ESCUELA NORMAL DE AMECAMECA

ENSAYO ANALÍTICO EXPLICATIVO:

"DEVELOPING FLUENCY SUB SKILL TROUGH DESIGNING COMMUNICATIVE SOCIAL PRACTICES OF THE LANGUAGE IN THE CLASSROOM AS A TOOL TO LEARN ENGLISH WITH THE STUDENTS OF SECOND "A", AT LUIS G. URBINA SECONDARY SCHOOL"

QUE, PARA OBTENER EL GRADO DE LICENCIADA EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD EN LENGUA EXTRANJERA (INGLÉS)

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AMECAMECA, MÉXICO.   JULIO DE 2020

ACKNOLEDGMENTS

To the unwavering effort and love from my parents and family,

to the teachers that inspired and transmitted their knowledge to be who I am now,

and to the wonderful person who was with me, along this way.

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PRESENTATION

In the world of globalization, the importance of English has increased a lot in the present social, political, educational and commercial contexts. As a result, the demand for teaching and learning English is necessary, especially for communicative purposes.

Learning is a social process so the environment, or setting where education takes place is a social institution, and knowledge is transmitted in social contexts through relationships, for that reason I decided to choose the topic, developing fluency sub skill through the design of communicative social practices of the language because school and context are not two separated worlds, they must be together because in this context students have to develop what they have learnt at school.

One of my main interests when approaching this document was to provide students real communication situations inside the classroom in order to they could feel as f it was real, so they can be as fluent as possible when speaking; as I noticed that they had lack of vocabulary and for that reason they did not speak fluently and they felt nervous and unsure when speaking, I decided to provided them with lots of vocabulary in order to they become fluent and they felt confident when they had to express or communicate something, even their feelings and emotions.

During this process I applied many activities that made my students had a enough repertoire of vocabulary and they could speak when I set fluency activities, the role play was one of the most important activities and the most successful because in this activity which was a whole project first I provided my students vocabulary using ECRIF framework and they used that vocabulary in a speaking activity, this activity was really funny and interesting because students liked to be a different person as they are, so they could speak confidently without any fear to be criticized.

The process of learning English is slow and progressive and it could be interpreted as a series of challenges to face. In Chapter I there are aspects related with the context and who are my students I worked with, also some strengths and weaknesses they had.

In Chapter II, there are aspects related with the theory and why I decided to use that theory and the most important how to put in practice all that theory.

Finally in Chapter III there are aspects related with the results of the use of the theory and how I adapted that theory to achieve the main purpose, unfortunately because of COVID-19, I could not finish my last term of practicum at Secondary School but there are many things I would like to use in my future teaching for that reason I decided to write about a proposal with many aspects I could not finish with my students and with some aspects I learnt at United Kingdom.

Choosing a topic

"Developing fluency sub skill trough designing communicative social practices of the language in the classroom as a tool to learn English with the students of second A, at Luis G. Urbina Secondary School".

Thematic Line

My topic is located in thematic line 2 "Análisis De Experiencias De Enseñanza". (Secretary of Public Education [SEP], 2002).

This thematic line I chose is related to the use of didactic resources, the context and teaching strategies in order to students learn English, that implies to put in practice the knowledge I have been learning during the Normal School. My topic is linked to this thematic line because I will use the context and the didactic resources, I have at secondary school in order to create communicative sceneries inside the classroom for my students to develop fluency and then in a future time they use English outside school.

Purposes

According to the problematic, that students are not in touch with the English, my principal purposes are that students usually use English in the classroom but using communicative sceneries from their real life.

- ✓ To provide students real communication situations inside the classroom.
- ✓ To students feel familiarized and feel confident about speaking in English.
- ✓ To increase students' vocabulary in order to they become fluency.
- ✓ To improve fluency to communicate through the use of communication strategies to make students´ English sound more natural.

Questions to be answered

1.-Why should we teach speaking skills in the classroom?

2. - How does the context affect the learning of a second language?

3. - How does L1 affect the learning of L2?

4. - How does the lack of vocabulary affect student´s fluency when speaking English?

5. - How does lack of confidence and anxiety affect student´s fluency when speaking?

6. - How does the student´s motivation affect when speaking?

7. - Why encourage Ss to do speaking tasks?

8. - What kind of speaking activities do the students prefer or enjoy the most?

9. - How do the English skills (Reading, Writing and Listening) help students to develop fluency sub skill?

10. - How do the students react to making mistakes when speaking?

CHAPTER I

1.1 Community context

Chalco´s name origin is Nahuatl and comes from "Challi" that means "lake edge" and the word "co" that means "place", so Chalco is "On the edge of lake". Chalco de Diaz Covarrubias is located in the east of State of Mexico. Chalco borders are at north with Ixtapaluca municipality; south with Cocotitlán, Temamatla, Tenango del Aire and Juchitepec municipalities; to the east with the municipality of Tlalmanalco; and at the west with Mexico City and Valle de Chalco Solidaridad municipalities.

According to INEGI (2010), this municipality has an area of 234.72 km^2 and had a population of 310.130 habitants, which 151402 are men and 158727 are women, those habitants are distributed into thirteen towns, which are:

- ➢ La Candelaria Tlapala
- ➢ San Gregorio Cuauzingo
- ➢ San Marcos Hixtoco
- ➢ San Juan and San Pedro Tezompa
- ➢ San Pablo Atlazalpan
- ➢ San Lorenzo Chimalpa
- ➢ Santa María Huexoculco
- ➢ San Mateo Tezoquipan
- ➢ San Mateo Huitzilzingo
- ➢ San Lucas Amalinalco
- ➢ San Martín Cuautlalpan
- ➢ San Martín Xico Nuevo
- ➢ Santa Catarina Ayotzingo

1.1.1 Festivities

Each town has a different festivity. They celebrate trough religious parties, celebrations in those festivities most of the students participate because most of the

students come from those towns, also they take part because they like going to the events that each festivity has, for example they like going to the parties, to eat something traditional for each town, visit some friends, go to the dancing and also to ride the different games in the fairy.

In la Calendaria Tlapala the festivity is on February 2nd, to celebrate "La Candelaria", in San Gregorio Cuautzingo the festivity is on March 12th, and they celebrate "Saint Gregorio Magno", in San Marcos Huixtoco the celebration is on April 25th, and they celebrate "Saint Marcos", in San Juan and San Pedro Tezompa the celebration is on June 24th and they celebrate "Saint Juan", in San Lorenzo Chimalpa the celebration is on August 10th and they celebrate "Saint Lorenzo", in Santa Maria Huexoculco the celebration is on August 15th, they celebrate "La Asuncion de Maria", in San Mateo Tezoquipan the celebration is on September 21st and they celebrate "Saint Mateo", in San Mateo Huitzilzingo the celebration is also on September 21st, celebrating too "Saint Mateo", in San Lucas Amalinalco the celebration is on October 18th they celebrate "Saint Lucas", in San Martin Cuautlalpan the celebration is on November 11th they celebrate "Saint Martin Obispo", in San Martin Xico Nuevo the celebration is also on November 11th celebrating to "Saint Martin Obispo", in Santa Catarina Ayotzingo the celebration is on November 25th they celebrate "Santa Catarina Martir" and the last but not the less important is on July 25th to celebrate "Santiago Apostol".

As I said before most of students come from those towns, and sometimes that is a problem because students don't come to the school because of those festivities and that affects the students´ attendance and also the learning because they don't learn what the rest of their classmates are learning and then that is a problem because they are behind their classmates and that affects the future classes, because I have to explain the topics again.

1.1.2 Traditions and popular parties in Chalco

From July 16th to July 31st the most important religious party takes place to honour "Santiago Apostol". This party takes place at the Centre of Chalco, where there are lots of stands with many different things, such as souvenirs, food, clothes, shoes, handy crafts and toys. There are also many games for children and adults and people comes from many places in order to be part of this great party.

Another big celebration in Chalco is Day of Death, people collocates in their houses an altar with fruit, food, water, death´s bread, candles and some other stuff that the dead people used to like when they were alive. Apart of that, people custom themselves according to some customs that are usually use to scare people on the streets, in order to go out their houses and ask for candies or fruit that in some houses or stores people usually gives to children and adults. There is also a parade from one place to the Centre of Chalco, where people is walking on the principal avenue but at the same time is showing their customs and enjoying to have fun time.

Sometimes those celebrations affect the arrival at school because some students come from those towns, and in many occasions they are involved in those kind of celebrations that they prefer to be part of those celebrations than attendance to the school. Also those celebrations affect to the arrival at school because not all of students are from Chalco exactly, so many students have to take collective transports to arrive to the school and sometimes that is a problem when they arrive late to the school, because public transport is too slow or some problems such got a flat or a crash on the way, students don´t arrive on time to the School.

1.1.3 Economy activities and resources

According to the "Ficha Biopsicosocial" that the advisors applied to the whole school at the beginning of the school cycle some people in this community go out to work, in CDMX principally to do office work, some others have their own business, I mean their own way to earn money, and some others work in the different street markets from the towns as sellers. That means that the most important

economic activity in Chalco is the commerce, there is a mall, clothes shops, stationaries, pharmacies, she stores, groceries, hotels, restaurants and markets. Few people continue the activity of take care of animals such as cows, horses, etc. In addition, there are few who continue sowing or plating corn, fruits and vegetables.

This municipality has many services such as Internet access, collective transport, general water administration, libraries electric power, collection of garbage, fire stations, IMSS, clinics, public ministry, post offices, public safety, DIFS, cemeteries, health service and gas supply, haircuts, medical check-ups and car repair.

1.2 School Context

1.2.1 School description

The Secondary School number 0110 "Luis G. Urbina". C.C.T 15EES0698M. Is located in the avenue Enseñanza Técnica Industrial No. 52, Centre Chalco, Chalco de Díaz Covarrubias, Chalco, State of Mexico. Between Rivapalacio Street and Cuauhtémoc avenue, next to Chimalpain house of culture and Acapol market. This school has morning and evening shifts, it is a public school, and it has three grades, each grade has four groups ("A", "B","C" and "D"). The classes start at seven o´clock and they finish at ten past one. The total number of students is five hundred eighty-six students. The teachers' community is formed by 34 teachers.

1.2.3 Facilities

The school has two entrances, one is for students and the other is for teacher, the school has twelve classrooms, a principal´s office, vice-principal´s office and next to those offices there is the principal´s secretaries office. It has sports areas, yard (arco techo), computer lab, science lab, audio-visual classroom, library, teachers classroom, advisor´s office, snack bar, stationer shop, car park, bathrooms

for teachers and bathrooms for boys and girls, psychologist office, projector and sound system, in each classroom there are approximately forty-five to fifty seats, one desk, a teacher´s sit and in some classrooms there is a shelve to keep books.

The principal´s office is next to the teacher´s entrance, in the same office there is the vice-principal office, the secretaries' office and also there is the reception desk where all teachers have to sign their entrance and their exit; next to this offices there is the snack bar where students can buy food, fast food, drinks and also the stationary shop; then there is the audio-visual classroom where students can take their English classes and their clubs, also sometimes parents come to this classroom in order to know academic aspects from their children. As I said, the school has twelve classrooms, in each classroom there are approximately between 45 to 50 seats, one desk, a teacher´s sit and in some classrooms, there is a shelve to keep books.

The bathrooms are next to first grade classrooms and there are five bathrooms for girls and five for boys, although sometimes they are break down; next to the bathrooms there is the advisors' office the office is big but it is separated into 6 parts where each advisor has their mini office, also each advisor has a desk and a seat, some of them have computers; next to this office is the science lab, which has six tables and 40 seats for students, and nowadays is being repairing. Upstairs there is the library with six tables, twenty-two seats and many books from many subjects such as Spanish, Science, History, Geography, etc.; next to the library there is the teachers' classroom, there are eight tables with fifteen seats and some shelves for teachers to keep their stuff.

1.2.4 Problems in the school

It is important to mention that in the school there are problems according to the principal the problems are such as attitude problems when students have bad tempered in the classroom and also outside of it and they do incorrect activities, another problem has to see with the attendance of students, because some students

do not attend to the school and that is a problem because when they returned they do not understand the topic, they do not have the whole works and they do not do the activities because they do not know exactly what they have to do.

The last problem the school has, is the infrastructure problem, this school is old so the classrooms are damaged and some of them are not in good conditions to teach and learn, the classrooms are too small for the number of students in each classroom, the science lab is in bad conditions there are no materials to work inside the science lab and there is a water leak, so that makes impossible to work or to use this space, the library is on the second floor, and sometimes that is a problem because students have to climb stairs and sometimes students have or commit accidents, there are not enough classrooms for the clubs, teachers in charge of clubs sometimes use the science lab or the audio-visual classroom and even the library, but that makes a bad organization because if one teacher wants to use the library and the teacher´s club is using the classroom, the other teacher has to change the planned activity to change the use of the library.

1.3 Classroom characteristics

Each classroom has approximately between forty-five and fifty chairs some of them in good conditions but some others are not in good conditions for the students and sometimes that might be a problem, one desk and a seat for the teacher, in some groups there is a shelf to keep books, that actually does not have books because all the books are in the library. This school is very old so most of the classrooms are damaged and old, some of them do not have windows, the doors do not work very well, the walls are full of graffiti and the boards are also damaged. One problem in most of the classroom is that in the middle of each classroom there is a column which sometimes is a problem because I cannot monitor very well my students from that side, other problem is that the classroom are really small for the number of the students inside the classrooms and sometimes all the students are close together a lot and that is a problem because they start talking and they get distracted or they distract their classmates during the class.

1.4 Group Profile

During the first teaching term I observed some aspects inside the classroom from my different groups and with that observation I made, I chose my group. The second-grade group "A", is integrated by forty-seven students, twenty-four students are men and twenty-three students are women, between thirteen and fourteen years old, they are sitting in lines of seven according to the list.

Students come from Chalco from some places such as San Martin Xico Nuevo, San Pablo Atlazalpan, Santa Catarina Ayotzingo, Chimalpa, Cuautzingo, La Candelaria Tlapala, San Miguel Jacalones, La Bomba, Culturas de Mexico and Pueblo Nuevo but also some students come from other municipalities such as Tlalmanalco, Valle de Chalco and los Reyes Acatlixhuayacan, most of those places are characterized for being conflicting areas where every day in the family and social field there are problems with drugs, alcoholism, vandalism, and those factors are reflected day by day inside the classrooms, for example student´s behavior, student´s dropout because some students are involved in other kind of activities outside the school and some of them have conflicting situations on their homes and some of them feel alone, isolated and they feel insecure.

1.4.1 Sitting arrangement

Although the students are constantly in different places because of the advisor recommendations, the students work wherever they are sit, almost every week they are sitting in different place because every week in every tutorial class, the advisor moves students according the comments or suggestions every teacher gives to her, for example if a student at the back is doing nothing the teachers reports that to the advisor then the advisor in the following class changes that students to another place in front or somewhere they stop doing nothing and start doing something, sometimes in evaluation terms they are sitting according to the roll to facilitates teachers the evaluation process, but in this group is really difficult students do not doing nothing because they are always doing something they are hard-working students

1.4.2 Students' parents

The parents from this group are between twenty eight to forty-five years old, most of the parents from this groups are young, students are from different kind of families, most of them, the 59% percent of the students lives with their both parents and their brothers and sisters, the other percent of the group 12% lives with their father of mother and the partner of their mother and father, the other 12% percent lives only with their mother or their father and the rest of the group 17% lives in a big family, they live with their parents, grandfather and grandmother and even aunts and uncles; (See appendix 1) but a special fact from the parents of students from this group is that most of the parents have a degree and also some of them work on the municipality of Chalco, and sometimes that is a problem because the parents are rude because they think that working in the presidency gives them the authority to demand some aspects that they think must be cover by the secondary school, also they are rude with some teachers and with the advisors.

1.4.3 Students' weaknesses and strengths

Some problems I observed and the advisor reported and they become a weakness for the students are:

- ❖ Low interest of students in studying, she mentions that social networks are constantly damaging the responsibility of students, because now they are more interested in chatting or overcome the level of some videogames.
- ❖ Aggressiveness in students for their classmates and teachers, inside and outside the classroom.
- ❖ Competence between them to know who is the better, and as the advisor mentioned that is a good, because they are constantly working buy sometimes that is bad, because for that reason of know who is the best or who deliver the best work, that makes a polluted environment for the students because they are constantly fighting and that is unhealthy for them.

According to the advisor and the observation I have made during the first and the second teaching term, students have as well as weaknesses, they have strengths, and they become strengths for the students is:

❖ According to Cambridge Dictionary, competitiveness is the fact to being able to compete successfully with other companies, people, countries, organizations, etc. and second grade group "A" distinguishes because of being a competitive group they are usually fighting to be better that the other second grades and even between them they are always trying to get better scores than the rest of their classmates or to do better works or productions than the rest of the class and that make them a positive group.

1.4.4 Students' English Level

The English level from this group according to the test, is beginner, that means they have the basis knowledge of English and they continue learning the language, also there are many students who understand English very well because they attend to particular English classes, and that is a good point because they can understand easily and translate to the rest of the class and do the activities.

1.4.5 Students' interest for learning a second language

During the first observation term I applied a survey in order to know if students like or dislike learning English and what the reasons are in case they dislike learning English, the results showed that 60% of students like English and 40% of the students do not like English, (See appendix 2) the reasons are:

➢ They do not understand very well
➢ They find difficulties when learning English, involving all the abilities to learn English.

1.4.6 Students' diagnostic test

My tutor and I designed a diagnostic test in order to know if students know basic aspects of English and some aspects they learnt in the previous school cycle, the basic contents were questions related to personal information, vocabulary of adjectives, the months and the days of the week, colours countries, weather and numbers; the contents related to the previous school cycle are related to good and services, verbs and adjectives contents that have been already revised during the previous cycle but that are important to continue following the new contents taking into account the previous ones.

1.4.7 Students' learning style test

During the first teaching term, my tutor and I applied a learning style test in order to know how the students prefer to learn.

Neira, Jorge (2015), says that it is important to know how the students learn because that help teachers to know students either an individual way or in-group with the rest of the class. Not only the students have their learning style, also we as teachers have our own style to teach so this test was useful to know the students and to stablish a better way to design the contents and the way wo teach them.

According to the test, most of the students 43% are Visual that means they are able to see and remember better the things and to create better mental schemes when learning. The 37 % are Auditory that means they learn better when they listen for the instructions and the speech from the teacher or someone else and when het can explain something to another person. The 20% has a combination of kinesthetic and visual or auditory learning style that means they are able to learn in the three different ways and it is easy for them. (See appendix 3).

1.4.8 Students' speaking weaknesses

Also during the observation term my tutor and I apply a small speaking test, when we ask students some questions related to personal information and likes and dislikes, in that moment I realized that students fluency was no good and they speak by pausing themselves and also they speak feeling scared of what their classmates could say or if their classmates laugh of them.

According to the interview I made to some students they told me the last school cycle they did not speaking anything, they know some words, but they did not practice speaking tasks, so based on that comments and on what I had listened before I decided to develop fluency with the second grade group "A" but giving them specific context where they can link what they are learning in the classroom.

During the first teaching term students exposed a Public Service Announcement and they had to speak in front of their classmates about their PSA, also that was an important activity for me to realize that there are some students that speak in English but they feel scared and nervous being in front of the class, and also because they do not have the enough vocabulary to express what they want to say and that makes more difficult the fact to be in front of a big classroom feeling scared about what they say, if the say well or if they commit a mistake but the important fact is that specially in this group they are always trying to express their ideas in English even when it is difficult for them.

1.5 Introduction chapter II

When students have a fluency disorder it means that they have trouble speaking in a fluid, or flowing, way. A fluency disorder causes problems with the flow, rhythm, and speed of speech.

According to the interviews I applied in the Secondary School, the most difficult skill for my students from Second Grade group A is speaking because they said they do not have the enough vocabulary to express their ideas in a speaking way, that

provokes they do not speak in a fluent way and they do not feel confidence when speaking a second language and that they lost the rhythm and the speed of speech.

In the second chapter you will look for everything related to fluency and how will be developed during the following intervention practices at secondary school, the most relevant and even some problems faced during the interventions.

CHAPTER II

2.1 Introduction Chapter II

The aim of this chapter is to acquaint the reader with the research and theory related to develop fluency trough social practices of the language and the process to achieve fluency.

It is generally accepted that knowing a language and being able to speak it are not synonymous. No wonder speaking represents a real challenge to most language learners. Speaking is a challenge skill and as such it needs to be developed and practiced independently of the grammar aspects.

The focus throughout is on exploring a set of hypotheses that make up current second language acquisition, talking about speaking in social practices of the language.

2.2 Second language acquisition

In this sense, Second Language Acquisition (SLA) plays a crucial role in what regards to the communication in a different language. SLA is a very important aspect to take into consideration in the development of this research, since it refers to the process that every student of a foreign language has to experience. Stephen Krashen, an important American linguist, educational researcher, and activist, developed the "Theory of Second Language Acquisition" (1981), in which SLA was defined as the process by which an L2 student learns the language.

2.3 Acquisition vs. Learning

Krashen (1988) recognizes two autonomous systems of second language performance: "acquisition" and "learning". On one side, acquisition is considered as "the product of a subconscious process very similar to the process children undergo when they acquire their first language". In order to make this possible, meaningful communication in the target language is required, so that speakers can focus on the communicative act rather than on the form of their assertions. On the other side,

learning can be explained as a "formal instruction and it comprises a conscious process which results in conscious knowledge about the language, for example knowledge of grammar rules". In simple terms, one can understand that acquisition requires meaningful interaction in order to make expression possible, and learning a systematic study and understanding of the grammatical rules. The importance of acquisition and learning plays a crucial role in the development of this research, since it is the goal of any English teacher: to make their students learn the foreign language efficiently based on a provided context (the classroom).

2.4 What is communicative process?

The study of communication is really important, because every function and activity we do every day involves some form of direct or indirect communication.

To start defining what is the communicative process it is important to first define that the term 'Communication' comes from the Latin word "communis", which means common. Based on this origin of the term, researchers have defined communication as the process of transmitting information and common understanding from one person to another. Keyton (2011). So, I would like to define human communication, as a dynamic process of creating meaning between two or more people we can use body language, visuals, and extra linguistic means to convey meaning.

The communication process starts with two common elements the sender and the receiver. The sender is the person who initiates the communication process, then the receiver is the person to whom the message is sent to. The sender has to encode the idea through the selection of words, symbols or even body language to send the message, then the message is sent to trough a medium or channel which is such important because the channel gives the meaning to the message, when we do not have clear the channel we do not catch the main point of the message, that is why we have to have a real context to develop or to give a message, in order to the receiver decodes the received message into meaningful information. Finally,

feedback occurs when the receiver responds to the sender's message and returns the message to the sender. Feedback allows the sender to determine whether the message has been received and understood. (See appendix 4).

2.4.1 What is the purpose of communication in English learning?

As far as I'm concerned the first goal of communication is receiver understanding. We say that communication is successful when at the end of the communication process both, sender and receiver share and understand the same meaning or idea, because in that way the receiver and the sender are on a common context of understanding.

The second goal of communication is to obtain a response from the receiver, that response can be positive or negative. However, it shows clearly that the receiver has received and understood the message. The receiver's response can be in terms of words, signals, or actions.

The third goal of good communication is development and maintain a good relationship. Whether you are communicating with your friend, or your client, your communication skills will decide whether the relationship will prosper or on the contrary. For that reason, it is important to adapt the message according to every context we are having when we are communicating.

2.5 Receptive and productive skills

Reading and Listening are called receptive skills because when we listen and read something, we receive the language, understand it and decode the meaning. Speaking and writing are called productive skills because we use the language to produce a message through speech or written text. Productive skills, speaking and writing, are defined by Jaramillo and Medina (2011), as an important form of expression used to persuade or convince other people as well as to share ideas and feelings, through the use of communication process.

2.6 What is speaking?

There are many definitions of speaking according to the experts in this topic those definitions are the follow: Speaking is the productive skill in the oral mode.

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. According to Chastain (1998), speaking is a productive skill that involves many components, such as grammar, strategy, sociolinguistics and discourse; for him speaking is more than simply making the right sounds, choosing the right words or getting the constructions correct. Harmer (2007) says that speaking is the ability to speak fluently. Finally, according to Nunan (2006), he defines speaking as the use of language quickly and confidently with few pauses which is called fluency.

However, after showing the definitions from the experts I conclude that speaking is the ability to produce the language and share ideas in order to be understood when we are speaking or talking about something particularly involving many components such as grammar, strategy, sociolinguistics, fluently and confidently.

2.6.1 Why speaking is important?

Language is a tool for communication, students that have the ability to communicate their thoughts and ideas into words are found to be more successful in school, also plays an important role in developing reading and writing skills, when we read and write, we use what we know of the language orally.

The main function of spoken language is to socialize individuals. Spoken language is produced and processed in real time, the speaker and hearer have limited time to plan and produce what they want to say and understand what they hear. Nowadays the speaking skill is required everywhere, we use language in a variety of situations. People at their work places, people travelling, students at their school places, researchers working either in a medical laboratory or in a language

laboratory, every people in the street; are supposed to speak correctly and effectively in order to communicate well with one another.

2.6.2 Speaking Process

The speaking process includes many activities that occur prior to, during, and after the speaking event. For example, before speaking, the speaker might determine the actual content of the message, how it should be presented, the context the message will be given and what kind of audience will be hearing the message. While speaking, the speaker must attend to such things as presenting a clear message, tone of voice, suitable vocabulary, fluency, and nonverbal gestures. After speaking, the speaker might accept comments, answer questions, explain concepts not understood, and/or assess the process.

Actually that is what happens in the classroom, and that is what I do with my students from 2nd "A", before the speaking process or speaking tasks there might be prior knowledge that students already know or we as teachers must teach in order to the student can know about what the speaking will be, then we have the practice of that knowledge many kind of activities that help students to reinforce what they already know and finally the speaking process takes place when they achieve express or share their ideas to be understood by the rest of the class.

2.6.3 Identifying types of speaking

Bygate (1987) suggests that oral interactions can be organized in terms of routines, information routines and interactions routines, firstly information routines, is when students make a description about something in the world either a person or a thing, also when they give an explanation of how they did something, a justification why they did it, a prediction or a decision they make. Secondly interaction routines, are when they face real and social situations such as a job interview, at public transport, at a restaurant or a dinner party. (See appendix 5) At Secondary School it is important to teach students both kind of routines, informational and

interactional, but in 2nd "A" the most important have been the interaction routines because they will know what to do or what to say when they face a real or a service situation in their real life.

2.6.4 Stages in speaking process

a) Breathing stage: Breathing, which is primarily concerned with maintaining life, it consists of two phases, inhalation and exhalation. The lungs and the diaphragm are the main responsible of this stage.

b) Phonation stage: Phonation takes place when voice is produced in speaking as the expiratory air stream from the lungs, goes up through the trachea or windpipe to the larynx. The larynx, vocal cords and the trachea are the responsible of this stage.

c) Resonation stage: Resonation is the process of voice amplification and modification. The pharynx, nose and mouth are the responsible of this.

d) Articulation stage: Articulation occurs when the tone produced in the larynx is changed into specific sounds. Lips, teeth, dome, uvula, velum and tongue are the responsible.

Speaking then is the process in inhaling, then bringing the vocal cords together while air is being exhaled to produce sounds that are modified by movement of the articulators. Speaking fluently is a smooth, effortless, forward-moving process. Breathing is relaxed and regular; the vocal folds are slightly tensed, and them muscles of articulation are relaxed enough to move freely from one contact to another. (See appendix 6)

2.6.5 What are the stages of a speaking lesson?

According to Jack C. Richards (2005) mentions that depends in the kind of speaking activity and what the demands are of that activity will be the stages of a

speaking lesson. Goh and Burns (2012) recommend a seven-stage speaking lesson. (See appendix 7)

1. Focus learners' attention on speaking: It means that students need to think about a speaking activity.
2. Provide input or guide planning: This stage may contain the pre-teaching vocabulary.
3. Conduct speaking task: Students practise a communicative speaking task with a focus on fluency.
4. Focus on language/skills/strategies: Students examine their performance or look at other performances of the task, as well as transcripts of how the task can be carried out, and review different features of the task.
5. Repeat speaking task: The activity is performed a second time.
6. Direct learners' reflection on learning: Students review and reflect on what they have learned and difficulties they encountered.
7. Facilitate feedback on learning: Teacher provides feedback on their performance.

According to my experience in teaching speaking at 2nd "A" the most important stages are the second which consists in provide input and/or guide planning because in this stage students acquire the vocabulary, expression or other features in order to they can develop the speaking task, also the third stage when students have to practise a communicative speaking task with the focus on fluency, as I said before the practice stage is important to make my students feel confident about what they are going to speak, then the fifth stage when students have to repeat the speaking task, finally the last but not least stage which is the feedback because we provide students the feedback about how they performed the speaking task and how they can improve for the next time.

2.6.6 Speaking sub skills

According to Lackman (2010) he establishes 10 sub-skills or micro skills and he mentions that we should be teaching students sub-skills or micro skills in the classroom by raising awareness of speaking sub-skills and providing classroom practice with them, we will be providing students with strategies to improve their communication outside the classroom, which is, or should be the main goal.

❖ Fluency: Students practice speaking with a logical flow without planning or rehearsing, the activities in this sub skill require students to focus on meaning on communication.

❖ Accuracy with Words and Pronunciation: Students practice using words, structures and pronunciation accurately, students need to be able to use and produce words and structures in order to be understood.

❖ Using Functions: Students use specific phrases for purposes.

❖ Appropriacy: Students practice using language appropriate for a situation and making decisions about formality and choice of grammar vocabulary, students are required to make choices about grammar and vocabulary and also other aspects of communication like intonation and length of turn.

❖ Turn-taking Skills: Students practice ways of interjecting, eliciting and interjection or preventing one, students can practice listening for appropriate gaps in order to take their turn without irritating the speaker.

❖ Relevant Length: Students practice speaking at a length appropriate to a situation.

❖ Responding and Initiating: Students practice managing a conversation by making responses, asking for a response or introducing a new topic or idea.

❖ Repair and Repetition: Students practice repeating or rephrasing parts of a conversation when they suspect that what was said was not understood, they can repeat to seek clarification or correction from the speaker.

❖ Range of Words and Grammar: Students practice using particular grammar and/or vocabulary for speaking on a specific topic or for doing a specific task. Students need to know a range of words and grammar and have the ability to

choose from that bank the most appropriate words and structures for a specific task or topic.

❖ Using Discourse Markers: Students practice using words/phrases which organize a talk.

2.7 What is fluency?

According to Cambridge Dictionary, fluency is the ability to speak a language easily, well, and quickly and according to British Council fluency in a language means speaking easily, reasonably quickly and without having to stop and pause a lot, that means be able to speak or write a specified foreign language with facility. To Skehan (1996) fluency "concerns the learner's capacity to produce language in real time without undue pausing or hesitation".

2.8 What are social practices of the language?

Social practice of the language is the link between practice and context in social situations. One of the most important factors about language is that it deals with social contexts and culture. Schmitt (2012). The election I made about using social practices of the language to develop fluency is because since I started the career we were asked to use an English Program to teach English, that Program was *NEPBE (2011)*, it establishes that Social practices of the language are patterns or ways of interaction, which, in addition to the production and interpretation of spoken and written texts, include several activities linked to them. Each practice has a specific communicative purpose and a history linked to a particular cultural situation. The dialogue is established or kept according to social and communicative conventions of the culture where the exchange takes place, actually *Aprendizajes Clave (2018)* an English program too, establish the idea that language is acquired in a social interaction through the oral exchanges, but the school and the teachers must provide the context and conditions using social practices of the language to develop the fluency and to express effectively in English in communicative situations outside

school. Both programs demand to use social practices of the language to teach English, but sometimes is difficult for some teachers, but I as a matter of fact I believe that is better to teach English by providing students those kind of social practices of the language to become fluently in communicative situations that they can face in the future outside school.

2.8.1 Why social practices of the language to favour fluency?

As I said before and as the program establishes we must provide students a context inside the school in order to they can use what is being learned inside the school but in a future time outside the school that is why I chose contextualisation, which is putting language items into a meaningful and real context rather than being treated as isolated items of language for language manipulation practice only. Contextualising trough social practices of the language tries to give real communicative value to the language that students meet. The context can help students remember the language and recall it at a later date.

This is why in 2nd "A" first I contextualized them with topics that they can find in the real life, such as giving instructions to arrive to some places, ask for food in a restaurant, giving advices, daily activities, transportation, buying or selling at supermarket and so on, then we check vocabulary related to each topic, we practice making some role plays, simulations or discussions. Meaningful learning means connecting new information with information that is already known.

2.8.2 Chunks of language

According to British Council chunks of the language are groups of words that can be found together in language. They can be words that always go together, such as fixed collocations, or that commonly do, such as certain grammatical structures that follow rules. According to Scott (2013), lexical chunks are phrases of two or more words like, Good morning, how are you? How do you do? Nice to meet you, which means there are words together.

2.8.3 How chunks of language favor fluency?

Bogart, Noord and Rosner (2011) said "Lexical chunks plays an important role in human language processing and acquisition, and the automatic identification of lexical chunks is beneficial to many areas"

According to Nattinger and DeCarrico (1992), lexical chunks have three kinds of functions: social interactions, necessary topics and discourse device.

1. Social interactions: we use the lexical phrases to perform various kinds of social functions and to express functional meaning that is related to the purpose of conversational.

2. Necessary topics: these necessary lexical phrases in daily conversations mark topics about which learners are often asked.

3. Discourse devices: lexical chunks' function as discourse devices refer to their function of connecting the meaning and structure of the discourse.

So, lexical chunks are used to create more and more complex structures. Also, lexical chunks indeed are of great importance in language acquisition and creation, exactly becoming fluently in speaking, lexical chunks make language production easier, because it helps to communicate and apply on writing, speaking and reading skills.

2.8.4 What makes fluency difficult?

Zhang (2009) mentions that the most difficult skill to master is speaking and according to Ur (1996), there are many factors that cause difficulty in speaking:

1. Inhibition, that means that students are worried about making mistakes, fearful of criticism, or simply shy, this is because sometimes students feel scared to be in front of the classroom speaking in English, because sometimes even in their mother tongue they make mistakes so they are scared to make mistakes but now in English.

2. Nothing to say, this is because students have no motive to express themselves.

3. Low participation, this happens when only one participant can talk at a time, or some students dominate the topic, while others speak very little or not at all and it is related to the inhibition or sometimes because students laugh about, they making mistakes.

4. Mother-tongue use, this most if the time happens because students who share the same mother tongue tend to use it because it is easier and because students feel less exposed if they are speaking their mother tongue.

2.9 TTT/STT Approach to develop fluency

Teacher talking time (TTT) is the time that teachers spend talking in class, while student-talking time (STT) is the time the students spend talking in the class.

Talk time by the teacher and students accomplishes the following:

1: It allows the teacher to restrict his speaking to vital areas of the lesson.

2: Students get to speak more. When students speak more, they have increased opportunities to become familiar with the new material and practice.

3: Students have more chances to experiment with a contextualized language. They can mix previous vocabulary and grammar structures with the target language of the lesson.

4: As students speak more, they must also rely on their skills of fluency.

5: As the teacher speaks less, students have added opportunity for interest and challenge.

2.9.1 Teacher Talking Time vs Student Talking Time

Jeremy Harmer (2001) puts emphasis on the importance of STT claiming that, "getting students to speak and to use the language they are learning, is a vital part of a teacher's job". He adds that students are the ones who need practice in the L2, not the teacher.

STT vs. TTT is extremely problematic and complex area of English teaching. Many modern approaches recommend reducing the amount of TTT as much as possible as to allow learners variety of opportunities to speak, and thus learn from speaking. According to one theory this should be approximately divided 20 % TTT and 80 % STT. This approach is given into connection with teacher-centred and students centred classrooms.

STT provides a number of possibilities in a language classroom; according to Scrivener (1995), "students can learn to speak by speaking". This speaking has to be produced in a L2 context, in which the opportunities to practice verbal communication outside the classroom are significantly, if not absolutely limited.

2.9.2 Reducing TTT, Increasing STT

- ✓ Eliciting: Drawing out language rather than providing it all the time.
- ✓ Concept Checking: Checking students understanding by asking open questions rather than yes-no questions.
- ✓ Drilling: Helping students repeat correct and meaningful utterances, even though it can be considered a little monotonous at times.
- ✓ Pair Work and Group Work: Setting up pair work and team work are the tools by excellence in order to diminish TTT in order to foster STT.

2.10 Activities and exercises which favor fluency trough social practices of the language.

According to many theories, speaking skill can be improved by games, role play, etc. There are some types of speaking performance that can help students to improve fluency sub skill (Brown, 2007).

- ✓ Imitation: Students should pay attention to certain vowel sounds and intonations; next they should imitate correctly. Meanwhile learners need to practice an intonation contour or to find exactly certain vowel sound.

- ✓ A role play is a part of activity derived by various approaches to languages. Role-play is one of the methods that let students to improve a range of real-life spoken language in the classroom (Cook, 2001). For example, a teacher chooses a conversation from a book and after repeating aloud with students, teacher asked some students to be volunteers in role-play. This activity can help students to overcome their shyness, fears and anxiety. Learners can listen and practice phrases that are used in speech acts. Celce-Murica (2001). The joy of role-play is that students can "become" anyone they like for a short time, for example The President, the Queen, a millionaire, a pop star, etc.

2.10.1 Why role play?

Jeremy Harmer advocates the use of role-play for the following reasons:

- ❖ It is fun and motivating.

- ❖ Quieter students get the chance to express themselves in a more forthright way.

In addition to these reasons, students who will at some point travel to an English-speaking country are given a chance to rehearse their English in a safe environment. Real situations can be created and students can benefit from the practice. Mistakes can be made with no drastic consequences. When I use role play in the classroom the teacher plays the role of Facilitator, the students become

participants when they are taking part of the role play and the teacher again takes place of a spectator that watches the role play, gives comments and feedback at the end.

According to my experience at secondary school, it is always important to keep the role play real and relevant, I usually try to keep the roles, and I ask students to play as real to life as possible. It may be hard for students who have little opportunity to travel to imagine they are in England in the heart of the English countryside.

2.11 Assessing speaking

There are five types of activities to assess speaking skills:

- Intensive Speaking:

-A read aloud Task: Teacher listen to a recording and evaluate the students in a series of phonological factors and fluency.

-Sentence/ dialogue completion task: Students read through the dialogue so he can think about proper lines to fill in. The teacher produces one part orally and the students responds.

-Picture cued Tasks: The picture-cued requires a description from the students.

- Responsive Speaking:

-Question and answer: Students respond questions that the test administrator asks

-Giving Instructions and Directions: Students are asked to give directions or instructions.

-Paraphrasing: Students asked to paraphrase in two or three sentences what he heard or read.

- Interactive Speaking:

-Interview: It is a face-to-face exchange between test administrator and test taker.

-Role play: It is a common pedagogical activity used in communicative English classes.

-Discussions and Conversations: These two speaking tasks provide a level of authenticity and spontaneity that other assessment techniques may not provide
-Games: They are an informal assessment task but they are commonly used.

- Extensive Speaking:

-Oral Presentations: They are the most common task for evaluating extensive speaking, these are evaluated based on content and delivery.
-Picture-cued story telling: Students describe a story based on series of pictures that they previously saw.
-Re-Telling a story, News Event: Students are asked to tell a story of a new of something they heard or read.

- Imitative Speaking:

-Imitative speaking tasks are based on repetition: Students just need to repeat a sentence they hear.
Examples include directed response tasks, reading aloud, sentence and dialogue completion and limited picture-cued tasks.

In second "A" group at Secondary School I have been evaluated them an interactive speaking, they have been part of some contextualized role plays, also some small conversations related to their personal opinions, finally some games which are informal to be assessed but they are important to contextualize some topics and to make students confident when speaking.

2.11.1 Assessing role play: making rubrics

1. An important step in designing a role play simulation is to decide the specific learning objectives for it. For instance, it can be to promote students' effectiveness of communication in using the language for shopping when travelling to that country.

Specific learning objectives can be very useful for both the teachers and students to evaluate and reinforce what the students have learnt during the activity.

2. In the role play process, the teacher should just define the general structure of the flow, and let the students interact among themselves spontaneously. The teacher's role is to maintain students' motivation by stimulating their curiosity and keeping the role play performance relevant to the topic and learning objectives. The emphasis for learning in role play is on its process.

3. Teachers can engage the students in the topic by activating their background knowledge, and set up an interactive display of items such as: photographs, pictures, posters, books etc. so that the students can obtain confidence and perform smoothly.

4. The teacher should always involve all the students as either the performers or the audiences, and tell them to take notice of other students' performance and give feedback. Audiences' reactions can contribute significantly to the feeling and experience of the performers, and shape their performance in real-time.

5. The teacher can also prepare role play cards, which are cards stating the roles that students are responsible of. Randomly select the roles for students using role play cards can prevent them from selecting only the easy and less challenging roles.

6. Recording, self-assessment observations can help in giving feedback to students regarding their performance and usage of their knowledge. (See appendix 8)

When making rubrics to evaluate students, we need to be specific about what we need to our students achieve and it is really important to present the students before the main task the rubric they will be evaluated and after the task give them an appropriate feedback, in order to they know their weaknesses and continue improving for the next time.

CHAPTER III

3.1 Introduction Chapter III

Nowadays Mexico faces COVID-19, a pandemic and a health crisis. Many countries have decided to close schools, colleges and universities, even Mexico that decision was in order to reducing contact and saving lives, and that was the main reason I came back quickly from United Kingdom and the reason I could not finish my teaching practices at Secondary School and the social service at Secondary too. For this health crisis I could not collect the enough evidences to show you my students' development in fluency, because we were working on that until I travelled to United Kingdom, before travelling my students and I were in the practice stage in which my students were practicing many activities related to the development of fluency using social practices of the language and it was supposed that we will continue working on that, when I came back to United Kingdom, also this crisis stopped me to put in practice what I have learnt at Anglia Ruskin University, I really learnt many useful activities that unfortunately I will not apply with my chosen group, but I am pretty sure I will apply them in the next school cycle with my new students.

3.2 Acquisition vs learning

According to Krashen (1988) recognizes two systems of second language performance: "acquisition" and "learning", students from 2nd "A" acquire the second language because that acquisition required meaningful interaction in order to make expression possible.

The meaningful interaction took place in contextualized and real situations created in the classroom in which students could expressed their ideas and acquire pieces of the language in a meaningful way. L1 plays an important role in making sense of the meaning of the text students are learning, raising consciousness, organizing the ideas they are going to speak about in L2, retaining what they have learned, and decreasing learning anxiety. Considering the goal of SLA, teachers can utilize the L1 as a tool or necessary scaffolding which is gradually removed over time, a time-efficient strategy and effective with students whose L2 proficiency is low

(Liu et al., 2004), and as a bridge between the L1 and the L2, providing a more comprehensible and comfortable learning environment.

3.3 Speaking Process in the classroom

The speaking process in second grade took place in three stages, before, during and after speaking. In the first stage I contextualized my students with the topic of the class in that class, the topic was "Problems in the real life", so first I asked them for some problems that we can have in our daily and real life, and I explained them some examples in order to they understood better, in this stage I also explained them about the use of should and shouldn´t and showed them many examples and some vocabulary for the next stage; in the during stage I asked them to choose a problem from their daily and real life and I asked them to say what they should or shouldn´t do in order to avoid that problem they previously chose, they were using should or shouldn´t and the vocabulary previously written on the board, I was checking their voice tone, and their fluency; finally in the third part they wrote that sentences they were telling to their classmates in the during stage and I gave feedback to some students who had some problems at speaking. (See appendix 9).

This was one of the first speaking activity they did in the classroom and according to Bygate (1987) this activity was an interaction routine in which students were contextualized with a topic from the real life and they gave a solution to that real social problem. This class was really useful in order to test my students speaking and to let me know how they were in fluency aspects, from that class I realized at least 20 out of 46 students were speaking and were speaking fluently that let me design a second speaking class.

3.4 Designing a speaking class

For the design of the second speaking class about daily routine I took into account most of the stages that Goh and Burns (2012) recommend such as:

First of all, the input and the pre-teaching vocabulary, in this case the vocabulary was previously given two classes before so in this class I only provided the input of that vocabulary I mean we only remember again together the vocabulary using some flashcards.

Secondly, I conducted a speaking task in which I explained them an example of my own daily routine using the previously vocabulary, this task has a little focus on fluency I explain my students they had to speaking easily, reasonably quickly and without having to stop and pause a lot, and obviously there were students that made it really well and some others that maybe they need more practice because for them could be more difficult than for other classmates.

Thirdly, I asked students to focus on the task which means to performance the task with some pairs or classmates in order to examine the task and in pairs tell each other what they can improve.

Next, I asked students to practice again but the second time they had to change pair or classmate, in order to they could have a different point of view.

Then, students reflected about the comments their classmates gave them related to their speech and they checked what they can change or improve.

After the reflection, students performed the task in front of the class taking into account the comments of their classmates in order to perform a better task.

Finally, after the performance students received a feedback by the teacher with the positive aspects in order to make them stronger than the negative aspects, students listened the feedback and they already knew what they have to improve or work on. (See appendix 10).

In this class I could notice that my students had an improvement in their speaking process because in that class they achieved the main aim of the class but also they were speaking which is one of the most difficult skills teenagers can manage also I was accustoming them to speak in order to in the future classes they continue speaking but with the focus in fluency which is a little more difficult but not impossible for them.

3.5 The use of social practices of the language in the classroom to develop fluency

Fluency in a language means speaking easily, reasonably quickly and without having to stop and pause a lot. Becoming fluent in a language can take many years but social practices of the language can help to develop the language because students can feel they are in a real context so that means they need to speak as fluent as possible imagining they are in the real context or in the real situation. This was the main reason I contextualized always my classes in order to make my students more confidents when learning a second language. Some of the topics I used for the development of fluency in my students were.

➢ Giving advices: The use of should and shouldn´t is really useful when you are giving an advice for some friends or someone special or even when you go to the doctor, something similar the doctor says.

➢ Daily Routine: It is an easy way to associate events that take place during the day with verbs.

➢ Restaurant conversation: This topic is really useful when you travel you know what and how to order at a restaurant.

➢ Holidays: A funny way to practice verbs and activities you can do when you are on holidays, students feel motivated when teaching this topic.

➢ Feelings and emotions: This are a very important topic to include in ESL lessons because by learning how to describe feelings they can express and how they feel and understand how others feel in different situations in the classroom.

➢ The clock: Although this is an easy topic, student sometimes find difficult saying the time, so we need to find the best way to teach them this topic in order to they can achieve telling the time.

➢ Food: This topic is really useful to practice vocabulary; this is the complement for the restaurant conversation.

➢ Transportation: Talking about cars, trucks, trains and planes are, in fact, incredibly popular in which sometimes only boys are interested in, but we

need to find the best way to make interested in also the girls, and this topic is very important to talk about how can you arrive to some places.

➤ My city: Learning to describe what you can find in a city is very important and students they easily say to their parents or different people to different places and shops.

➤ Celebrations: This is an interesting topic, to known the traditions and celebrations in different places.

This topic was given in United Kingdom with the Turkish students, in which they had to talk fluently about a celebration in their country and say When is it, where is it, the type of food, the type of music, if people wear any costume or mask and something else in case they wanted to share something. This is a really good topic to develop fluency because you don´t need like a grammar structure or know something really difficult to can say it, you just need to talk about something you know really well, in this case was the Turkish students' country (See appendix 11)

3. 6 Designing a fluency lesson

Once I realized my students liked speaking and that they could speak, with some difficulties but most of them liked speaking and improving their speaking I designed my first fluency class which was about holidays, for this class I used the ECRIF framework which I will explain.

The first stage was the Encounter in which students see or hear new language but they don´t not completely what that means.

The second stage is Clarify, in this stage students distinguish the meaning and the use of the new knowledge.

The third stage is Remember and Internalize, in which now students have the chance to move the knowledge from short-term to long-term memory, in this stage students star using the new knowledge in context. They connect the new knowledge with the previously knowledge but also with some sounds, images and even feelings.

The fourth stage is Fluently use, in which students have now the opportunity to use the new knowledge and language to communicate their ideas, in this stage

students speak as fluently as possible and as spontaneously as they can, using the language in a specific social practice of the language. (See appendix 4)

Once I have been at United Kingdom I can say that I learnt a really different way to design my fluency lessons, the way is using Teacher Talking Time and Students Talking Time, because in this way we can have an authentic or natural conversation which is the main point of this dissertation, to make my students speak as natural as possible, it doesn´t matter the speed or the grammar rules, only that they can be able to communicate with other people.

3.7 Designing fluency activities

Since I chose my topic and I was looking on Internet for materials related to my topic I realized that there are many materials but they were high level and they were difficult and probably understandable for my students, so I decided to design my own material and what I took into account in first place was the diagnostic test I applied, then the English level of my students and the topic to be given based on a contextualization, I mean using the social practices of the language; taking that into account I designed many activities in order to help them to develop their fluency but also that those activities were for them easy to do and understandable, also because were based on my students needs according to what they need to developed, which was fluency. Before each fluency activity I always provided my students lots of vocabulary, lots of practice and even some visual support, some activities I designed for my students and some applied in United Kingdom were:

✓ Stem sentences: For this activity my students had vocabulary related to feelings and emotions, first I gave my students the first part of a sentence then they had to complete the sentence telling how they feel. (See appendix 5)

✓ The witness: This activity was to reinforce the vocabulary related to food, I asked my students to make pairs one pair was A and the other was B, all the letters A were looking at the board and the letters B were looking at the back,

letters B could not see to the board, letters A had to describe the dishes I pasted on the board using flashcards, describing which fruits, vegetables and the type of meat the dishes contains in order to letters B guess which dish were letters A describing, then they swap roles.

✓ Discussions: This discussions activities were with almost all the topics, but the main and the most important was the topic of transportation in which students discussed about which mean of transport is better, and I wrote on the board some places to go, and students were asked to discuss which transport they prefer to go to those places and say why, on the board also I wrote some examples and some key vocabulary they used.

✓ Ask and answer: This activity was used with the topic of the clock in which students were asked to create a clock and then I explained how to tell the hour in the British way, then they were asking and telling to their classmates the hour using their handmade clocks.

✓ Concentric circles: This activity was applied by my classmates from the scholarship and I to the Turkish and the Brazilian student, we asked them to stand up and make two circles (in this activity my classmates and I also participated in order to increase the number of students), then one of us gave a topic to talk and we had to talk about that topic, then we had to move to the left or to the right, depending of the instructions. (See appendix 6)

✓ Find someone who: This is a funny activity was also applied in United Kingdom, we were supposed to find someone who likes or dislikes something and say why.

The activities students preferred the most were stem sentences, because they can express themselves according to how they feel and how they are, and role plays because they can be a different person instead if be the real character. On the contrary the activities they didn´t prefer were the discussions because although it is a great activity to develop fluency students did not agree with some statements and instead of be a good discussion sometimes it become a fight, so they prefer the other

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activities. of Another activity was the role play, which was the main and the most important, but this will be explained in the follow subtitle.

3.8 The use of chunks of the language to develop fluency

As Scott (2013) mentioned I started my lessons with phrases of two or more words which were the greetings and some personal information, I started with easy and common phrases for them. Then we continued with phrases like "What time is it?" and students learnt how to tell the time, then their likes and dislikes, after their daily routine, holidays, feelings and so on and we finished with a complex lesson which was a restaurant conversation, for this first they learnt some vocabulary related to food and how to ask for the menu and everything related to the restaurant and then they practiced a lot their performance in order to performance a role play, which was full of chunks of the language.

3.8.1 Role play using chunks of the language

Chunks of the language were really useful because, they helped students to remember them easier and better rather than complex or long sentences. Also, because those chunks will be always the same to order or ask for something in the restaurant. Students were supposed to perform a role play related to a conversation in a restaurant, asking for food, drinks and the bill using chunks of the language that in some lessons before we were learning together, unfortunately they could not perform the final role play because I had to travel to United Kingdom, so I have only the evidences of them practicing their role play. This role play was supposed to finish it trough three weeks, in the first and second class I taught students lots of vocabulary related to food, types of meat and some drinks, in the third class I taught them chunks of the language and their meaning, in the fourth class from the second week they were practicing those chunks of the language, and in the third they started performing their role play, those are the evidences I have from them. (See appendix 7)

3.9 Assessing role play

The use of rubrics to assess role play is really useful and very objective, first of all we need to define which is the objective of the evaluation, once we have the objective well defined, we need also to define which aspects and define what level of the ability students will get by describing the aspects we will assess.

I designed the rubric to assess their role play performances, but as I mentioned before I could not assess students, but since the task was given students were told the aspects I will assess and they really worked on those aspects. The aspects I considered to assess students' performance were:

- ✓ Fluency: That means How comfortable were students when speaking, how easily words come out and that they didn´t pause a lot, I mean the enough paused at speaking.
- ✓ The use of vocabulary: Than means the level of vocabulary students are able to produce, and the use of the specific vocabulary I instructed them during this lesson.
- ✓ Interaction and teamwork: That means the interaction they have among their team in order to achieve the main job.
- ✓ The use of costume: That means the correct use of clothing, for example the student who was the role to be the waitress, she has to costume herself like a waitress a real waitress. (See appendix 15)

3.10 Teacher Talking Time and Students Talking Time to design a fluency lesson

As I mentioned before when I was at United Kingdom I had the opportunity to practice a fluency lesson using TTT and STT, which is very useful methodology to teach, to practice fluency and to help the development of Communicative Language Teaching (CLT), first of all we need to know that the teacher should speak only in two moments, when giving instructions and when giving feedback. Students should get most conversation practice in interacting with other learners rather that with the

teacher, according to Vygotsky students learn by interacting with pairs or peers and the teacher only monitors and having realistic settings, simulations or role plays.

Another important aspect I learnt was that we need to use elicitation instead of explanation because when we explain a lot to students, we lost the time that they can use to produce speaking. The use of body language, mime, gestures and facial expressions rather than words, will be really useful for students to understand as fast as possible. Getting students to give feedback on tasks to teach each other rather than to the teacher, this is often done in pairs, feedback involving the teacher is therefore limited to problematic questions rather that every question in an exercise.

3.11 Dealing with speaking and fluency difficulties

According to Ur (1996), there are many factors that cause difficulty in speaking which I really faced in the classroom and even I faced those difficulties being in a native-speaker country. According to Gardner and MacIntyre (1993), learning anxiety is the unpleasant feeling that occurs when a learner is supposed to perform in a second or foreign language. Some of the difficulties I faced in the classroom were:

- Students covering their mouth or pretending to cough or yawn to cover up stuttering
- Not speaking, even when students want or need to
- Not using certain words that seem to cause stuttering
- Students pretending to forget what you wanted to say
- Rearranging words in sentences

Once I realized my students were facing those difficulties, I decided to:

- Be patient and supportive: Being as patient as you can while students work on his or her speech. I was really patient and supportive and also, I asked the rest of the class to be patient with the students who had those difficulties and that

they tried to help and support them only if they could, if not, I asked them to be respectful.

- Be kind. Making fun of a person with a fluency difficulty is a form of bullying. It is destructive and may take away the person's desire to communicate.
- Group work or pair work: Making groups and pairs let students feel more confident when speaking rather than being alone, so many of the activities I designed were in teams or pairs in order to make my students feel confident.

I really would have liked to help students to overcome those difficulties at least to 80%, unfortunately I could not, but I am sure that I will continue working on that with my future students helping them to develop their fluency skill and overcoming the difficulties this has.

3.12 My proposal: Teaching in the 21st Century

In the 21st Century, a wide range of technology-based resources are available for language teaching. These can help to enhance students' learning development, particularly when the use of technology increases motivation. Motivation can be defined as "what moves us to act" (McDonough, 2007), which probably has the specific meaning of 'what motivates them to learn English'. This is a complex issue, because it is dynamic, that means can change over time and transitive that means can be affected by other people such as teachers,
carers and coaches. There are several key factors in motivation, which include:

- ✓ The reasons why we want to learn
- ✓ The strength of our desire to learn
- ✓ The kind of person we are
- ✓ The task, and our estimation of what it requires of us

What I want to achieve in the future probably, because of COVID-19 I could not apply this with my chosen group, is the use of technology to continue developing fluency always motivating my students to learn English and to enhance their

development for that reason I will use three apps that help students to continue developing and for me to make the lessons less boring and complex, because nowadays students like using Internet.

➢ **Socrative**: This resource offers a wide range of options. In this app teachers can create motivating quizzes using the Space Race feature, but students can also write whole sentences and paragraphs which will appear on the board for the whole class to share. This app is pretty useful Socrative can be used for 'brainstorming' ideas after a group discussion activity. In the discussion students are developing their fluency and using Socrative students are taking notes.

➢ **Flipgrid**: The focus of this app is on audio or video recording. Using this resource, students can record themselves speaking, either individually or in pairs/ small groups, then upload them to a classroom area which teachers can create. This can be particularly useful for sharing and assessing speaking tasks and homework.

➢ **Kahoot**: This is a great resource I have used as a student but I will use in the future as a Teacher for in-class quizzes which can engage students. Learners will need to have mobile devices to send in individual answers, although they can share in groups if needed. Options include: individual and team activities; multiple choice and true/false quizzes, this app will be useful to make a quick revision of vocabulary before to perform a fluency activity.

Another aspect I want to achieve in the future is the correction making, which I could not apply because of the time and because of the situation, but at Anglia Ruskin University I learnt aspects related to this correction how and when make correction to students' mistakes that I am pretty sure I will apply in the future.

3.13 Conclusions

As a result of globalization and technological progress, English as a language started to be widely learnt and taught. One of the main requirements of modern teaching methodology is that ESL teachers should create an English-speaking environment where students have real-life communication, activities, and tasks that promote oral language. This will occur when learners collaborate in small and big groups to complete a task and to achieve a goal. The ability to communicate in a second language clearly, fluently and efficiently contributes to the success of the learners in school and success in their future life. Language teaching is more than instructing a class, it is a process which involves different activities, and it is the responsibility of the teacher to discover when and how to engage learners in the classroom environment. It is essential that language teachers' pay considerable attention to teaching speaking, rather than leading the student's memorization, providing a rich environment where meaningful communication takes place is desired.

Developing communicatively competent learners is the goal that most ESL teachers wish to accomplish, but of course communicative competence is not sufficient. Learners need other dimensions to succeed, students need to learn sociolinguistic competence which is concerned with knowledge of socio-cultural rules of the language in order to know how to use the language being taught in an appropriate way. Richards et al (2002).

English Teachers are the knowledge providers for students, they are the ones who are able to make diagnosis for the psychological elements which intervene in the process of learning, when they understand the factors affecting learners' performance, they can easily make a change. Teachers are the feedback givers for their students, this may encourage them to work and participate in a variety of educational activities. Good English teachers are those who engage their learners in different classroom contexts and different authentic experiences which are related to real life situations. They are those who make their learners feel that they are decision makers instead of being just knowledge receivers. Teaching English is not an easy task to do. It is a long process which may be influenced by different issues.

However, the effective teacher is the one who knows what to teach, how to teach and how to react to any educational situation. As English Teachers we need to consider each student´s needs as social beings because each student is an individual, who is characterized by a personality and by social traits which may influence the process of learning.

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APPENDIXES
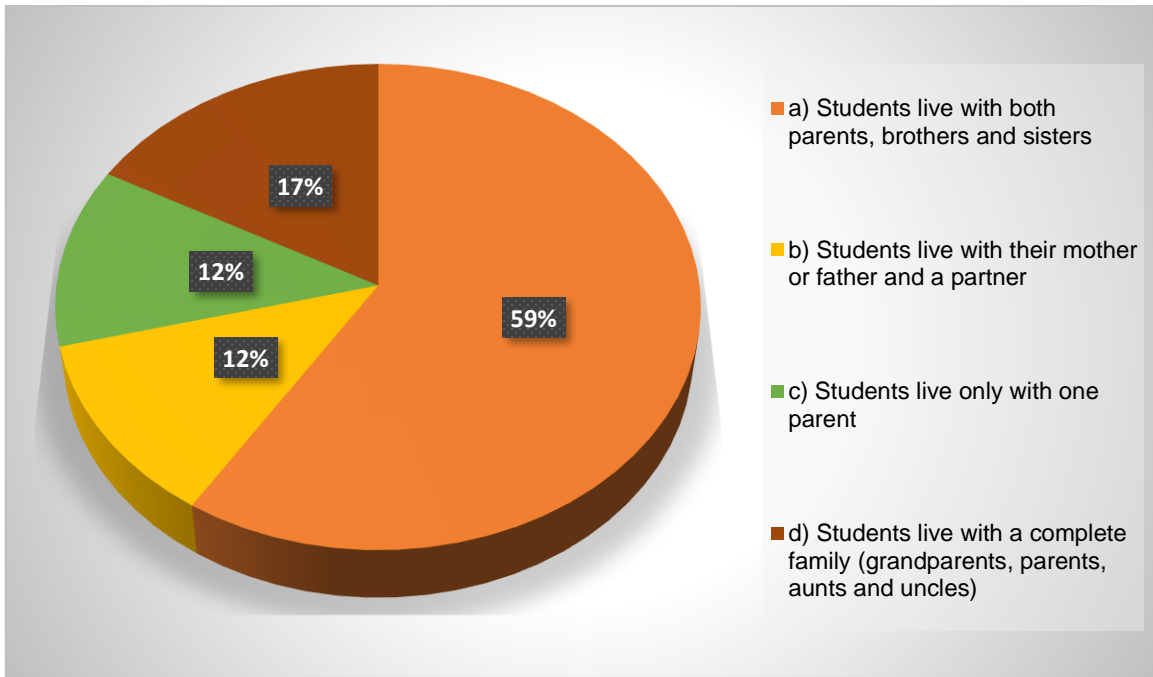
Appendix 1. Students' parents.
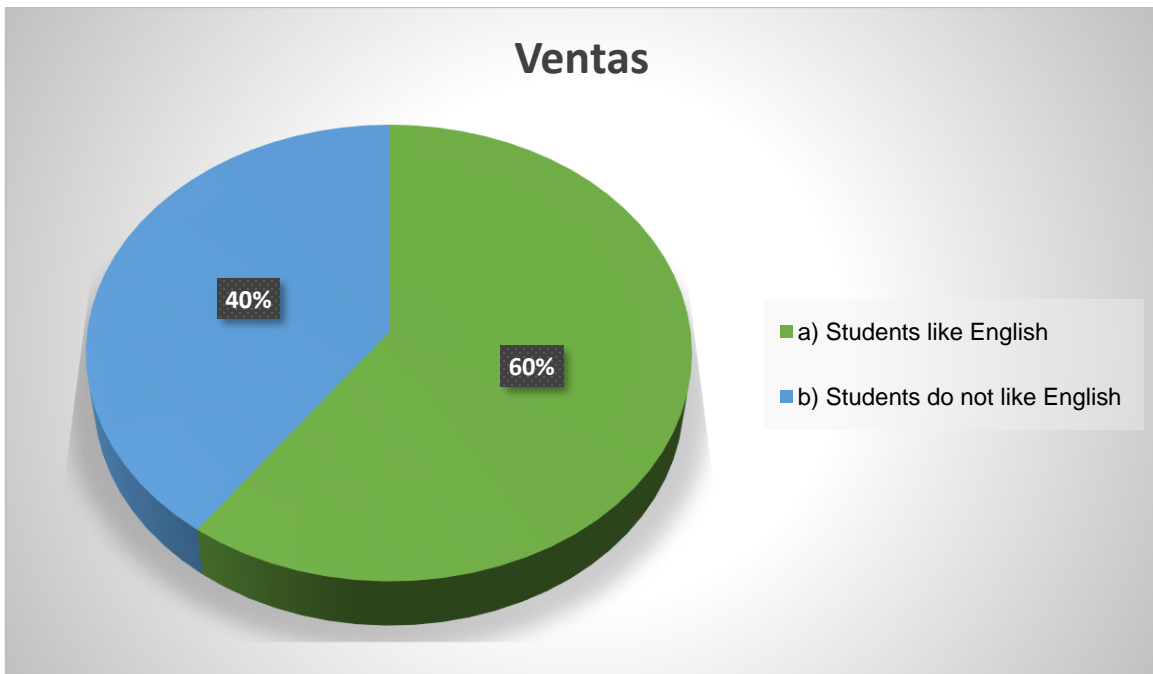
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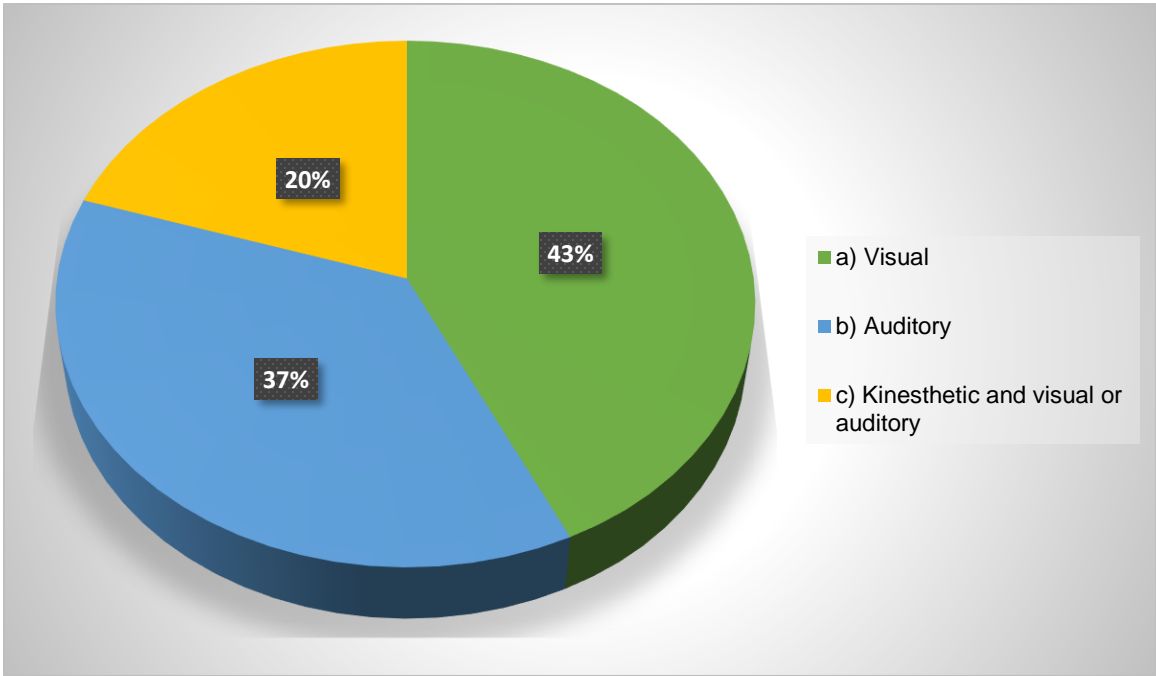
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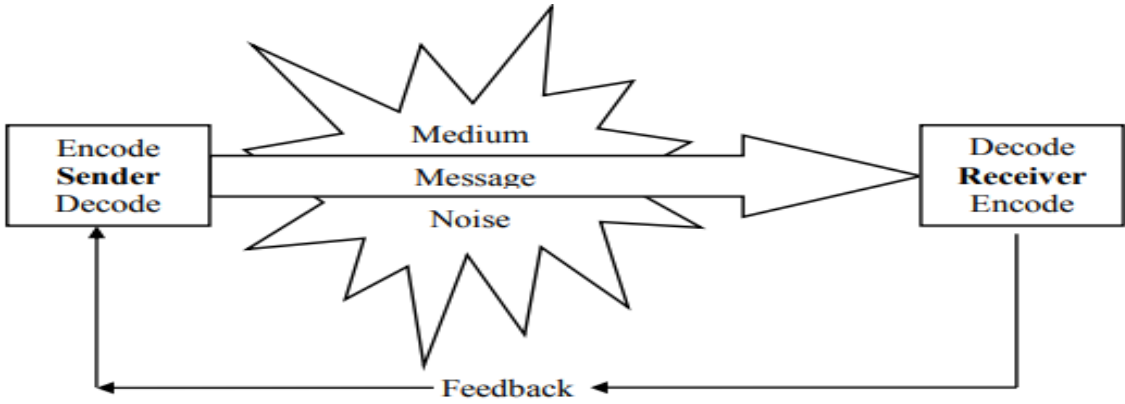
Appendix 4. Communication process.
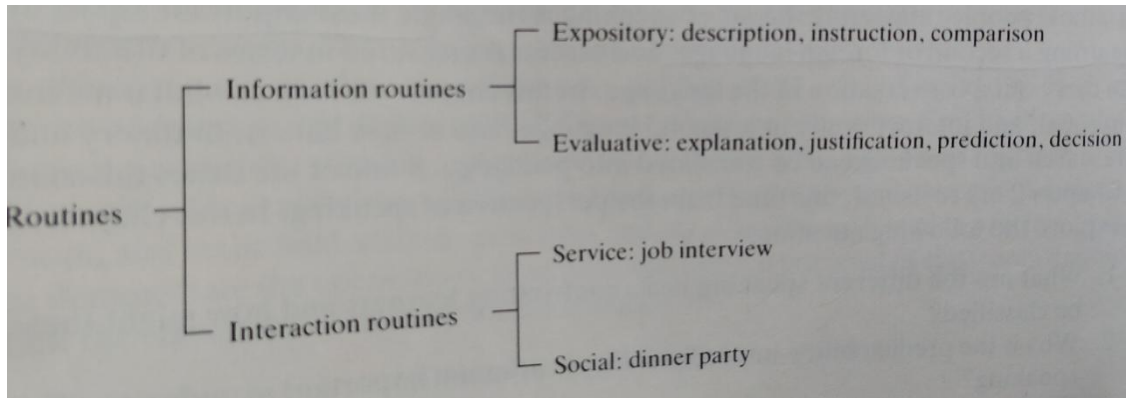
Appendix 5. Oral interactions.
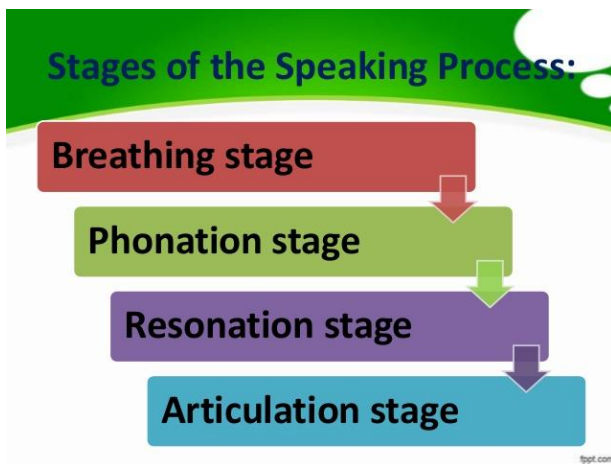
Appendix 6. Stages of the speaking process.
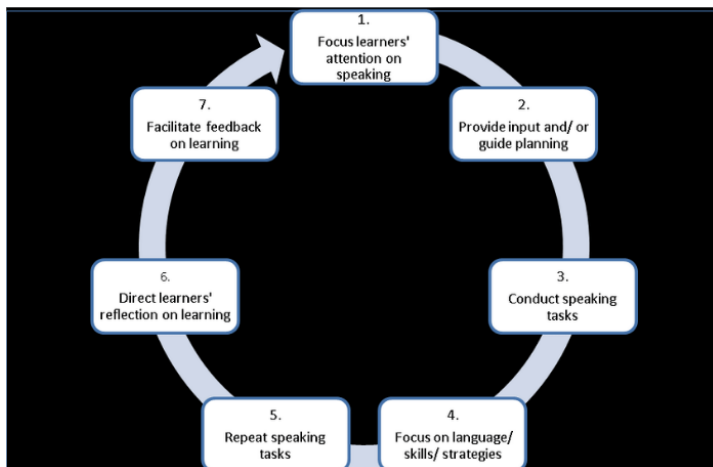
Appendix 7. Stages of a speaking lesson.

MARKING RUBRICS	Excellent	Proficient	Average	Poor
Fluency:	Perfect fluency of the acting performance, including the pace, speech and behaviors	Generally fluent flow of the performance; existence of a few pauses did not largely disturb the flow	Some occasional pauses occurring during the performance, somewhat affecting its comprehensibility	Frequent, awkward pauses during the course of performance, significantly disturbing the flow
Relatedness:	Most of the performance is well-organized, related to the theme of the topic, and also to the learning objectives of the activity	Satisfactorily relate the performance to the topic and learning objectives; the story is generally a complete one	The link between the performance to the topic and learning objectives is weak and not clear	Chaotic presentation; difficult to understand the performance in relation to the topic and learning objective
Engagement:	Successfully engage the performers, audiences and teacher to concentrate carefully on the performance	Generally able to attract the attention of the performers and audiences on the performance	Uninteresting performance; the audiences barely listen to the performance occasionally	Fail to retain attention of audience; weak connection with other performers
Feedback (as audience):	Carefully watching and giving appropriate, useful feedback for improvement to performers after the performance	Some useful feedback is given for the improvement of the performance	Giving few feedback with regard to the performance	Pays no attention to the performance thus giving no useful feedback

Appendix 8. Assessing role play.

Appendix 9. A speaking lesson class, with the topic of should and should not in which students tell advices of a problem from their real life.

Appendix 10. A speaking lesson class about students' daily routine, designed taking into account Goh and Burns (2012) elements.

Appendix 11. A fluent class in United Kingdom about Celebrations.

GOBIERNO DEL ESTADO DE MÉXICO

"2020. Año de Laura Méndez de Cuenca; emblema de la mujer Mexiquense"

ESCUELA NORMAL DE AMECAMECA

EDOMÉX
DECISIONES FIRMES, RESULTADOS FUERTES.

SCHEME OF WORK

SECONDARY SCHOOL NUMBER 0110 "LUIS G. URBINA".

Pre-service Teacher: Ana Karen Hernández Hernández.
Grade/Group: 2nd "A"
Date: January 17th, 2020.   Level: Beginners
Fluency Class (ECRIF)

	Topic: Holidays				
	Main Aim: By the end of the class Ss should be able to express in a fluent way what they did				
STAGES	FIRST CLASS ACTIVITIES	INTERACTION	TIME	MATERIALS/AIDS	ASSESSMENT
ENCOUNTER	T pastes on the board some index cards related to irregular verbs and some flashcards related to activities you can do on holidays.	WC	5 min	Index cards Flash cards	
CLARIFY	T explains Ss what each index card and flash cards mean.	WC	5 min	Index cards Flash cards	
REMEMBER AND INTERNALIZE	T asks Ss to do choral repetition of each index card and each flashcard. T asks Ss to close their eyes and T takes out some index cards and flashcards, the T asks Ss to open their eyes and remember what index and flash card T takes out. T writes in the board the meaning of each index and flash card and now Ss have to write them in English in their notebooks. T explains Ss how to say some sentences related to some activities she did in her last vacations. T asks Ss to think about some activities Ss did in their last holidays using the vocabulary from the index cards and the flash cards.	WC I	10 min 10 min 5 min	Index cards Flash cards Ss' notebooks	T monitors the activity.
FLUENTLY USE	T asks Ss to stand up and communicate their ideas with at least 5 classmates more.	PR/SG	15 min		T assess Ss fluency and correct Ss' mistakes in case of.

Taken from: Understanding Teaching Through Learning (2008) and adapted by Ana Karen Hernández Hernández.

Appendix 12. A fluency lesson class, designed using ECRIF framework.

On Sundays I usually…
In the summer I often …
On my birthday I sometimes …
At exam time I usually …
On Valentine's Day I usually …

Appendix 13. A stem sentences activity.

Appendix 14. Concentric circles, in which students have to talk about any topic and then move to the left or the right depending on the teacher´ instructions. This image is used only for educational purposes.

"2020. Año de Laura Méndez de Cuenca; emblema de la mujer Mexiguense"

ESCUELA NORMAL DE AMECAMECA

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RUBRIC TO EVALUATE ROLE PLAY PERFORMANCE

SECONDARY SCHOOL NUMBER 0110 "LUIS G. URBINA".

Pre-service Teacher: Ana Karen Hernández Hernández.
Grade/Group: 2ᵈ "A"

Students´names:

MARKING RUBRICS	WOW!	ALMOST THERE	HELP!!!
FLUENCY	Words come out easily, students speak reasonably quickly and without having to stop and pause a lot.	Words come out hardly, the stops and the pauses are evident.	Words never come out.
VOCABULARY	The use of the specific vocabulary which was instructed during the lesson.	The vocabulary is not used properly.	Students do not use any vocabulary related to the lesson.
INTERACTION AND TEAMWORK	Students work together to achieve the main job. The interaction during the role play is evident and properly.	Students work 50% in team. The interaction is nor properly.	There is no teamwork and there is no interaction.
CUSTOME	Students custom themselves according to their roles.	The costume is not properly according to their roles.	There is no costume.

Leader student´s sign   Pre-service teacher´s sign   Tutor´s sign

_____   _____   _____

Appendix 15. Rubric to assess students' role play performance.

OBSERVACIONES:

_____

_____

_____

_____

_____

ATENTAMENTE

ESTUDIANTE

_____

ANA KAREN HERNÁNDEZ HERNÁNDEZ

AUTORIZACIÓN

ASESOR:

_____

MTRO. DANIEL ROSAS REYES

Vo. Bo.

ÁREA DE ATENCIÓN Y OBTENCIÓN DE GRADO

_____

MTRA. OLIVA MARIBEL PONCE MILLA

ESCUELA NORMAL DE AMECAMECA

Asunto: Se autoriza el trabajo de Titulación
para el Examen Profesional.

Amecameca, Méx., a 29 de Junio del 2020.

C. ANA KAREN HERNÁNDEZ HERNÁNDEZ
P R E S E N T E

La Dirección de la Escuela Normal de Amecameca, a través del Área de Atención y Obtención de Grado, se permite comunicar a usted que ha sido autorizado el trabajo de titulación, con la opción ***ENSAYO ANALITICO Y EXPLICATIVO*** que presentó con el TEMA ***"DEVELOPING FLUENCY SUB SKILL TROUGH DESIGNING COMMUNICATIVE SOCIAL PRACTICES OF THE LANGUAGE IN THE CLASSROOM AS A TOOL TO LEARN ENGLISH WITH THE STUDENTS OF SECOND "A", AT LUIS G. URBINA SECONDARY SCHOOL"***, por lo que puede proceder a la realización de los trámites correspondientes a la sustentación de su Examen Profesional.

Lo que comunica para su conocimiento y fines consiguientes.

A T E N T A M E N T E

ÁREA DE ATENCIÓN Y OBTENCIÓN DE GRADO   DIRECCIÓN ESCOLAR

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