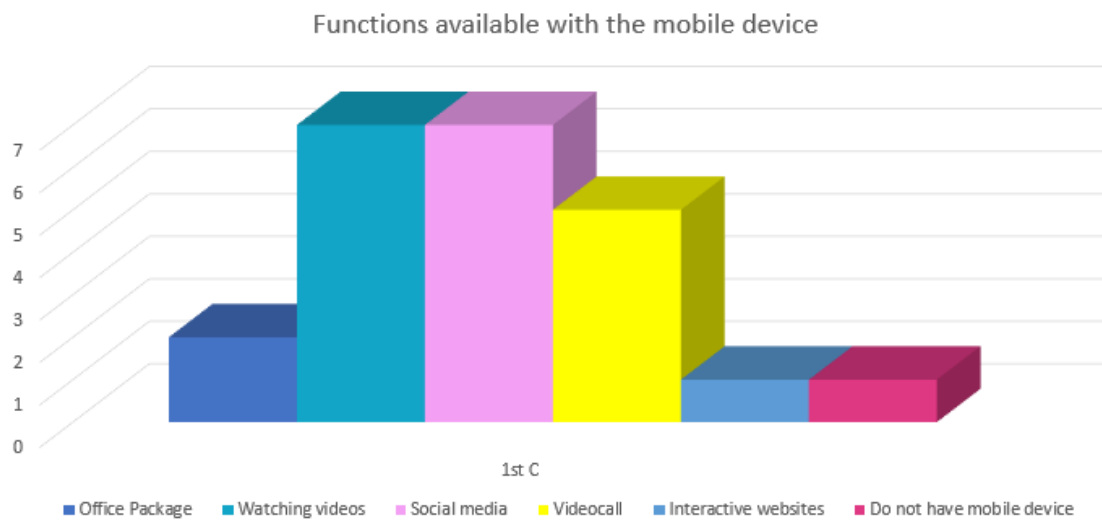
ENCUESTA DE CONECTIVIDAD

Nombre: _____

Grado y Grupo: _____

1. Durante el periodo de clases en línea, fui capaz de atender y conectarme (Sí / No)
2. Cuento con celular propio (Sí / No)
3. Para conectarme en casa, cuento con...
 - Computadora de mesa (PC)
 - Laptop
 - Teléfono celular
 - Tablet
4. Comparto el dispositivo que uso para conectarme (Sí / No)
5. Con cuántas personas comparto mi dispositivo: 0 1 2 3 4 5+
6. El dispositivo con el que me conecto cuenta con micrófono útil: (Sí / No)
7. El dispositivo con el que me conecto cuenta con cámara útil: (Sí / No)
8. En el dispositivo con el que me conecto, puedo...
 - Usar el paquete Office (Word, Power Point, Excel)
 - Ver videos sin que se traben
 - Usar redes sociales y/o WhatsApp (especifica) _____
 - Usar algún servicio de videollamada
 - Acceder a sitios interactivos (Juegos en línea, por ejemplo)
9. Mi conexión a internet en casa es...
 - Fija
 - A través de datos móviles
 - No cuento con internet en casa
10. La velocidad de mi conexión a internet es...
 - 20 megas
 - 30 megas
 - 150 megas o más
 - No lo sé

Appendix J



Appendix K

Irregular Verbs List

N°	Infinitive form	Past Simple	Past Participle	Gerund	Spanish
1	BE	WAS / WERE	BEEN	BEING	SER / ESTAR
2	BEAT	BEAT	BEATEN	BEATING	DERROTAR
3	BECOME	BECAME	BECOME	BECOMING	CONVERTIRSE
4	BEGIN	BEGAN	BEGUN	BEGINNING	INICIAR
5	BEND	BENT	BENT	BENDING	CURVAR
6	BET	BET	BET	BETTING	APOSTAR
7	BITE	BIT	BITTEN	BITTING	MORDER
8	BLEED	bled	bled	bleeding	SANGRAR
9	BLOW	blew	blown	blowing	SOPLAR
10	BREAK	BROKE	BROKEN	BREAKING	ROMPER
11	BRING	BROUGHT	BROUGHT	BRINGING	TRAER
12	BUILD	BUILT	BUILT	BUILDING	CONSTRUIR
13	BURN	BURNED	BURNT	BURNING	QUEMAR
14	BUY	BOUGHT	BOUGHT	BUYING	COMPRAR
15	CATCH	CAUGHT	CAUGHT	CATCHING	ATRAPAR
16	CHOOSE	CHOSE	CHOSEN	CHOOSING	ELEGIR
17	COME	CAME	COME	COMING	VENIR
18	COST	COST	COST	COSTING	VALER
19	CUT	CUT	CUT	CUTTING	CORTAR
20	DIG	DUG	DUG	DIGGING	EXCAVAR
21	DO	DID	DONE	DOING	HACER
22	DRAW	DREW	DROWN	DRAWING	DIBUJAR
23	DREAM	DREAMED	DREAMT	DREAMING	SOÑAR
24	DRINK	DRANK	DRUNK	DRINKING	BEBER
25	DRIVE	DROVE	DRIVEN	DRIVING	CONDUCCIR
26	EAT	ATE	EATEN	EATING	COMER
27	FALL	FELL	FALLEN	FALLING	CAER
28	FEED	FED	FED	FEEDING	ALIMENTAR
29	FEEL	FELT	FELT	FEELING	SENTIR
30	FIGHT	FOUGHT	FOUGHT	FIGHTING	PELEAR
31	FIND	FOUND	FOUND	FINDING	ENCONTRAR
32	FLY	FLEW	FLOWN	FLYING	VOLAR
33	FORGET	FORGOT	FORGOTTEN	FORGETTING	OLVIDAR
34	FORGIVE	FORGAVE	FORGIVEN	FORGIVING	PERDONAR
35	FREEZE	FROZE	FROZEN	FREEZING	CONGELAR
36	GET	GOT	GOTTEN	GETTING	OBTENER
37	GIVE	GAVE	GIVEN	GIVING	DAR
38	GO	WENT	GONE	GOING	IR
39	GROW	GREW	GROWN	GROWING	CRECER
40	HANG	HUNG	HUNG	HANGING	COLGAR
41	HAVE	HAD	HAD	HAVING	TENER
42	HEAR	HEARD	HEARD	HEARING	OIR
43	HIDE	HID	HIDDEN	HIDDING	ESCONDER
44	HIT	HIT	HIT	HITTING	GOLPEAR
45	HOLD	HELD	HELD	HOLDING	SOSTENER
46	HURT	HURT	HURT	HURTING	HERIR
47	KEEP	KEPT	KEPT	KEEPING	MANTENER
48	KNOW	KNEW	KNOWN	KNOWING	SABER / CONOCER
49	LAY	LAID	LAID	LAYING	COLOCAR
50	LEAD	LED	LED	LEADING	DIRIGIR

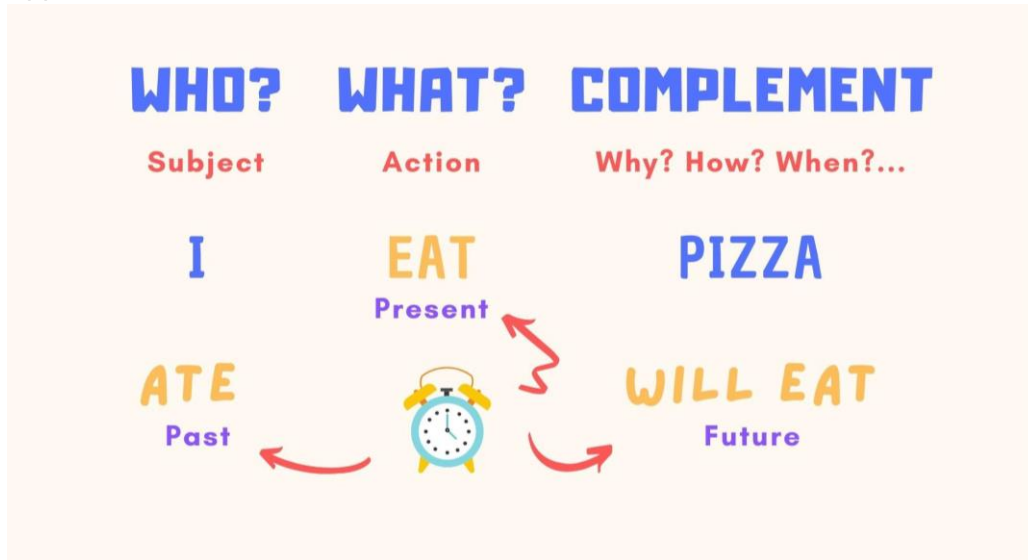
N°	Infinitive form	Past Simple	Past Participle	Gerund	Spanish
51	LEARN	LEARNT	LEARNT	LEARNING	APRENDER
52	LEAVE	LEFT	LEFT	LEAVING	DEJAR / PARTIR
53	LEND	LENT	LENT	LENDING	PRESTAR
54	LET	LET	LET	LET	PERMITIR
55	LIE	LAY	LAIN	LYING	MENTIR
56	LIGHT	LIGHTED	LIT	LIGHTING	PRENDER
57	LOSE	LOST	LOST	LOSING	PERDER
58	MAKE	MADE	MADE	MAKING	CONFECCIONAR
59	MEAN	MEANT	MEANT	MEANING	SIGNIFICAR
60	MEET	MET	MET	MEETING	REUNIR
61	PAY	PAID	PAID	PAYING	PAGAR
62	PUT	PUT	PUT	PUTTING	PONER
63	READ	READ /red/	READ /red/	READING	LEER
64	RIDE	RODE	RIDDEN	RIDDING	MONTAR
65	RING	RANG	RUNG	RINGING	SONAR
66	RISE	ROSE	RISEN	RISING	ASCENDER
67	RUN	RAN	RUN	RUNNING	CORRER
68	SAY	SAID	SAID	SAYING	DECIR
69	SEE	SAW	SEEN	SEEING	VER
70	SELL	SOLD	SOLD	SELLING	VENDER
71	SEND	SENT	SENT	SENDING	ENVIAR
72	SET	SET	SET	SETTING	ESTABLE CER
73	SHAKE	SHOOK	SHAKEN	SHAKING	AGITAR
74	SHINE	SHINED	SHONE	SHINING	BRILLAR
75	SHOOT	SHOT	SHOT	SHOOTING	DISPARAR
76	SHOW	SHOWED	SHOWN	SHOWING	MOSTRAR
77	SHUT	SHUT	SHUT	SHUTTING	CERRAR
78	SING	SANG	SUNG	SINGING	CANTAR
79	SINK	SANK	SUNK	SINKING	HUNDIR
80	SIT	SAT	SAT	SITTING	SENTARSE
81	SLEEP	SLEPT	SLEPT	SLEEPING	DORMIR
82	SMELL	SMELLED	SMELT	SMELLING	OLER
83	SPEAK	SPOKE	SPOKEN	SPEAKING	HABLAR
84	SPELL	SPELLED	SPLET	SPELLING	DELETREAR
85	SPEND	SPENT	SPENT	SPENDING	GASTAR
86	STAND	STOOD	STOOD	STANDING	PERMANECER
87	STEAL	STOLE	STOLEN	STEALING	ROBAR
88	STICK	STUCK	STUCK	STICKING	PEGAR
89	SWEEP	SWEPT	SWEPT	SWEEPING	BARRER
90	SWIM	SWAM	SWUM	SWIMMING	NADAR
91	TAKE	TOOK	TAKEN	TAKING	TOMAR
92	TEACH	TAUGHT	TAUGHT	TEACHING	ENSEÑAR
93	TEAR	TORE	TORN	TEARING	RASGAR
94	TELL	TOLD	TOLD	TELLING	CONTAR
95	THINK	THOUGHT	THOUGHT	THINKING	PENSAR
96	THROW	THREW	THROWN	THROWING	LANZAR
97	UNDERSTAND	UNDERSTOOD	UNDERSTOOD	UNDERSTANDING	ENTENDER
98	WAKE	WOKE	WOKEN	WAKING	DESPERTAR
99	WEAR	WORE	WORN	WEARING	USAR ROPA
100	WIN	WON	WON	WINNING	GANAR
101	WRITE	WROTE	WRITTEN	WRITING	ESCRIBIR

Regular Verbs List

N°	Infinitive form	Past Simple / Past Participle	Gerund	Spanish
1	ACCEPT	ACCEPTED	ACCEPTING	ACEPTAR
2	ACHIEVE	ACHIEVED	ACHIEVING	LOGRAR
3	ACT	ACTED	ACTING	ACTUAR
4	ADMIT	ADMITTED	ADMITTING	ADMITIR
5	AFFECT	AFFECTED	AFFECTING	AFECTAR
6	AGREE	AGREED	AGREEING	ACORDAR
7	ANNOUNCE	ANNOUNCED	ANNOUNCING	ANUNCIAR
8	ANSWER	ANSWERED	ANSWERING	RESPONDER
9	APPEAR	APPEARED	APPEARING	APARECER
10	APPLY	APPLIED	APPLYING	APLICAR / POSTULAR
11	ARGUE	ARGUED	ARGUING	DISCUTIR
12	ARRIVE	ARRIVED	ARRIVING	ARRIVAR / LLEGAR
13	ASK	ASKED	ASKING	PREGUNTAR
14	ATTEND	ATTENDED	ATTENDING	ASISTIR
15	AVOID	AVOIDED	AVOIDING	EVADIR
16	BELIEVE	BELIEVED	BELIEVING	CREER
17	CALL	CALLED	CALLING	LLAMAR
18	CARRY	CARRIED	CARRYING	LLEVAR
19	CAUSE	CAUSED	CAUSING	CAUSAR
20	CHANGE	CHANGED	CHANGING	CAMBIAR
21	CLOSE	CLOSED	CLOSING	CERRAR
22	COMPARE	COMPARED	COMPARING	COMPARAR
23	CONSIDER	CONSIDERED	CONSIDERING	CONSIDERAR
24	CONTAIN	CONTAINED	CONTAINING	CONTENER
25	CONTINUE	CONTINUED	CONTINUING	CONTINUAR
26	COUNT	COUNTED	COUNTING	CONTAR
27	COVER	COVERED	COVERING	CUBRIR
28	CREATE	CREATED	CREATING	CREAR
29	DECIDE	DECIDED	DECIDING	DECIDIR
30	DEFINE	DEFINED	DEFINING	DEFINIR
31	DETERMINE	DETERMINED	DETERMINEING	DETERMINAR
32	DEVELOP	DEVELOPED	DEVELOPING	DESARROLLAR
33	DIE	DIED	DYING	MORIR
34	DISCOVER	DISCOVERED	DISCOVERING	DESCUBRIR
35	ENTER	ENTERED	ENTERING	ENTRAR
36	ESTABLISH	ESTABLISHED	ESTABLISHING	ESTABLECER
37	EXIST	EXISTED	EXISTING	EXISTIR
38	EXPLAIN	EXPLAINED	EXPLAINING	EXPLICAR
39	FINISH	FINISHED	FINISHING	TERMINAR
40	FOLLOW	FOLLOWED	FOLLOWING	SEGUIR
41	FORM	FORMED	FORMING	FORMAR
42	HAPPEN	HAPPENED	HAPPENING	SUCEDER
43	HELP	HELPED	HALPING	AYUDAR
44	HOPE	HOPED	HOPING	TENER ESPERANZA
45	IMAGINE	IMAGINED	IMAGINING	IMAGINAR
46	IMPROVE	IMPROVED	IMPROVING	MEJORAR
47	INCLUDE	INCLUDED	INCLUDING	INCLUIR
48	INCREASE	INCREASED	INCREASING	INCREMENTAR
49	INDICATE	INDICATED	INDICATING	INDICAR
50	INTRODUCE	INTRODUCED	INTRODUCING	INTRODUCIR
51	KILL	KILLED	KILLING	MATAR
52	LIVE	LIVED	LIVING	VIVIR
53	MAINTAIN	MAINTAINED	MAINTAINING	MANTENER
54	MENTION	MENTIONED	MENTIONING	MENCIONAR

N°	Infinitive form	Past Simple / Past Participle	Gerund	Spanish
55	MOVE	MOVED	MOVING	MOVER
56	NEED	NEEDED	NEEDING	NECESITAR
57	NOTE	NOTED	NOTING	ANOTAR
58	NOTICE	NOTICED	NOTICING	NOTAR / NOTIFICAR
59	OCCUR	OCCURRED	OCCURRING	OCURRIR
60	OFFER	OFFERED	OFFERING	OFRECER
61	OPEN	OPENED	OPENING	ABRIR
62	PASS	PASSED	PASSING	PASAR
63	PLAY	PLAYED	PLAYING	JUGAR / TOCAR
64	PREPARE	PREPARED	PREPARING	PREPARAR
65	PREVENT	PREVENTED	PREVENTING	PREVENIR
66	PRODUCE	PRODUCED	PRODUCING	PRODUCIR
67	PROTECT	PROTECTED	PROTECTING	PROTEGER
68	PUBLISH	PUBLISHED	PUBLISHING	PUBLICAR
69	RAISE	RAISED	RAISING	ELEVAR
70	REACH	REACHED	REACHING	ALCANZAR
71	RECEIVE	RECEIVED	RECEIVING	RECIBIR
72	RECOGNIZE	RECOGNIZED	RECOGNIZING	RECONOCER
73	REDUCE	REDUCED	REDUCING	REDUCIR
74	REMEMBER	REMEMBERED	REMEMBERING	RECORDAR
75	REMOVE	REMOVED	REMOVING	REMOVER
76	REPRESENT	REPRESENTED	REPRESENTING	REPRESENTAR
77	RESPOND	RESPONDED	RESPONDING	RESPONDER
78	RETURN	RETURNED	RETURNING	RETORNAR / VOLVER
79	SAVE	SAVED	SAVING	SALVAR / GUARDAR
80	SEEM	SEEMED	SEEMING	PARECER
81	SERVE	SERVED	SERVING	SERVIR
82	SHARE	SHARED	SHARING	COMPARTIR
83	SIGN	SIGNED	SIGNING	SEÑALAR / FIRMAR
84	SOUND	SOUNDED	SOUNDING	SONAR
85	STAY	STAYED	STAYING	PERMANECER / QUEDARSE
86	STOP	STOPPED	STOPPING	PARAR
87	STUDY	STUDIED	STUDYING	ESTUDIAR
88	SUFFER	SUFFERED	SUFFERING	SUFIRIR
89	SUPPORT	SUPPORTED	SUPPORTING	SOPORTAR / APOYAR
90	TOUCH	TOUCHED	TOUCHING	TOCAR
91	TRAVEL	TRAVELLED	TRAVELLING	VIAJAR
92	TREAT	TREATED	TREATING	TRATAR
93	TRY	TRIED	TRYING	INTENTAR
94	USE	USED	USING	USAR
95	VISIT	VISITED	VISITING	VISITAR
96	WALK	WALKED	WALKING	CAMINAR
97	WANT	WANTED	WANTING	QUERER
98	WATCH	WATCHED	WATCHING	MIRAR
99	WORK	WORKED	WORKING	TRABAJAR
100	WORRY	WORRIED	WORRYING	PREOCUPAR

Appendix L



Appendix M

ESL/EFL Lesson Plan

Lesson Number: 01

Topic: Read Classic Tales

Objective/Aim: By the end of the lesson, students should be able to identify the parts of a classic tale and to understand general ideas incorporating new vocabulary related to classic tales.

Previous topics seen in class: Present and Past Simple

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up 5 minutes	A poster of the Shrek movie will be presented. Students are expected to identify information from the movie featured on the poster (vocabulary)	Linking concepts Scanning	Appendix 1.1	Full-class interaction	To catch students' attention and activate knowledge	The information presented is easily identified by the students in a short time. The teacher will give interesting facts about the movie
Pre-Task 7 minutes	Students will brainstorm important parts of the Shrek movie, such as character names, as well as characteristics of the story.	Brainstorming		Full-class interaction	To review concepts and vocabulary of classic tales	Students overgeneralize ideas about movies. The teacher will ask guided questions to get more information
Task (Planning) 20 minutes	In teams, students will read an adapted and shortened version of Shrek, the original story by William Steig. As they read, they will be asked to try to identify the key events in the story (Introduction, problem, climax and outcomes), as well as concepts they did not understand very well.	Extensive Reading Reading for detail	Appendix 1.2	Group work	To identify general meaning of the text, as well as specific information. To expose learners to input in the target grammar	Students have difficulty understanding the general ideas of the story. The teacher will monitor each team and help them understand the general meaning.
Task (Report) 13 minutes	The teacher will present a set of questions that students must answer in teams. Students must complete a table with the required information.	Scanning	Appendix 1.3	Group work	To organize information based on a text and check understanding	Students scramble information and do not organize it correctly. If that happens, the teacher will guide them by doing the same on the blackboard
Wrap-Up 5 minutes	Each team will reach an agreement for a member to present their work in front of the class. The differences in the results of each team will be discussed.	Report		Student talk	To verbalize ideas previously discussed	The students are nervous and do not want to participate. The teacher will choose the team members according to their personalities

Aspect of the Linguistic Competence:	Vocabulary	Assessment:	- Conceptual map (Students' product in the pre-task stage) - Chart (Students' product in the report stage)
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ESL/EFL Lesson Plan

Lesson Number: 02

Topic: Read Classic Tales

Objective/Aim: At the end of the lesson, students should be able to modify key aspects of a classic story

Previous topics seen in class: Present and Past simple

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up 5 minutes	The teacher will present a series of images alluding to classic stories. Students will try to identify which classic story each picture corresponds to.	Linking Concepts	Appendix 2.1	Full-class interaction	To catch students' attention and activate knowledge	Students confuse the pictures with different stories. The teacher will point out details to guide them to the correct answers
Pre-task 17 minutes	In teams, students will be delivered stories in no order. Each team will be given a different story, students should read the story and organize it in chronological order. In a chart, they'll be asked to tell how they deciphered the order writing the most important part of each paragraph	Skimming	Appendix 2.2	Group work	Students identify the parts of the story chronologically	Students confuse the order of the story. The teacher will ask guided questions using her prior knowledge and point out key words and ideas
Task (Planning) 13 minutes	Students will be given a graphic organizer to detail the characteristics of their respective stories. Then, they will be asked to change one or more aspects of the story (characters, setting, outcome, etc.)	Editing Scanning	Appendix 2.3	Group work	Students read the text to subtract information and change it	Students only change one aspect of the story. The teacher will help them understand that a changed aspect affects the rest of the aspects, so they have to change at least two.
Task (Report) 10 minutes	In teams, students must complete a table with the information from their story, now taking into account the modifications made.	Planning	Appendix 2.3	Group Work	Students organize their own story with the information needed to present it	Students scramble information and do not organize it correctly. If that happens, the teacher will guide them by doing the same on the blackboard
Wrap-Up 5 minutes	A recap will be done to check understanding of the general concepts of a classic tale. Cutouts, iris sheets, and supplies will also be ordered for the next class.	Listening in detail		Teacher talk	To check understanding and prepare students for next class	Homework may not be clear to students. The teacher can write down the required materials on the board and ask for understanding

Aspect of the Linguistic Competence:	Grammar Mastery for Reading comprehension	Assessment:	- Notes on key words (Students' product in the pre-task stage)
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ESL/EFL Lesson Plan

Lesson Number: 03

Topic: Read Classic Tales

Objective/Aim: By the end of the lesson, students should be able to select and write key phrases to present a story orally.

Previous topics seen in class: Present and Past simple

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Analysis 7 min	The teacher will give a presentation about the original story "Shrek", aided by material previously used in class. The students, with the help of the teacher, should find useful phrases or expressions for their own presentation.	Listening for model	Appendix 1.1 Appendix 1.2	Teacher talk	Students get an example of the activity they will develop	Students do not find useful phrases for their presentation. The teacher will tell you the meaning of some of them, as well as key concepts.
Pre-Task 10 min	Students will be asked, as a team, to create an illustrative image of their story with the characteristics discussed in the first class. They can use their own homework materials to design it, and the Shrek poster as a guide.	Drafting		Group work	To create a visual aid to summarize a story and give information about it	Students take a long time to complete the activity. The teacher will constantly remind them of the defined time
Task (Planning) 10 min	Students will create sentences to describe each stage of the story. They will try to choose appropriate vocabulary to express the different ideas in their story	Planning		Group work	To write sentences that can be helpful for the presentation of the activity	Students create long texts intended to be read. The teacher will remind them that they are only models to guide the oral presentation
Task (Report) 17 min	With the help of their poster and their graphic organizer, the students will choose two members of the team who will go on to present their rewritten story orally.	Storytelling		Student talk	Students present their work orally to the rest of their classmates to share the information	The students are nervous and do not want to participate. The teacher will choose the team members according to their personalities
Wrap-Up 5 min	The teacher will give the students a set of questions that will serve for a class discussion about the changes made in the stories by each team.	Answering orally Discussing	Appendix 3.1	Full class interaction	Recap the changes made by each team in the classic stories as a closing way to check understanding	Students do not know how to start a conversation The teacher will guide the questions to get answers as a drilling.

Aspect of the Linguistic Competence:	Word order Word structure	Assessment:	- (Students' product in the pre-task stage) - Aid sentences (Students' product in the planning stage)
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ESL/EFL Lesson Plan

Lesson Number: 01

Topic: Travel Itinerary

Objective/Aim: By the end of the lesson, students should be able to scan a text related to travels and holidays in order to get meaning

Previous topics seen in class: Present and past simple

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up 5 minutes	The teacher will present an image alluding to holidays. The teacher will ask the students to identify the elements that appear in the image	Linking concepts	Appendix 1.1	Full-class interaction	To catch students' attention and introduce new vocabulary	The information presented is easily identified by the students in a short time. The teacher will point out details
Pre-Task 7 minutes	Students will brainstorm on the topic of vacations and travel, in which they will categorize words referring to destinations, means of transportation, activities, etc.	Brainstorming		Full-class interaction	To review concepts and vocabulary of travels	Students overgeneralize ideas about travels. The teacher will ask guided questions to get more information
Task (Planning) 20 minutes	In teams, the teacher will give students a reading about a future travel itinerary. As they read, they will be asked to identify the activities that will take place on the trip, as well as concepts and words that they do not understand.	Extensive Reading Reading for detail	Appendix 1.2	Group work	To identify general meaning of the text, as well as specific information. To expose learners to input in the target grammar	Students have difficulty understanding the general ideas of the story. The teacher will monitor each team and help them understand the general meaning.
Report 13 minutes	Students will be given a worksheet with an itinerary format that they must fill out according to the information in the text, as well as some questions with specific information	Scanning	Appendix 1.3	Group work	To organize information based on a text and check understanding	Students scramble information and do not organize it correctly. If that happens, the teacher will guide them by doing the same on the blackboard
Wrap-Up 5 minutes	The teacher will bring a bowl to the class with words written in little pieces of paper. The teacher will show one word and students will look for the word in the text.	Scanning		Open-ended questioning	To reflect on the topic and land the content on students' interests and likes	Students do not remember how to answer. The teacher will help them by modelling useful sentences

Aspect of the Linguistic Competence:	Vocabulary and Reading Comprehension	Assessment:	- Conceptual map (Students' product in the pre-task stage) - Chart (Students' product in the report stage)
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ESL/EFL Lesson Plan

Lesson Number: 02

Topic: Travel Itinerary

Objective/Aim: By the end of the lesson, students should be able to ask for information and answer using the future simple tense

Previous topics seen in class: Present and past simple

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up 5 minutes	A series of images alluding to travel destinations will be presented along with an activity that can be carried out in each of them in a disorderly way. Students will try to match the picture with the corresponding activity	Linking Concepts	Appendix 2.1	Full-class interaction	To catch students' attention and activate knowledge	Students confuse the pictures with different destinations. The teacher will point out details to guide them to the correct answers
Pre-task 20 minutes	In teams, students will be given sheets with information on travel destinations, with different transportation options, places to visit, activities to do, and prices, among other specifications. Students should read and agree which option seems most interesting to them.	Skimming	Appendix 2.2	Group work	Students discuss in teams and reach to an agreement. Students get vocabulary related to holidays	The students disagree. The teacher will help them reach a democratic agreement
Task 1 (Planning) 10 minutes	Students will be given a travel itinerary format that they will have to complete according to what they have agreed as a team. They will be asked to make their timetable according to the schedules of each activity.	Planning Scanning Editing	Appendix 2.3	Group work	Students read the text to subtract information and discuss	The students do not take into account the fictitious money they have to spend, the teacher will remind them that they must do the sum of everything they write down.
Task 2 (Report) 10 minutes	Students will be given a worksheet in which a table appears with aspects related to what was worked in previous classes. Students will work in pairs and ask each other for information about their travel itineraries to fill in the table	Asking for information Answering orally	Appendix 2.4	Collaboration	Students ask and answer using the future simple	The students get confused in filling in the table. The teacher will explain in Spanish how they should do it so that it is clear
Language Focus 5 minutes	A pair of students will be selected to come to the front of the class to present their results after asking questions and filling in the table.	Report		Student talk	Students express ideas using future simple orally, with the help of a graphic organizer	The students are nervous and do not want to participate. The teacher will choose the students according to their personalities

Aspect of the Linguistic Competence:	Word order and word structure	Assessment:	- Chart (Students' products in the task 1 and task 2 stages)
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ESL/EFL Lesson Plan

Lesson Number: 03

Topic: Travel Itinerary and Classic Tales

Objective/Aim: To evaluate students' progress in the development of the linguistic competence

Previous topics seen in class: Past and Future simple

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up 7 minutes	The teacher will present four pictures, four sentences, and four cards with verb tenses. Students will decide which sentence and verb tense they think correspond to each picture.	Scanning Recalling	Appendix 3.1	Full class interaction	Students identify keywords to guess the right answers	The students guess incorrectly and say all the destinations at random. The teacher will repeat again and highlight important parts
Evaluation 43 minutes	Students will take an exam with which it is intended to know their progress on the development of the topics reviewed in class		Appendix 3.2			

Aspect of the Linguistic Competence:	Vocabulary Word order Word structure Reading comprehension	Assessment:	- Exam
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Appendix N

PROGRESS TEST

Teacher Eliezer Ismael Muñoz

Date: _____

Name: _____

Hi student! Today we are going to check our progress. Remember everything we've seen so far, and enjoy!

GENIE ON VACATION!

Read and try to understand



Hello, I am the Genie, and I am very excited because I will finally take a vacation! I will go to Hawaii for three days to see my friend Peter Pan and other friend. Last year we went on a tour around Europe, and two years ago we visited the beautiful beaches of Mexico, Cancun and Puerto Vallarta. This year we are going to Hawaii.

On Thursday I will take the plane; I thought about going on the magic carpet, but Aladdin didn't let me. On Friday I will arrive in Hawaii at 8:00 am, where I will meet Peter Pan and Alice. We will go to eat, and in the afternoon we will go sightseeing the beautiful landscapes of Hawaii.

On Saturday morning at 10:00 am, we will climb a dormant volcano with a group of tourists on a guided tour. We will have lunch at the top of the volcano, and at 1:00 pm some small planes will arrive and will take us into the air, from where we will parachute! At 4:00 pm we will return to the hotel to eat, and at night we will go to a club to dance and have fun.

On Sunday morning we will go to eat at a restaurant where there are traditional hula dancers, and at noon we will go swimming with stingrays and giant tortoises. At 4:00 pm we will visit the royal palace on a guided tour. We will buy souvenirs and take a lot of photos. We will return to the hotel to rest at 7:00 pm because on Monday we will take our flights at 5:00 am.

That will be our travel itinerary. We wanted to see the whales, but the price was very high and it was at the same time as the parachutes. It doesn't matter, we'll have a chance to do it next time.

SECTION I

Put the information mentioned in the text in the correct boxes

Swimming with stingrays	Hawaii	Sightseeing
Parachuting	By plane	

Destination	1. _____
Means of transportation	2. _____
Schedule	
Activities	3. _____
	4. _____
	5. _____

SECTION II

Select the correct option to complete the sentence

6. The Genie _____ to Hawaii
 - a) Will go
 - b) Is go
 - c) Went

7. Peter Pan _____ Cancún two years ago
 - a) Won't visit
 - b) Do visited
 - c) Visited

8. Alice _____ around Europe last year
 - a) Will tour
 - b) Toured
 - c) Go tour

9. The Genie and friends _____ climb a dormant volcano
 - a) Will
 - b) Was
 - c) Climbed

10. The price to see the whales _____ too high
 - a) Did not
 - b) Was
 - c) Will

11. Aladdin _____ not let The Genie go by Magic Carpet
a) Was
b) Do
c) Did

SECTION III

Read the sentences and decide if their are True (T) or False (F)

12. The Genie and Alice are NOT friends (T / F)
13. The Genie will NOT go to Hawaii by Magic Carpet (T / F)
14. The Genie will arrive to Hawaii in the afternoon (T / F)
15. The Genie and friends came to Mexico two years ago (T / F)
16. The Genie and friends DID NOT visit Africa last year (T / F)
17. The Genie will buy souvenirs on Friday (T / F)

SECTION IV

Write the sentences correctly

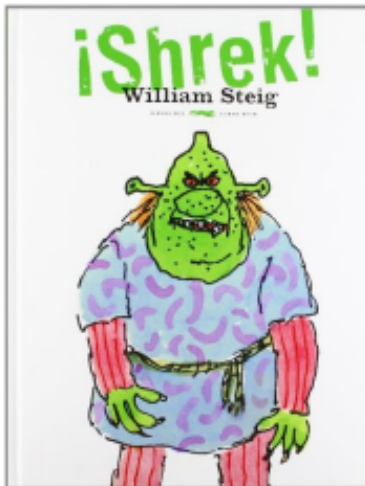
18. The Genie / go / to Hawaii / will

19. And / Peter Pan / to Europe / The Genie / Last year / Alice / went

20. Aladdin / not / go / to Cancun / did

This is the end of the test. Good luck!

SHREK



Once upon a time, in a very distant land, there lived an ogre named Shrek. *Shrek* was a horrible, apparently indestructible monster who **liked to scare people** with his repulsiveness. Shrek had green skin and the ability to spit fire from his mouth.

One day, his *parents* decided that he had to see the world, so they literally **kicked him out of their swamp**.

Soon, he found *a witch* who **read his fortune** to him and told him that a donkey was going to take him to a castle, where he would fight a knight and marry a princess even uglier than he.

Shrek was walking when *Lightning and Thunder* saw him. Disgusted by his ugliness, **they tried to attack Shrek**, so the Lightning threw his most powerful bolt, but Shrek simply opened his mouth and swallowed it.

Later, Shrek arrived to a forest, in which he felt tired and slept. Suddenly, he woke up by the horrible sound of a *dragon* **threatening** him. Shrek opened his mouth, and threw the bolt that he swallowed earlier, knocking the dragon unconscious.

Minutes later, a *donkey* appeared, and told him to get on, because he would take him to the castle. The donkey ran and **took Shrek to the castle**. At the entrance, they saw a knight in armor.

Shrek approached, but *the knight* **attacked him**. In seconds, Shrek clapped his hands, creating a shock wave that sent the knight flying.

Finally, Shrek entered the castle, where he saw a horrible being, with blue skin and snake hair. She was *the princess*. Shrek fell in love with her, and proposed to her, **she gladly accepted**, and they lived repulsively and horribly forever.

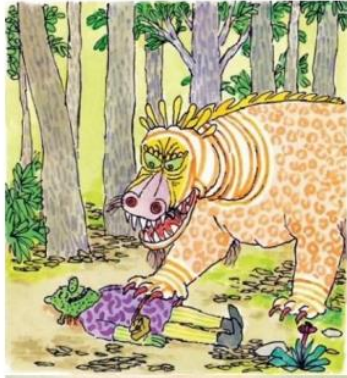
SHREK

Glossary

1. Kick out: Expel, deport or exile someone from a place
2. Knight: A warrior that serves a lord or a member of nobility
3. Uglier: More (ugly) than...
4. Bolt: Electric discharge
5. Forest: A place with many trees, plants and animals
6. Swallow: Consume something (especially food or drink) orally
7. Shock wave: Strong force in the air, water or earth caused by a big impact.

WRITE YOURS...

- _____
- _____
- _____
- _____
- _____
- _____



Appendix Q

Team members: _____

Name of the story: Shrek (original story)		
Parts and Characteristics		
1.	Protagonist	
2.	Sidekick	
3.	Villain(s)	
4.	Other Characters	
5.	Setting(s)	
6.	Problem	
7.	Climax	
8.	Outcome (Ending)	

QUESTIONS

1. Who read the fortune to Shrek?
2. How did Shrek defeat the dragon?
3. What was Shrek like physically?
4. What was the princess like physically?
5. What characters attacked Shrek?
6. Where did Shrek's parents live?
7. What special abilities did Shrek have?

Appendix R

PINOCCHIO

Long ago, an old carpenter named Gepetto carved a puppet in the shape of a boy and named it Pinocchio. He wished the boy to be a real one. A fairy heard his words and fulfilled his wish. She added life to the puppet.

But she wanted that if he was to be a real boy, he must always be a good boy. Gepetto loved him dearly, but Pinocchio was quite naughty and rarely spoke the truth. As soon as he lied, his wooden nose would grow long. He always promised to be a good boy from the next time. But he soon forgot his word and left the school with his friends to join a circus. Now, he began to miss Gepetto.

One day, he heard that his father had been swallowed up by a huge whale. He immediately went to find the whale. The whale swallowed him as well. Inside the whale's belly, Pinocchio and Gepetto were so happy to see each other. They made a plan to get out and began tickling the whale's stomach.

They reached home safely. The fairy was pleased with Pinocchio's bravery and she turned him into a real fleshed and blood boy. From that day, he was a very good boy and never missed school. The father and son lived happily ever after.

THREE LITTLE PIGS

Once upon a time, there were three little pigs and the time came for them to seek their fortunes and build their houses. The first little pig built his house of straw while the middle brother decided to build a house of sticks. They were done with building their houses very quickly and without much hard work. The third pig who was the oldest amongst them decided to build a house of bricks

When the three houses were finished, they sang and danced happily the whole day. After enjoying a lot, just as the first pig reached his door, a big bad wolf popped up from the woods. The little pig got scared and quickly hid in his house made of straws. The big bad wolf huffed and puffed and blew the house down in minutes.

Seeing this the little pig ran to his middle brother's house made of sticks. The wolf now came to this house and huffed and puffed and blew the house down in hardly any time. Now, both the terrified pigs ran to their oldest brother's house which was made of bricks.

The big bad wolf tried to huff and puff and blow the third house down, but he could not. He kept trying for hours but the house was very strong and all the three pigs were safe inside, so the Wolf decided to leave. The two young pigs felt sorry for being so lazy while building the houses. They also built their houses with bricks and all the three little pigs lived happily ever after

THE LION AND THE MOUSE

This is The Lion And The Mouse Story for kids. One day a lion was sleeping in his den. A mouse was also playing nearby. Little Mouse began running up and down upon him, this soon wakened the Lion. Angry at the little, tiny mouse the lion caught him and said, "You tiny creature, how dare you wake me? I'll kill you."

The mini mouse was frightened and prayed to the Lion, "Please let me go king and I will do you a good return one day for sparing my life." The lion thought what good can he do to him. The lion spared the tiny mouse.

A few days after the lion was walking in the jungle. He found himself caught in a hunter's net. He roared and rolled to get out of the net. But he failed. The lion was pleading for help. The mouse whose life was saved by the lion heard the roar and ran to the lion. The small mouse gathered all his friends and told them to help the lion and set him free.

The mouse and his friends cut through the net and set the lion free. The lion escaped and thanked the little, tiny mouse and from that day, the lion and the mouse became the best of friends.

Appendix S

Team members: _____

Answer: How did you find the correct order?

Classic Tale: _____	
Paragraph 1	Key words or concepts: _____
Paragraph 2	Key words or concepts: _____
Paragraph 3	Key words or concepts: _____
Paragrah 4	Key words or concepts: _____

ITINERARY FORMAT

Team members: _____

Destination			
Transport			
Accommodation			
Activities			
Time	Friday	Saturday	Sunday
Morning			
Afternoon			
Evening/Night			

QUESTIONS

- 1- What is the destination?
- 2- How many days will Mariela be there?
- 3- How will the weather be like?
- 4- In which month of the year will Mariela go?
- 5- Where did she hear about the restaurant?
- 6- What will she do for her friends?
- 7- What will the last activity be?

Appendix U

SPAIN

Mean of Transportation	Price	Time
26 Plane	\$ 150 USD	10 hours
3. Ship	\$ 30 USD	24 hours
4. Sky Rocket	\$ 700 USD	30 minutes

Accomodation	Price	Commodity
4. Hotel	\$ 120 USD	High (Room service, Free breakfast, swimming pool, Air Conditioning, Clean up)
5. Airbnb	\$ 60 USD	Medium (Managing usage, Big space, Privacy)
6. Lodging house	\$ 20 USD	Low medium (Sharing rooms and bathrooms, making your own food, meet lots of people)

Activities	Price	Schedule
1. Have a meal in the oldest restaurant in the world	\$ 35 USD	Mondays to Fridays (4 pm - 9 pm)
2. Catch a Flamenco show in Seville	\$15 USD	Mondays to Sundays (Anytime)
3. Watch Barcelona vs Real Madrid match	\$ 50 USD	Saturday (7 pm to 9 pm)
4. Try paella	\$ 5 USD	Everyday (Anytime)
5. Guided tour of Granada: The Alhambra	\$ 40 USD	Saturdays and Sundays (10 am - 2 pm)
6. Visit The Royal Palace of Madrid	\$ 15 USD	Mondays to Sundays (Anytime)
7. Attend a bullfight	\$ 10 USD	Fridays and Saturdays (5 pm - 7 pm)
8. Enter the Guggenheim Bilbao museum	\$ 15 USD	Fridays and Sundays (12 pm - 6 pm)
9. Go to the Canary Islands	\$ 45 USD	Mondays to Saturdays (Anytime)
10. Explore the Church of the Sacred Family	\$ 12 USD	Tuesdays and Saturdays (9 am to 8 pm)

HAWAII

Mean of Transportation	Price	Time
5. Plane	\$ 150 USD	10 hours
6. Ship	\$ 30 USD	25 hours
7. Sky Rocket	\$ 700 USD	30 minutes

Accomodation	Price	Commodity
7. Hotel	\$ 120 USD	High (Room service, Free breakfast, swimming pool, Air Conditioning, Clean up)
8. Airbnb	\$ 60 USD	Medium (Managing usage, Big space, Privacy)
9. Lodging house	\$ 20 USD	Low medium (Sharing rooms and bathrooms, making your own food, meet lots of people)

Activities	Price	Schedule
1. Sightseeing landscapes	\$ 10 USD	Mondays to Sundays (Anytime)
2. Climb a dormant volcano	\$ 20 USD	Wednesday to Saturdays (8 am to 5 pm)
3. Try parachuting	\$ 35 USD	Mondays to Sundays (7 am to 2 pm)
4. Go to a traditional hula restaurant	\$ 25 USD	Mondays to Sundays (Anytime)
5. Swim with stingrays and tortoises	\$ 20 USD	Fridays and Saturdays (12 pm - 5 pm)
6. Visit The Royal Palace on a guided tour	\$ 23 USD	Mondays to Fridays (11 am - 3 pm)
7. Salute the Pearl Harbor	\$ 30 USD	Tuesdays to Saturdays (11 am to 5 pm)
8. See the whales from a boat	\$ 40 USD	Fridays and Saturdays (12 pm - 5 pm)
9. Appreciate the stargazing tour	\$ 10 USD	Mondays to Saturdays (8 pm - 12 am)
10. Take a submarine tour	\$ 45 USD	Sundays (10 am - 4 pm)

ITALY

Mean of Transportation	Price	Time
1. Plane	\$ 150 USD	10 hours
2. Ship	\$ 30 USD	24 hours
25 Sky Rocket	\$ 700 USD	30 minutes

Accommodation	Price	Commodity
1. Hotel	\$ 120 USD	High (Room service, Free breakfast, swimming pool, Air Conditioning, Clean up)
2. Airbnb	\$ 60 USD	Medium (Managing usage, Big space, Privacy)
3. Lodging house	\$ 20 USD	Low medium (Sharing rooms and bathrooms, making your own food, meet lots of people)

Activities	Price	Schedule
1. See an Opera in Verona's Roman Arena	\$ 25 USD	Saturdays and Sundays (6 pm - 9 pm)
2. Guided tour of the Sistine Chapel	\$ 15 USD	Mondays to Fridays (12 pm - 6 pm) Saturdays (12 pm - 3 pm)
3. Glide through Venice in a Gondola	\$ 20 USD	Mondays to Saturdays (10 am - 4 pm) Sundays (12 pm - 8 pm)
4. Visit the tower of Pisa	\$ 10 USD	Mondays to Sundays (Anytime)
5. Sightseeing of Pompeii	\$ 45 USD	Saturdays (4 pm - 8 pm)
6. Eating a real Italian pizza	\$ 5 USD	Mondays to Sundays (Anytime)
7. Experience ancient Rome ruins	\$ 40 USD	Mondays to Saturdays (1 pm - 6 pm)
8. Attend a local festival	\$ 15 USD	Sundays (12 pm - 11 pm)
9. Go to the beach in Tropea	\$ 23 USD	Mondays to Sundays (Anytime)
10. Ski the Dolomites	\$ 50 USD	Fridays and Saturdays (9 am - 12 pm)

Appendix V

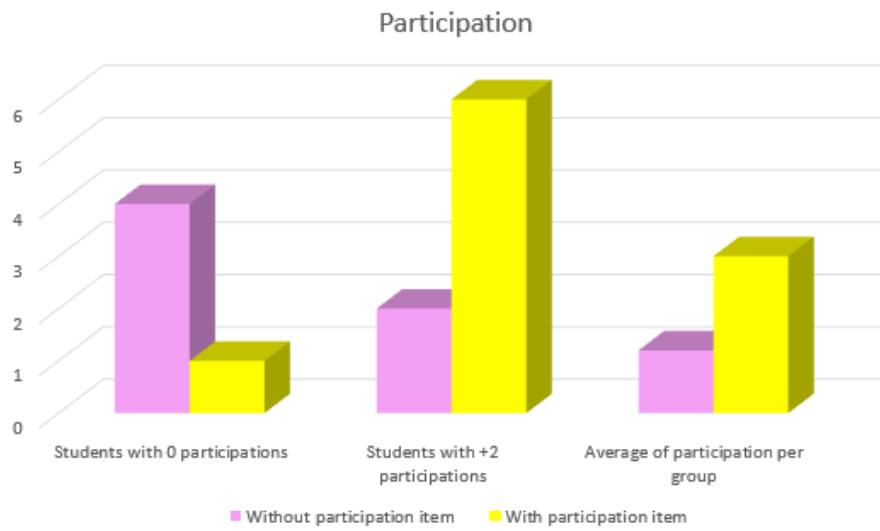
Team members: _____

Destination			
Transport			
Accommodation			
Activities			
Time	Friday	Saturday	Sunday
Morning			
Afternoon			
Evening/Night			

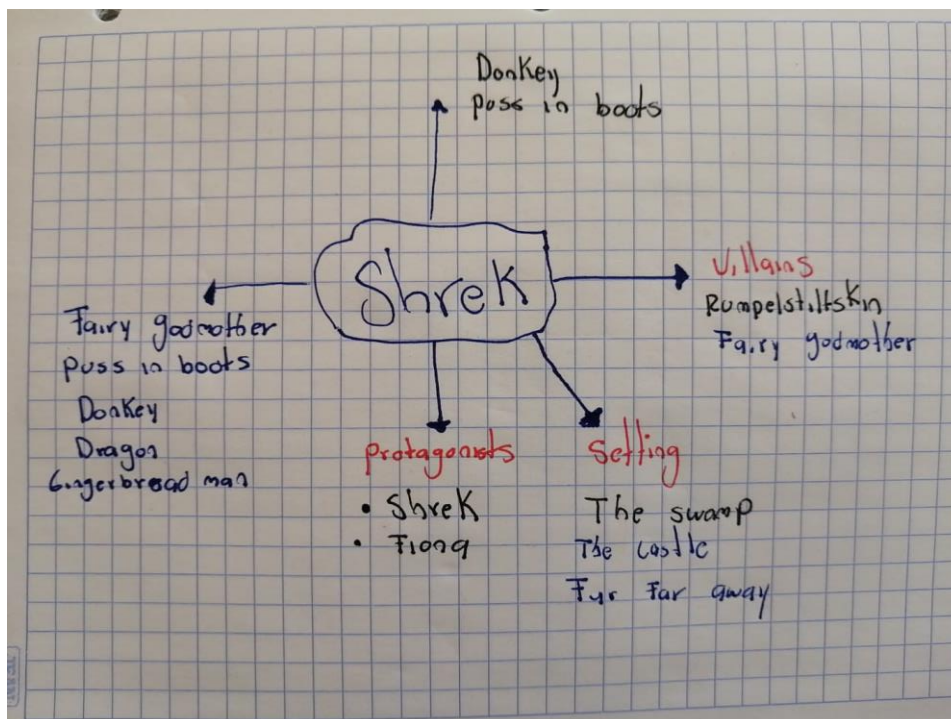
Appendix W



Appendix X



Appendix Y



Appendix Z

Name of the story: Shrek (original story)		
Parts and Characteristics		
1.	Protagonist	Shrek
2.	Sidekick	Donkey, Fiona
3.	Villain(s)	Prince Charmings, Fairy God Mother, Lord Farquad, Rumpelstiltskin
4.	Other Characters	Parents, witch, dragon, caberero, princes
5.	Setting(s)	Swamp & Forest
6.	Problem	dragon, parents
7.	Climax	pelear knight
8.	Outcome (Ending)	shrek se queda con Fiona with

Appendix AA

Name of the story: Shrek (original story)		
Parts and Characteristics		
1.	Protagonist	Shrek
2.	Sidekick	donkey
3.	Villain(s)	Dragon Knight
4.	Other Characters	Parents Knight Witch Dragon
5.	Setting(s)	Swamp castle
6.	Problem	they literally kicked him out of their swamp
7.	<u>Climax</u>	Knight attacked him
8.	Outcome (Ending)	and they lived verulsively and horribly forever

Appendix AB

Answer: How did you find the correct order?

Classic Tale: <u>Pinocchio</u>	
Paragraph 1	Key words or concepts: Long ago, an old carpenter Gepetto carved a puppet in the shape of a boy and named it Pinocchio. He wished the boy to be a real one. A fairy hear his words and fulfilled his wish. She added life to the puppet.
Paragraph 2	Key words or concepts: But she wanted that if he was to be a real boy
Paragraph 3	Key words or concepts: One day, he heard that his father had been swallowed up by a huge whale.
Paragraph 4	Key words or concepts: The faded name safely. The fairy was pleased with Pinocchio's bravery.

Appendix AC

Name of the story: <u>THREE LITTLE PIGS</u> <u>10C</u>		
Parts and Characteristics	Original	Edited
1. Protagonist	Three LITTLE PIGS	three little dogs
2. Sidekick		cat
3. Villain(s)	WOLF	the human
4. Other Characters		
5. Setting(s)	Forest	city
6. Problem	WOLF	wolf
7. Climax	house which was made of bricks	
8. Outcome (Ending)	the three little pigs lived happily	

Parts and Characteristics		Original	Edited
1.	Protagonist	Three LITTLE PIGS	three little dogs
2.	Sidekick		cat
3.	Villain(s)	WOLF	the human
4.	Other Characters		
5.	Setting(s)	Forest	city
6.	Problem	WOLF	wolf
7.	Climax	house which was made of bricks	
8.	Outcome (Ending)	the three little pigs lived happily	

Appendix AD

MONSE

Roberto wanted to be happy like the other children but he couldn't because he was just a wooden doll created by a psychopath.

Appendix AE

Destination	Japan		
Transport	Avion		
Accommodation	lodging house		
	Activities		
Time	Friday	Saturday	Sunday
Morning	I will arrive by plane	Go to mount Fuji	Start the day with breakfast will go to
Afternoon	eat ramen and sushi	a bullet train to arrive at a sumo tea house and watch a	
Evening/Night	go to mount Fuji	take a walk in Shinjuku District and have dinner	will also enjoy a Kabuki performance at the lodging house to prepare Eisa dance

QUESTIONS

- 1- What is the destination? Japon
Japan
- 2- How many days will Mariela be there? Un fin de semana (3 días).
a Weekend (3 day)
- 3- How will the weather be like? frío
cold
- 4- In which month of the year will Mariela go? diciembre
December
- 5- Where did she hear about the restaurant? En tik tok
Entiktok
- 6- What will she do for her friends? Llevarle recuerdos
Keep
take away
- 7- What will the last activity be? guardar sus cosas
Keep up

Appendix AF

Team members: ANA, DANIEL, IRIS, SHERLYN 7-C

Destination	ITALY		
Transport	PLANE		
Accommodation	HOTEL		
Activities			
Time	Friday	Saturday	Sunday
Morning	Ski the dolomites	Ski the dolomites	visit the tower of Pisa
Afternoon	Glide through Venice in Gombis	Sightseeing of Pompeii	Go to the beach in Tropea
Evening/Night		Attend a local festival	attend a local festival

Team members: Gerardo, Uriel, Mia and Paola. "1°C"
1510\$

Destination	Hawaii		
Transport	Plane		
Accommodation	Hoteling house		
Activities			
Time	Friday	Saturday	Sunday
Morning	See the whales from a boat	Try parachuting	Take a submarine tour
Afternoon	Swim with stingray and tortoises.	Go to a traditional hula festival	Try parachuting
Evening/Night	sightseeing landscapes	Appreciate the stargazing tour	swim with stingrays and tortoises

Appendix AG

7. Peter Pan _____ Cancún two years ago
- a) Won't visit
 - b) Do visited
 - c) Visited

Appendix AH

7. Peter Pan won visit Cancún two years ago
- a) Won't visit
 - b) Do visited
 - c) Visited

Appendix AI

8. Alice _____ around Europe last year
- a) Will tour
 - b) Toured
 - c) Go tour

Appendix AJ

10. The price to see the whales Didn't too high
- a) Did not
 - b) Was
 - c) Will

Appendix AK

18. The Genie / go / to Hawaii / will

The Genie will go to Hawaii

Appendix AL

19. And / Peter Pan / to Europe / The Genie / Last year / Alice / went

The Genie went to Europe 1/2

Appendix AM

19. And / Peter Pan / to Europe / The Genie / Last year / Alice / went

Last year we went to Europe Peter Pan and Alice

Appendix AN

20. Aladdin / not / go / to Cancun / did

Aladdin didn't go to Cancun

Appendix AO

20. Aladdin / not / go / to Cancun / did

Aladdin not to Cancun.