GOBIERNO DEL ESTADO DE MÉXICO

EDOMÉX
DECISIONES FIRMES, RESULTADOS FUERTES.

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

ESCUELA NORMAL DE AMECAMECA

ESCUELAS NORMALES DEL ESTADO DE MEXICO
EDUCAR ES REDIMIR

ENSAYO ANALITICO Y EXPLICATIVO

"IMPLEMENTING COMMUNICATIVE ACTIVITIES USING LANGUAGE FUNCTIONS TO ENHANCE ORAL PRODUCTION"

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

PRESENTA:

FRANCISCO JAVIER VILLAMAR BALBUENA

ASESOR:

MTRO. DANIEL ROSAS REYES

AMECAMECA, MÉXICO. JULIO, 2020

Acknowledgements

My parents

Thank you very much because you made me the person that I am, you have been in all my victories and defeats, thanks to your advices, rules, corrections, motivation finally I got something I had dreamed since my childhood the fact to finish a bachelor degree.
I am such thankful with you, believe me without your support I would have surrendered since a long time but fortunately it was not like this, here you have got the result after a long wait, I would never end to thank you what you have done, you do and you will continue doing for me.
I love you.

Teachers

Thank you very much teachers for teach me what I know, all those nights doing the homework, the days I did not sleep each lesson had a purpose which was reach my knowledge in order to be able to use strategies, methodologies, warmers, didactic material, dynamics during the lessons, etc. without your teachings and despite of the falls finally I am in this point of my life let me tell you thank you I always take you in my heart.

INDEX

1. Cover page	I
2. Aknowledgements	II
3. Index	1
4. Presentation	2
Choosing a topic	4
Thematic line	4
Purposes	5
Questions to be answered	6
5. CHAPTER 1	7
1.1 Community context	8
1.1.1 Economic Structure	8
1.1.2 Education	8
1.2 School context	9
1.2.1 Infrastructure	9
1.2.2 Problems in the school	10
1.2.3 Diagnosis of the school	10
1.3 Classroom characteristics	11
1.4 Group profile	12
1.4.1 Results of McMillan test	14
1.4.2 Results of Pre A1 starters	15
1.5 Introduction Chapter II	16
6. CHAPTER II	17
2.1 What is speaking?	18
2.1.1 How to develop speaking skill?	19
2.1.2 What are the difficulties to develop speaking skill?	21
2.1.3 How to teach speaking?	24
2.1.4 Receptive and productive skills	27
2.2 What are the speaking skills?	30
2.2.1 What are language functions?	33
2.3 What is Notional-Functional Approach?	35
7. CHAPTER III	42
3.1 My proposal	43
3.2 Difficulties with speaking activities	46
3.3 Designing Speaking activities	48
3.4 Repertoire of activities	50
3.5 Analysis of results	58
3.6 Conclusions	60
8. References	61
9. Appendixes	64
10. Oficio de autorización del documento recepcional	70

Presentation

Nowadays is well known that the English is the universal language it means that wherever you go, whichever the bachelor you are studying one of the features you have to have is a certain English level it is up to the bachelor, work, place you are nevertheless not everyone has the facility to learn a foreign language in this case English, is important to mention that currently is a need more than a like, the new generations are exposed to this kind of things the fact to learn a second language.

Moreover the use of strategies during the teaching process outstand in order to make this process easier for the learner, when you are learning a second language is important to get in touch with it otherwise is more difficult to increase the skills, speaking, listening, writing and reading, although the fact that someone gets in touch with the language it does not mean that the learner will enrich a high level, it helps but it does not ensure it.

Now talking about the English classes at the secondary school according what I have observed one of the skills less practiced has been speaking, I have seen more about grammar, writing, even listening but refers to speaking rarely this skill is practiced. There are factors that influence in the learning of a foreign language although I will mention them later.

In this essay I will focus on speaking skill, about how to improve it through communicative activities using language functions in students of 3rd of secondary school, as a complement I will use notional functional approach. This essay will be divided in 3 chapters, in the chapter 1 I am going to talk about the context of the school, as intern as extern context, how does the context affect in the students, community, what is the main activity in the municipality, students' number, even about the instruments applied in order to know about their English level.

In the chapter number 2 I am going to involve about the theory since speaking definition, how to teach speaking, how to develop speaking until what authors talk about notional functional approach in order to increase.

students English level, difficulties to develop speaking skill, coupled with this resources that facilitate the learning of a foreign language.

Finally in the chapter 3 I will contrast what authors mention and what I lived at the secondary school because as we know the theory could be true or it could be different because sometimes it happens, even what kind of activities were applied in order to obtain better results in the develop of speaking skill

According to Chaney (1998: 13), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a Variety of contexts. This skill as the rest for some is easy or difficult according to the learning rhythm, to be more specific at secondary school is harder for them because there is not a frequent practice.

Whether I don't feel confident is possible I do not try so in that part it affects, but also there are another facts for example the context where they are and it is true because the time I have observed at the secondary schools, in the interviews for instance I noticed in their answers they do not consider the school as a resource to keep going and have success over time.

I have perceived they feel motivated or they want to participate, but if they do not know how to answer, they prefer do not say anything and avoid the questions saying "I do not know". The fact of do not practice the language that is because they do not have the like to learn a second language therefore, while they get in touch as much as possible with the language it will be better however try to encourage them not always is easy.

Teachers should apply kind of strategies, methodologies, in order to facilitate the teaching learning process but also is relevant to take into account learning styles, rhythm work likes and dislikes because it works like a guide to facilitate all this process besides the time it takes to make students adapt to this process.

There are some authors that talk about develop of speaking skill but I will mention one of them for instance Nunan, (1991) mentions that if someone wants to be success in a the learning of a second language the key is in how

to keep a conversation because that's the aim hence if they can't speak during the classes probably they will get unmotivated lose the interest and this is true because they feel freak out.

Also I have noticed during the class there is major focus on the writing and reading skill than speaking, also there are two authors Brown and Yule (1983) they make a distinction in this part of speaking because they refer about interactional function of speaking it means about use speaking to social environment and the transactional environments this is based on get information.

According to Jones (1996) he mentions that to develop and improve speaking skill is necessary performance and more in the context we are for example through plays , acting out some short films , according to the topic that is checking in class, in this case I am agree with him because the purpose to apply this kind of activities is facilitate the teaching-process

Also there is another author like Taher Bahrani in his article "How to teach speaking skill?" (2012) mentions that usually teachers' argument is students do not talk but if we want to tackle the problem is necessary to observe what are the factors that influence in the oral production for instance the context, culture or even if they feel shy in front of group because whether in Spanish they feel like this with a second language they will feel more nervous then it means about create a way of break out that wall that they've created and another way is establish a "culture" I would say environment to make feel well at least during English class.

Choosing Topic

Implementing communicative activities to enhance using functions as part of oral production.

Thematic line

Linea Tematica 2 Analisis de experiencias de enseñanza.

This line it is based on the experience that I have had in some groups of secondary school and also that I wish to analyse carefully it could be in a specific subject but in mi case I will focus on English subject. I also have to show my knowledge and the experience I have developed during my stance at Normal

school.

Also is important to mention the fact the roll I will have as student to apply strategies through the activities I apply during the lessons nevertheless it is important to include some aspects for instance:

A) Syllabus' purposes

B) Principles in order to argument teaching approach.

C) Didactic strategies used and its relation according to the approach

D) Evaluation

E) Didactic resources.

The analysis will argument through students evidences during the lessons, attendance registers observations from tutor , journal , planning binder etc. In order to value our develop during the terms also what we get to better.

Purposes

-The purpose of my document is to help students to develop oral production through communicative activities because I have observed that in English classes, students are not confident at the moment that they speak because they do not have enough elements of language.

-To show students that the oral production of a foreign language has a real application in the common world as a way to motivate them to keep on learning for communication purposes, mainly in what refers to this productive skill.

-To support them in acquiring basic notional-functional knowledge of the language to be used it in concrete real situations, as a first step in having them feeling confident for further production of the language.

-To provide students necessary tools in order to they do the activities correctly.

-To guide them during the teaching learning process in order to increase their knowledge.

Questions to be answered

1.-What is a function of the language?

2.-How does it affect during the learning process in a second language?

3.-What is notional- functional approach about?

4.-How does notional functional approach is related to communicative Activities?

5.-Why do the students perceive difficult to learn a foreign language? 6.-What are the functions of the language?

7. - How do cultural, economic aspects influence in them to learn English?

8.-How do the students can apply what they learn in real contexts? 9.-Is it meaningful to learn a second language for them nowadays?

10.- Does the lack of knowledge influence to develop oral production.

CHAPTER 1
CONTEXT

1.1 Community context

Atlautla de Victoria is located in State of México, this municipality is in a medium high of 2350 meters over the sea´s level and it has a population of 24110 inhabitants which 11661 are men and 12449 are women. Is important to mention the population is divided in 9845 minors, 14265 adults which 2049 are over 60 years old. Talking about indigenous population there are 85 persons that live in indigenous houses.

1.1.1 Economic Structure

In the municipality there are 5180 houses, which 5091 houses , 1069 has land floor, about 4060 houses have sanitation, 4481 are connected to the public services, 4908 have electric light, economic structure let to have about 300 houses a computer, 1787 a washing machine and 4614 a T.V.

According to “Plataforma Electoral Atlautla” 2016-2018 (P.p 24) Atlautla is well known in the commerce , to be more specific about 56.58% represent third sector it means most people spend their time in the field, talking about the government just 11.43% and manufacturing industry just 10%.

36.42% of the population is active economically, 3.94 point less than state also in 2012 the municipality registered about 9650 establishments and it had a gross domestic product of 632.22 millions of pesos according to the consumer price.

1.1.2 Education

According to Programa de las Naciones Unidas para el Desarrollo (PNUD) in 2000 and 2005 the numbers increased , it is important to mention this information because is the most currently that there is, increases talking about school attendance, literacy and index education, (see in the appendix d 1). Talking about economic infrastructure teachers attend about 7797 students in all the municipality, then there is a table with information refers to preschool, elementary school, junior high school and high school , it includes number of schools etc. See in the appendix 2)

1.2 School context

The secondary school number 0239 “Fernando Montes de Oca” C.C.T: Clave: 15EES0322Z is located in the street Corregidora s/n, Barrio St Jacinto Atlautla, Estado de México, it has, morning shift also is important to mention that there are 9 groups it means three groups per grade, the municipality is located in a semi urban context. The school is located in a centric zone next to it there is a elementary school and a telesecundaria, in

front of the secondary there is a stationery usually teachers leave the material in order to the students get copies because the stationery from the school sometimes has problems with the electricity thus is not possible.

Next to the stationery there are some food stalls, fortunately there have not been accidents out of the school maybe because the presidency is close to the school and the square. It is worth mentioning that the supervision is next to principal’s office and constantly teachers from different schools from the zone are there because they have to bring important documents, it means the secondary tries to keep the control during the day.

There is a person in charge of take the register who comes in and who comes out the reason is because in the school is the supervision, even this person is in charge of not allow to come in any student 10 minutes after 7:00 o’ clock that is a rule and all the students know it. Approximately at 6:45 the police is in charge of close the street in order to avoid accidents even the teachers have had problems with them because not even they can enter.

When it is time to the break the teachers have to be in some place of the school in order to prevent accidents every single day they have to be in a different zone it could be at the back, basketball courts, in the park, etc. The schedule is located in the principal also the schedules per grade and group.

1.2.1 Infrastructure

The school is delimited by a perimeter fence, the school has 15 classrooms including principal’s office , vice principal's office, principal’s secretary office, a

multipurpose room, recreational area and sports area , computer lab science lab, library, sound system, stationery, dinning room, an three new classrooms that are in construction because is important to mention that in the secondary school the supervision.

Unfortunately the maintenance is not enough because there are leaks and refers to electric light lately it has been low voltage and it affects when you need to work with any electric resource. About the meetings counsellors are in charge to do it every three months in order to talk about academic troubles, students' behaviour also there are general meetings with the purpose to talk about support are the school, parents association.

In the classroom there are 43 seats, one desk, one desk and there are two sanitary modules one for men and one for women, total students is three hundred and seventy six students, the teacher's community is formed by 22.

1.2.2 Problems in the school.

One of the main problems at the school is the infrastructure because it is not in the best conditions because the earthquake from September 19th 2017 affected a lot and even the municipality will shoot down part of the structure from four classrooms in order to fix them besides multipurpose has been the place where students have taken classes when the weather is rainy that is why there is a support and it comes about building three new classrooms by the way are almost ready to take class.

Talking about materials unfortunately are not enough to cover students' need even it affects when teachers need resources to give classes like projector. English lab and also in the stationery more items are needed, by the way the electric light because not always is the same voltage and it affects when you need to connect speakers, computer, etc. So that are some of the problems in the school.

1.2.3 Diagnosis of the school

The diagnosis of Secondary School No 0239 "Fernando Montes de Oca" with C.C.T 15EE0322Z morning shift the classes start at seven o clock and finishes at ten past one, there are twenty two teachers, one principal,

vice principal, scholar secretary and three counsellors, it has fifteen classrooms and three are being built, a multipurpose classroom, computer lab

, science lab , stationery , library.

It is relevant to mention that the school is located in a semi-urban context with low economy and where people do not have big expectative in the school because they feel due to the fact they spend their time in the commerce they gain more than in the school. Where most students have expectative to dedicate to commerce or to be “Narcos” and just a few students want to get a bachelor degree.

Is important to mention the fact of three new classrooms in order to have better conditions in the school because there are four classrooms where when it is raining the water enter through the roof so it became in a big problem for the students. Talking about the professional formation of the teachers most teachers are graduated from Normal schools

1.3 Classroom characteristics

The classroom has a door, a desk , windows, there is a shelf it is used to keep students’ book there are about forty four seats mentioning not all of them are in good conditions and it causes students are not comfortable in the sessions although is important to say students have generated this situations because they play a bit rude.

The board is not in good conditions even when I write on it and I try to erase it is a bit difficult because there are some pieces and if I want to put the markers on the shelf I can not because it is bent ,talking about the space is not enough according to students’ number and sometimes is complicated to me walk between rows.

Refers to the land it is in bad conditions and so dirty never mind whether janitor cleans it because floor looks dirty and it gets classroom has a view not comfortable , coupled with it walls are too dirty and seems like if the classroom was abandoned.

There are leaks in the classroom and it affects a of when it rains because all the water enter through the roof and when it happens what students do is go to the multipurpose classroom to take class while the water dries and it is uncomfortable being changing of place to take class.

It is the main reason that classroom along with the others three classrooms are going to be shoot down in order to fix them, the windows there are missing because students have broken down, this classroom is close to the recreational areas it means students do not concentrated because they get distract.

Electric light is deficient even the lamps are not working and broken in the classroom there are four lamps and just one of them works, the rest are discomposed and broken taking into account that electric light in all school fails constantly. The group does not have a big desk juts a little table and a chair but it is uncomfortable.

Talking about the door we can not close it because the door plate has trouble closing and when we try to close it , there is a noisy it causes bothers in the group also the space is not enough for students' number nevertheless there are three new classrooms are being built by the way the classrooms are almost built.

In general these are the classroom features and I guess most important to have a better environment to take class, is important to mention that at least basic things like electric light, and windows it does not have nevertheless the fact of there will be new classrooms will benefice the group.

1.4 Group profile.

Third grade group "A" is integrated by forty three, twenty five of them are men and the rest are girls their ages are between thirteen and fourteen years old and the ages of their parents are between forty and forty five, most of them have low economic situation and to be more specific there are kind of families nevertheless most common is integrated , being clear not all students but there is a bit difference in per cent between integrated and separated.

Most of students come from the same municipality and their families prefer spend time in the field than in the school because they consider school just waste your time and also there are students who want to be "Narcos" just a few students want to continue studying a degree although this group is a bit special because although there are students that despite of they do not have high score in other subjects they feel

easier than other subjects.

Even some students do not eat something before going to school and all those factors influence during the lessons because students are not concentrated nevertheless most of them are not involved in another activities it means they spend their time at school there are some of them that help their parents in the commerce..

In this group there are not focus problems however it does not mean they do not have any problems , I asked to the counsellor about the group and in general there are about fifteen students are lazy and unfortunately they do not pass some subjects.

Talking about English subject I noticed some aspects since the very beginning when I introduce myself with them, in general the group understand the instructions and it was not necessary to translate them but it is an advantage but one disadvantage they say that they did not understand the instructions about the activity but they understand just they lie to say they did not.

Is important to develop all skills in English subject and students have problems about listening comprehension because they are not get use to do this kind of activities most of time they do grammar activities, reading activities although it does not mean they understand everything nevertheless they catch key ideas.

About their creativity not all the group is creative but they work and even the environment is good because there are not problems about behaviour obviously they talk in the class but the group is not disrespectful, they do the activities you give them and also this is a fact that could help me during the lesson their reaction during the activities.

Also there are key students I mean they facilitate English subject more than their classmates I noticed this when I applied some activities , about ten students that facilitates English class and they like it the rest of the group try it although sometime it can get difficult and it causes students get despair. In this group I tried to identify a negative lead but there is not maybe there are some of them that start to talk in class but if I ask them about the class is when they keep in silence, also is important the fact they do the activities I mean their reaction is good.

But sometimes when it comes about to do an activity they spend a lot of time and in this cases I have to limit the time in order to they hurry up, even the group is participative although not always their answer is right but they have motivation.

In this case the main problem is lack of knowledge because they have the intention to learn but the fear to do not say the right answer they get shy and prefer do not say anything and about the oral production this is the main problem lack of knowledge.

I applied them and diagnostic but in this case I focused on some skills writing, grammar and speaking I could not apply all the skills however I already have noticed a problem in them that caught my attention and it is related to oral production (See in the appendix 3).

I applied them diagnostic test to know their English level and also a test about learning styles in order to identify what is the learning style that master in the group and something that surprised me is auditory master in the group, in second place is visual and third is kinaesthetic but the difference is little

At the moment I applied speaking test I noticed they got shy and nervous because they did not know how to answers the questions that I asked them. However something that surprised me was the fact there are some students that they do not how to give personal information even their name. Speaking test was about personal information, to say colours, animals, and describe landscapes and compare them.

I took this test from Cambridge it is called “Pre A1 starters” I changed some aspects ir order to facilitate them because there were some aspects that would be difficult for them. The purpose of the test is in order to obtain a better knowledge about the group what do they know is really they know basic things since their name, etc. Based on this to know what kind of activities I will apply in order to enhance the oral production.

1.4.1 Results of McMillan test

I decided to apply this exam because this exam is about general knowledge maybe the disadvantage is it does not let you know your level in the four skills nevertheless it is focus on grammar and I have observed this is a good element to obtain vocabulary and apply it when they want to speak.

According to this exam there was a certain number of score the exam was

divided in:

*0-35 score – Elementary

*35-50 score- Beginner

Most students were located in elementary because their score was about 10-14 and just there were about 6 in all the group with 17-21 score but it means that the English level of the group is low but is does not mean they do not anything nevertheless is clear there is a lot of work to do

Despite of the score the group has good attitudes in order to learn in this case what I would have to increase is their knowledge, it is not come about motivation it is come about lack of knowledge. According to this test it works me as a reference what I have to work , reinforce , practice in order to the students overcome themselves, is clear the fact they have motivation does not mean everything will be easier but the group has a good point in favor.

Once obtained the results, the goal is overcome the score I know the task will not be easy however the team work will become important because if I give them the necessary tools and they help me paying attention and giving their best probably it is going to work.

1.4.2 Results of Pre A1 starters

This is a long examination because it covers all skills however for reasons of time I could not apply all the examination and I decided to focus on speaking skill in this case, the speaking part was about describe compare and answer questions.

I adapted some questions for instance I asked them about:

-Personal information.

-Colours.

-Numbers-

-Verbs

-Descriptions.

The questions were random covering this aspects and well I took some surprises because there are students that do not know how to say “my name is” “I am

X years old", so it is something worrying because until this instance and they do not how to say this personal information.

I recorded all the group while they were speaking and their fluency is slow and they feel nervous when they try to give an answer, I have to work a lot in this part because even there are questions or parts of the test where they keep In silence or say "next question please".

This is the reason I am going to be focus on the oral production, implementing communicative activities using function language to enhance oral production they know the basic vocabulary according to the field or topic we are working for instance, moods, debate, etc.

1.5 Introduction Chapter II

Once done the examination as I have mentioned in advanced I will focus on speaking skill reinforcing sub-skill using functions that it refers to activities which stress that verbal communication is for a reason or function for example using role plays, activities that student feel comfortable between

them because the practice will be in team activities even individual but with the purpose to get in touch with the language.

Is important to mention speaking skill is one of the most difficult to develop because there are some fact that influences in the develop of this skill like lac of knowledge, motivation, interests, etc. So it is not an easy task because I will have to catch up on through useful activities to enhance this part of the language.

Also the fact to do not forgetting the approaches in this case I will use approach notional-functional in order to enrich their knowledge and have a better argument about the activities that I am going to apply during the terms I am going to be there.

Functions Language are important too because this is the sub skill that I will to work and reinforce to know this is relevant to know who authors mention about this aspects I mentioned in advanced and that is what I am going to explain in a while.

CHAPTER 2
THEORY

2.1 What is Speaking?

There are authors that talk about the definition of speaking skill, furthermore I am going to mention some of them for instance according to Burns & Joyce (1997) speaking is defined as a interactive process of constructing meaning that involves producing receiving and processing specific information, there is a receptor and emissary, in each message there is a meaning and it depends on the context, participants and the purpose of this.

I am agree with Joyce and Burns because speaking is a way to communicate something, it could be a message, poem, a song depends on what do we want to transmit and also what is the purpose of our message, inform, convince, etc. In the classroom we need an emissary who transmit the message, information and the receptor who receives the message or information and usually when speaking practices in the classroom I have seen teachers want the group communicate using short sentences or it is up to the topic is being checked in class

Even the author that I will mention continue has an opinion about the comparison between the use of writing and speaking as a way to communicate because according to Wilga M Rivers in her book “Teaching Foreign Language Skill” (1981) developing speaking skills is vital and very important in EFL programs. I consider this author mentions something relevant it is the importance to develop speaking skill and also mentions about the EFL programs, whether we make a relation between this with our reality I am agree.

Nevertheless the program that currently works at secondary school has many purposes that the students supposedly should get in three years unfortunately it is nor possible because this English language is not practiced since the beginning of their education I mean the preschool, if it was practiced maybe the students would get an English level a bit higher, according to the NEPBE (2011) one of the purposes of this program is at the end of the secondary school students should get a B1 English level according to common European framework.

And according that I have observed in my stance in different secondary schools students' English level is low and based on the "Straightforward Beginner and Elementary Placement Test from McMillan (2012) applied during my stance there the level that would master it will be between A0 and A1 according to the European framework, whether the four cycles of the NEPBE (2011) were practiced perhaps there would be a better English level and I say maybe because it does not mean something sure.

Even this author defines speaking skill like one of the four skills (reading, writing, listening and speaking) through which learners can communicate each other in order to achieve certain purposes and then express opinions intention, hopes and viewpoints. Indeed I am agree with her definition and the other authors mentioned in advanced and since my point of view the main purpose is to communicate something in specific.

2.1.1 How to develop speaking skill?

According to David Nunan in his book "Second Language Teaching and Learning" (1999) that success in learning language is measured in terms of ability to carry out a conversation in the target language, even he mentions that speaking instruction is important because it helps students acquire EFL speaking skills thus converse spontaneously and naturally with native speakers. Related to this another author Celce-Murcia (2001) mentions about the activities applied in the classroom if the activities are fun it could work as a motivation for the learners.

I am concur with David Nunan because carrying out a conversation is important to develop speaking skill however not for everyone is easy to keep it for someone this is complicated for others is piece of cake it depends of each one, also the rhythm of works because he process is different in each one, something important that David mentions is about the speaking instructions be clear as much as possible otherwise the activity will not work.

Related to Celce Murcia I am totally agree about the kind of activities that are applied in the classroom because each activity has a purpose, most of

them to develop speaking skill but in refers about speaking if the teacher makes the activities funny is more probably catch students' attention nevertheless it does not mean they will learn. Related to this I have observed this skill is not practiced frequently and when it is there are weaknesses like lack of knowledge, problems in the pronunciation not even is practiced students continue pronouncing as they want.

I have observed that sometimes if they do not like the subject it influences during the sessions because they do not pay attention or they just ask what time is it in order to hope the class finishes, but also I have asked some students about what is the reason they do not like English session and some answers were about they are not interested in English Class, it is difficult to learn, problems with pronunciation, teacher does not apply dynamic activities.

Other important thing I have noticed is when the students practice speaking there is not a feedback I mean comments from the teacher about pronunciation, accuracy, fluency, just the students read or try to memorize but the use of rubrics in order to evaluate is rarely used. According to "Las estrategias y los instrumentos de evaluacio from formative approach" (P 9 2012) mentions that the importance of evaluation in the classroom is get better in learning and development of the students by creating opportunities in order to learn.

I support in this part because the fact that students are evaluated each three months let to know to the teacher is there has been a progress although I have observed the students care more about get a number instead of get better knowledge and maybe this could be a factor that influences in the develop of speaking skill thus the interest in the class is low and in the sill is still lower unfortunately not all students give an effort most of them conform just with the minimum score.

According to this book there are ways to evaluate and it depends on what do we want to valuate or how to get it, refers about speaking is located in interrogatory techniques because it is used for comprehend, appropriation,

explanation, arguments' formulation, is necessary to create a rubric where indicators are related with achievements, contents, purposes, using a rubric where indicators are related with the achievements, using a rubric we can evaluate aspects like knowledge and skills even it can adapt ir according to students' characteristics and give information about their learning process.

2.1.2 What are the difficulties to develop speaking skill?

Ur (1996) mentions that there are some factors that influence in the develop of speaking skill for example:

"1.- Inhibition: Students are worried about making mistakes, fearful of criticism, or simply shy.

2.- Nothing to say: Students have no motive to express themselves. 3.- Low of uneven participation: Only one participant can talk at time

because of large classes ad the tendency of some learners to dominate, while others speak very little or not at all.

4 Mother-tongue use: Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue".

I support with the factors that this author mentions because I have seen those factors are different moments and different schools because for instance there are students that know about the language but they get nervous because if they do not pronounce it correctly or has mistakes they thin that his/her classmates will laughing of him/her therefore sometimes they prefer do not participate.

In this case I also have notice the teachers do is say phrases like "try it", "do not worry", "you are not wrong just be careful because…" etc. What I consider they mean is try to do not to say "you are wrong" because automatically we as a teacher are a wall for the learning or developments of this skill and we do not want that rather they free their minds and little by little speaking starting by short sentences.

I have also found students that instead of they speak in English they substitute some words in their mother tongue in this case in Spaish or they answer in Spanish because they are afraid of vocabulary although I consider that the fact they start speaking with Spanglish sometimes is good maybe it could be a fact in order to they lose the fear to say something.

Other fact I have found is usually we identify in the classroom students that participate, positive leads, negative leads etc. So, to be more specific in this case students who participate constantly are identified them I learn their names and I have been in classroom where they are three, two or even just a students that usually participate they know that always participate the same persons, in this case a solution could be select randomly the students to participate.

According to the ministry of Education in Oman (1996) is necessary to develop communication skills it mentions that students should be supported in order to improve the skills in mentions that students should have a guide during the sessions in order to whether there are questions the teacher should solve them, during the sessions the reason is to facilitate the English teaching process for instance music, games, reading text, roll plays etc.

Nevertheless when it comes about develop speaking skill usually the students have certain difficulties for example they get nervous at the moment that teacher asks them therefore they do not answer anything. According to Zhang (1995) if someone wants to acquire oral language is a natural process but this author takes since they are child and also he clears it does not mean they are going to be perfect in this skill but while there is more practice is better.

This author also mentions that it becomes a bit complicated some of the reasons are the fact to comprehend and understand the meaning is one of the process because the fact to comprehend and understand the meaning is one of the main problems according to him we have to find the way to introduce them in order to they product something to be more specific he refers about “input and output” and that is one of the main difficulties I have found when I have observed and when I have taught.

I concur in this case because the fact that the students understand what I want to transmit them sometimes is difficult and sometimes easy, depends on the group there are students that help you o translate what you say and I consider it could be good because as a teacher does not translate directly rather there are factors that support you during the sessions.

According to Willis (P. 7 1996) he considers if the teachers want to get that the teenager produces the language or they learn there will be some factors and could influence in their develop during the sessions for instance motivation and instruction because he mentions they need chances in order to express what they think, how do they feel, even the comments and opinions, I am partially agree with this because those factors that this author consider influences in the learning process of oral production however with I can not make sure they will improve or everyone is going to for it because I have observed some students that never mind whether you as a teacher try to motivate them if they do not like or simply they do not want is going to be a bit difficult to try that they speak.

Although one important thing that I consider could support us during the teaching process Is giving opportunities or chances because I think is not good that the teacher is almost all the time speaking in the sessions maybe a balance between students and teacher maybe supports a bit and indeed I have observed that some teachers speak almost all the class and almost there are not opportunities in order to the group participate but also there are some teachers that give many chances to the group participate but also there are some teachers that give many chances to the group and according to “Aprendizajes Clave” (2018) the student should be the centre of everything in order to facilitate the teaching process.

I consider that in this part the purpose of the program is makes feel the students more comfortable however is relevant to mention that in this context sometimes the students do not facilitate this process because also I have observed that teacher does activities in order to include them but in some cases

although the teacher makes an important part during the process if there is not a cooperative process it will become so difficult.

Related to this according to Enrique Alcaraz in his reading text “El maestro de ingles” (1983) mentions that one of the task of the teacher is be positive because otherwise the only that it will generate in the classroom is going to be a heavy environment and in this part I am agree because there is not any purpose whether we do those kind of actions negative results we will get.

There are others tasks that teacher should have according to this author for example master the contents, motivate the students, etc. And I consider it is true because I have noticed when the teacher does not master a content and the group has questions and the teacher does not know the answer I saw their faces and it should have been uncomfortable and other cases I have seen some teachers that master totally the contents and when the group ask them is amazing when some student ask you something and you as a teacher know how to answer any question.

Another factor that the author mentions is the motivation and I am partially agree in this aspect due to the fact I have noticed that some of students need it because the problems and sometimes according what I have observed when you tell them things like “you can”, “never give up” sometimes we do not know the impact we cause in them.

2.1.3 How to teach speaking?

According to Taher Bahrani in his article “How to teach Speaking” (P.

3. 2012) mentions some strategies in order to students understand better what we want to transmit and improve this skill that according to him is one of the most important for students, so in this case he mentions that first we have to pay attention what is going on with them I mean why do not they speak, whether the case is because lack of confidence, as a teacher we could give them responses that they can use in different contexts.

For example if the topic is use of modal verbs one of the main things is give them the necessary tools and examples about the use of them, is not necessary to mention them what is the use of modal verbs sometimes is better use examples in different contexts with the aim of they know in what cases use them, according to him is important there are enough responses or vocabulary because when they face to situations of real life the purpose is they know where use them although it does not make sure anything however is one of the strategies we could implement as teachers during this process.

Another important aspect he mentions is the use of scripts it could use when the topics are. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts, for instance the topic is greetings so, the context or example could be at school, in the street, with friends, family, at home, etc. once given the example and the vocabulary they could use, the next step is they create their own script.

It can help them to start to speak little by little because although they are reading the script but it could be a good begin for them in order to be more confidence of themselves, the author mentions that the vocabulary should be according to the age of the learners and the English level in this case whether we refer between 11 and 14 years old, we have to adapt activities according to this characteristics.

This author mentions that the fact to give them interactive activities in order to they feel more comfortable because if they practice between them maybe they get less nervous than if I practice with them although it will be complicated because in the classroom there are about 45 students per group so this kind of strategies have that purpose but one of the disadvantages is not all group practice so sometimes it causes certain disorder, in this case it has to there rules before starting those activities.

The instructions according to this author are very important because if we are not specific when we give them any instructions will be there problems and I am agree because I have passed through those sort of situations and I

still struggling with this, I have the idea in my mind but when I have to explain them or give the instructions usually there are some troubles and the group do something different what I want so I have learnt be clear as much as we can.

Even if is necessary to repeat the instructions three or four times is better according to my experiences after I gave the instructions I ask them what do they have to do in order to the task or activity is clearer but in this case the instructions first I give it in English, body language is important in this case because whether there are just words it would become a mess however using body language and other resources like images, realia material could help a bit more, and when not even understand although I use all resources usually my last option is Spanish but it is the last.

This author also talks about “Language input and output” it means that when we are going to explain a topic the way we introduce them in the topic influences and it will be the “input” for instance if the topic is “Moods and Feelings” a way to introduce could be using images related to their context in order to they find sense because if just there are any examples it will be a bit more complicated, Taher Bahrani mentions the use of key words in the activities is useful because in some way it could facilitate the activities.

The “output” is when the students produce what we want to achieve, it is up to the achievements of the class or the program, for example related to the NEPBE (2011) one of the topics is TV program at the end students should be able to act out or create a TV program, so first give them enough elements in order to they know in what moment use it, then show them examples could be through videos in order to they knower about the topic and finally they act out or create a TV program, is not easy for some of them but it depends on the group and the level.

According to the speaking activities he mentions that usually it consists in questions and answer all of this with a limited answers it means control activities and the real communication is about get information or expressing opinion he says that must manage uncertainty about what the other person will say. I am agree because supposedly we do not know what could be the answer

of the person who they are talking, nevertheless it could be a factor in order to help them to develop the speaking skill.

In these situations the fact of give them certain key words, responses etc is a tool because they will have some words, answers, it does not mean that their speaking skill will develop completely but in some way is a resource that can support them.

2.1.4 Receptive and productive skills

In this part is important to identify which are and what are productive and receptive skills because according to the authors I will mention continue are practiced however is important to identify them, S. Sreena and M. Ilankumaran in the article Developing Productive Skills Through Receptive Skills (2018) productive skills are Speaking and Writing even they mention that language skills are divided in productive and receptive skills otherwise instead of productive and receptive skills it would identified as active and passive skills.

Actives skills are speaking and listening because there is not speaking without listening and passive skills are reading and writing and there is not writing without reading. They mention whether productive skills are being development learners will product something, refers about receptive skills. I found that those are the ability to understand the language, one of the needs of productive skills is that the learner should have attitude in order to express ideas be confident, about writing it helps to understand the vocabulary and improve the way how does the words write, also the fact of express ideas in classroom, transmit something according to the class.

And finally receptive skills reading is important because it helps to increase the vocabulary, correct the way you write, etc. and about listening to understand ideas from somebody else, the message or information, depends on what is the activity in the classroom, the students have to listen instructions, information from the teacher during the class and this is the practice for this skills otherwise it becomes complicated for them.

I concur partially with them because they mention that language is divided in receptive and productive but I consider as teacher would be important to mention how the language is divided, is clear language skills are linked however develop them is not an easy task for everyone and more at the secondary school, because I have observed groups where the levels is not bad they know what you refer but there are groups where they do not understand anything even not how to say “Hello” in English so it is up to the group and students because the authors mention one way to develop the skills and it is for each skill is necessary to apply some process.

For example listening skill, the learner should be concentrated, and another important thing is the interest, I consider this is true because I have brought them listening exercises about another topics and it become a mess because I lose their attention and I have to apply the activity, so when the activities are linked according to their interest is an important advantage, maybe another feature I would add is adapt the audios related to their English level.

In the four skills the author mentions concentration, motivation, enough materials and is what at Normal school our teacher tell and ask us because otherwise it going to become impossible whether bringing colourful material, big material, the activities relating to their likes, etc the group sometimes do not understand now without them the classroom is a mess.

Now the reading according what I have observed it has to have certain process in order to the students grasp what is the reading about usually when there is a reading text it could be a classic tale for instance: “Three Pigs”, Red Riding Hood”, etc. using images in order to facilitate the process sometimes works I saw this when I brought them a short tail it was “Three Pigs” and what I applied in that activity was a lot of body language and images in order to it was understandable and it worked, I do not mean in all classrooms is going to be the same.

In speaking for example the according to what I have done in the classroom is first the vocabulary I mean necessary tools for example if the topic

is modal verbs first I try to contextualize them in order to the process is more understandable and at the same time easier, then the pronunciation because it reinforces them, the fact to use examples in different context in a implicit way I mean when I do not explain using grammar I have realised sometimes is better the reason is sometimes is easier for them when they apply it in different situations that if I explain step by step I feel it confuses them more whether in Spanish is difficult now in English sometimes is more difficult.

According to Marijana Ivančić in his article “Receptive and productive language skills in language teaching” (2014) she defines receptive skills as being able to read and listen successfully a foreign language, then in the article she mentions as a teacher I have to apply certain methodologies for listening and reading in order to it is easier for the students during teaching learning process, for example in a reading text the learners understand the main idea of the text.

I am agree in this sense with her because I have to follow certain methodologies or process during the sessions otherwise it will be harder, for example I have seen in reading the strategies of “skimming and scanning” each strategy is used according to the activity I want to apply, and sometimes it works but not always.

According to this author while there is a methodology during the teaching is easier and it facilitates the students to understand better the classes although it does not mean it will work in every single classroom it would be amazing but unfortunately it is not like this.

In that aspect I consider is true because when I am observe the groups if there is not dynamics, activities that are interesting for them in order to catch their attention the session will be a failure, the necessary material and something I have tried but not all time I do in the sessions is activities outside the classroom it could be an strategy or dynamic when for example the class is almost the last of the schedule and using this they could feel more relax because sometimes is necessary to make them feel more comfortable, obvius the activity could be and icebreaker.

2.2 What are the speaking sub skills?

Is important to identify and to know that speaking has sub-skills and I based on Ken Lackman that talks about them in his book “Teaching Sub- Speaking Skills” (2010) he mentions the definition of the Speaking Sub-skills and according to him some of them are:

“**Fluency:** Students practice speaking with a logical flow without planning or rehearsing. Activities which require students to focus on meaning in communication without immediate concern for accuracy (errors can be corrected afterwards).

Accuracy with Words & Pronunciation: Students practice using words, structures and pronunciation accurately. Students need to be able to use and pronounce words and structures correctly in order to be understood. Controlled practice activities are the most common way of working on spoken accuracy.

Using Functions: Students use specific phrases for purposes like giving advice, apologizing, etc. Activities which stress that verbal communication is for a reason or function. Role plays and simulations are ideal. **Appropriacy:** Students practice using language appropriate for a situation and making decisions about formality and choice of grammar or vocabulary. Activities which stress that the purpose of talking determines what language is appropriate. Students are required to make choices about grammar and vocabulary and also other aspects of communication like intonation and length of turn. For example, “What’s the damage?” is inappropriate in a four-star restaurant.

Turn-taking Skills: Students practice ways of interjecting, eliciting an interjection or preventing one. Turn-taking skills involve knowing how and when to interject, eliciting an interjection or preventing one. Students can practice listening for appropriate gaps in order to take their turn without irritating the speaker. While speaking they can practice techniques such as pausing which purposely allows others to take a turn or they can practice using hesitation

devices such as 'ums' and 'errs' to hold on to a turn while they search for the next thing to say.

Relevant Length: Students practice speaking at a length appropriate to a situation. Activities which demonstrate that the purpose of speaking or the context determines the appropriate length of a turn. For example, a one-word answer is acceptable for a market research survey but would not be sufficient in a job interview. Activities which require students to elaborate or be concise are useful.

Responding and Initiating: Students practice managing a conversation by making responses, asking for a response or introducing a new topic or idea. Activities which get students to practice managing a conversation in an appropriate way with specific words and phrases such as, “What do you think about…”, “Speaking of…”, “Really?”, etc. Gestures and other paralinguistic tools are also used in conversation management.

Repair and Repetition: Students practice repeating or rephrasing parts of a conversation when they suspect that what was said was not understood. The spontaneous nature of conversation requires that participants constantly have to make sure that what’s being said is understood. When misunderstanding is suspected, a participant will ‘repair’ parts of the conversation. The most common form of repair is repetition and individual words or groups of words can be repeated by either the speaker or listener. Students can practice repairing when they suspect they haven’t been understood or as listeners 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. They are taught or made aware of words or structures appropriate for specific tasks or contexts and then are required to use them appropriately.

Discourse Markers: Students practice using words/phrases which organize a talk (e.g. firstly, secondly, on the other hand, to summarize) When speakers are required to take a particularly long turn, for example when giving a presentation, they use specific words and phrases to help the listener recognize how their talk has been organized. Activities can be used which teach discourse makers and then require students to use them appropriately." Well I identified that in speaking skill are included a lot of aspects to practice in the sessions but unfortunately not always there are enough time to practice all the sub-skills and less at secondary school because the number of hours per week is not enough furthermore maybe I could apply one o two sub skills and in fact one of the sub skills will apply will be "Using Functions" because according to the author through this sub sub-skill the purpose of this is the students use specific phrases for specific context and never mind if they do not pronounce correctly but the important is they use those phrases in a

certain context.

For instance if the topic is greetings, first I give them the main greetings, the necessary tools in order to contextualize them and find an strategy to introduce them to the topic, then once done this the next activity is tell them that they use that phrase in a specific place like the school, with friends, family etc. Even it could be a roll play I tell them get in teams of five persons and then they have to use the phrases checked in advanced.

It has disadvantages and advantages one of the disadvantages could be that I do not give the opportunity that they use in different context however it does not mean I can not do it. As I have mentioned the important is they use the phrases in the context but I do not want they pronounce whatever also I will practice a bit "Accuracy" it could apply it while I am showing the vocabulary in order to they know the correct pronunciation although is relevant to mention that I have done this before and sometimes I repeat once, twice or more times and not even like this they pronounce it correctly so it becomes a bit difficult.

I will use these sub-skills in order to try to develop their speaking it is like the receipt that I could recommend them, I can not make sure it will work totally but it could help them a bit to improve it little by little.

2.2.1 What are language functions?

Now once checked the Speaking Sub-skills I will talk about one of the sub skills that I will apply with my chosen group it is language functions and according to the author mentioned in advanced Ken Lackman in his book “Teaching Speaking Sub-Skills he defines language functions what the learner can do with the language in order to communicate each other.

According to him is a way to use the language in a active way because the students can express ideas, in oral language some functions could be giving instructions, making requests, defending an argument. These kind of activities could be useful during the teaching process, however I consider depends on how does the teacher apply them and it could be a good tool during the sessions.

Finally this author mentions some other language functions for example: “Expressing needs and likes, Describing people, places, and things, Describing spatial and temporal relations, Describing actions Comprehending text or speech, Retelling/relating, past events, Making claims,

Making predictions, Asking Informational Questions, Asking Clarifying Questions, Expressing and Supporting Opinions, Comparing

Contrasting, Summarizing, Persuading, Defending, Analysing, Describing Cause and Effect, Drawing Conclusions, Defining, Explaining, Generalizing, Evaluating, Interpreting, Sequencing, Hypothesizing and speculating, Summarizing.”

Some of them I knew them but there are others I have applied during the interventions, each activity has a purpose during the classes just sometimes as I have observed there are some factors that influence during the class, the students like od do not like the class and the class how does it structured.

During my stance at different secondary schools I have observed that teachers do not apply a lot those kind of activities and when they apply them the students attitude is not good however the teacher makes the possible for the class, and then the groups that are participative during the sessions although to be hones in this aspect is a bit difficult because if I count all the students that can speak a bit during the classes there are about fifteen students.

As the name is functions each activity has a function during the develop of speaking and the fact of establish activities according to the age and the level of students is another tool that could help, for example according to the topic from the program is how I apply the language functions for instance one of the functions is “Asking Informational Questions” if the topic is present simple I could use “WH” questions in order to obtain personal information like “Where do you live” etc.

The language functions sometimes is necessary to apply a bit of grammar I mean depends on the language function that I could use is the grammar I will apply, is important to mention that those functions is for the learners in the sense of get in touch with the language and then practice them, I have noticed that is not usually that in classes the teacher apply a lot those activities and the reason is lack of time because the time is not enough.

If one of the functions is applied it does not mean it will work without any problems rather it means while they practice the language as well little by little they are get use to the language, the idea is that however if their attitude is not positive and they do not want to do the activities it will bi more difficult.

Something relevant is there are topics in the NEPBE (2011) that could be applied for example with the radio program in first grade, debate in third grade this topic is a bit boring for them but what I have done in those cases is they choose the topic does not matter the topic but the main idea it is interesting for them and using short sentences to express what they think some case I have used Spanglish but they like because they express their own ideas.

2.3 What is Notional-functional Approach?

All these activities is important to has an approach the approach that I will use is notional- functional approach According to Rod Ellis in his book “La adquisicion de seundas lenguas en un context de enseñanza, analisis de las investigaciones existentes” (2005) he mentions that the notional-functional approach is based on the theories and descriptions of the language in the social aspects for example linked to the learners at secondary school and the program could be “ask for something a dish, information, personal information”.

So it consist in certain functions like I have mentioned in advanced ask for something, say sorry for some action and the notions for example the past time and possibilities, is important to mention that this approach is based on too in the theory of communicative competence from Hymes (1976) and functionals models of the language from Halliday (1973).

Although it sound difficult it is not because for example it is linked with language resources and it is used for example for be kind when you speak and the fact of the modals and the teaching of cultural aspects for example when you are in the public transport usually you say “Good morning” so that kind of things consist the notional functional approach.

In this approach there are certain author that are linked with it so, little by little will mention them for example Richards and Rogers (1986) define the homework as “Actions that the language is used to do meaningful activities in order to promote the teaching process” and whether I tell this to the students they do not notice the homework as a way to practice what in class was checked rather some of them get boring or they do not do the activities.

So although I think that if they do not do the job in class much less if I leave homework in class, not all of them because there are students they like the subject or maybe they do not like but they are responsible I have seen is if I apply the activities related to their context it becomes a bit easies because for example in the debate the topic is History or politics things they will get absolutely boring because they are not interesting in, so is important to link the topic according to their likes.

As everything it has advantages and disadvantages, one of the disadvantages of the approach is that the accuracy is what the approach is based on according to Howatt (1984) he calls it “weak communicative approach” because just there is accuracy and not fluency.

But in my case it is fine because accuracy is linked with clear pronunciation and the fact that I want they use the phrases or the vocabulary in a certain context it does not mean that I will let they speak as they want, the choral repetition in this part when in the class there is new vocabulary is important because they familiarize with the sound although it is not an easy task it means there will be patient from the teacher to the students.

According with the D. Hymes the communicative competence is linked with “knowing when talk” “what talk” “who talk” “what moments” it is not the fact to compose or create sentences also is necessary to know in what kind of social context are necessary and he defines the communicative competence like the ability of a person to behave properly in a certain language community, it implies respect rules.

I concur with his idea because depends on the context where the learners as is how they are going to speak, in my opinion is true because is important to give them the necessary vocabulary in order to they know in what moment is proper to use it, for instance I am not going to teach them informal vocabulary if I tell them they have to speak in a debate, or be rude when they have to ask something.

There are ways to speak and this is something that I try to do when in the class I and the group are checking grammar usually I make that they identify when is informal and when is not informal because otherwise they will continue with those kind of mistakes and in higher levels they still have that kind of details.

I consider that the culture is related to the values and that is the reason of modal verbs because they have to know when is necessary use them and how because if they are in a restaurant and they ask something they should be kind and I have seen this when I tell them they have to do a roll play using the

modal verbs the knowledge is implicit the learners know in what moments and where, it is related with the author's idea to know in what moments.

Another important Author related to the approach is Michael Halliday he talks about functionals models of the language, he links the language with the behaviour and the language functions are related with field, tenor, and form. He says that is functional the language because its structure is associated by the language functions that it makes.

This theory tries to explain the language since rules linked with its use, he mentions that the language creates meanings and at the same time it creates interchanges and usually the meaning is limited in the communication it could be in social aspects or cultural aspects, and according to the context is the language that has to use it is still linked with Hymes to know how and what moments use the language.

I consider it is true because when I am giving instructions I transmit a message or certain information and it automatically creates a meaning a sense and a purpose in this case inform them about what I want that they do in the activity, now if I related this with the activities in the classroom if the topic is the use of "CAN" related with machines and the final activity or project is they sell something, the main thing is they know how to use "CAN".

The second is persuade because my idea was create a little market and in teams they sell an ideal machine, could be microwave, TV, mobile etc. So they are using what we checked in class but they also persuade the customer in this case the rest of the group and me because at the end the product that convinced me and the classroom will get extra score.

This activity was interesting for them because they practice the language, they use their creativity, they choose the machine, they create the sentences, so despite the activity was limited because they only could use "CAN" they chose their machine and it could have been semi controlled activity.

He thinks that the language is "social semiotic" it means that it is a system of opinion that responds according to the need of the speakers. Now I

have mentioned that he divided language functions in three parts, field, tenor and form/ways, the field is related to the context, what is the topic and another important aspect is what is the purpose of the speaker.

In this part I am agree because the topics that I will check during the scholar cycle with them is according to their need and their level although unfortunately our program according what I have read there are certain inconsistences about the content however is what I need to teach them

Is important to related them with the context and let them know what is the purpose of the activity for instance if the activity is “Moods and feelings” in third grade the fact to tell them for example with these activities you will able to identify moods and then express your own moods according to the context or field so although I have observed some teacher skip this part is not bad tell them the purpose of it.

The second aspect is Tenor in this case it is related with relation between the persons that establish the conversation what is the roll of the participants or speakers, because each participant will take specifics attitudes according to their context and the roll that they have during the conversation they can use facial gestures, body language, etc.

I could use these form in roll plays because for example if they have to act out a family each student will take certain attitudes according to the roll and it becomes good ideas and activities for them because they get involved in rolls that in a future they could be I mean it is meaningful activity because in this way they could notice the importance according to the context.

The third one is forms/ways it is related with the way that it information is communicated for example written, spoken, improvised, prepared, etc. and the genre like in a narrative way, didactic, persuasive, all of this facts chosen by the learners or participants in a certain situation is important to consider the vocabulary used and the grammar when they speak and finally the scenery where the action will take place.

I consider it depends on the topic and the purpose of the activity because if the topic is radio program the genre could be inform the audience

what is going currently in the world or country. And the scenery for example if it is a radio program the scenery could be a studio so is important to do this in the activities and implicitly the students could identify it properly

Once mentioned this the three aspects conform the register he defines it like variety of determinate language it is determinate by the context of the situation. Halliday says that there are three functions of the language in a social context “Conceptual Function”, “Interpersonal Function” and “Textual Function”. The conceptual function is the content expression, use of the language in order to represent things, ideas and relations, it means it could be about the world around us or about the interior world of the person in other words the conceptual could be the representation of the experience, culture context.

It is related with the field that I have mentioned in advanced because there should be purposes and contexts and when in the activities the students have to express an idea created by themselves is better and it complies with the written “represent ideas” but in this case the students create opinions, suggestions, etc. is obvious that the sentences will be simple however it is a good beginning and linked the motivation is another fact that could help them

The interpersonal function is the use of the language in order to interact with others expressing the ideals, feelings and attitudes it is related with the grammatical structure because according with the words used will be there intonation and it allows persuades, supplicate, etc.

It is related with the forms/ways because depends on the way yu say the things is how the receptor will feel your mood with him/her it is curious but it is true because for instance if I ask something in a restaurant or I tell something to my group and I say it with a rude tone they can think I am mad with them or I am taking out my problems with the group and even the control o the moods at the moment of give instructions or do an activity influences a lot even I could get in problems because of the way I talk in class is not the best.

So in this case is totally true and is recommended to talk in class politely and is clear during the session will be there ups and downs because the change of attitudes as students as teacher and when the group is not paying attention the tone of voice should change because if I continue with the same tone all the class, it get boring so it is like a Russian mountain sometimes up sometimes down.

The textual function is the use of the resources that the language has in order to obtain a meaning for example information, emphasis organization etc. It is linked with the purpose of the activity and as I mentioned each activity has a purpose for example obtain information, persuade the receptor by the emissary.

In my opinion I consider all of the things mentioned in advanced are very important during the teaching process because I have not seen since that point of view because in the communication process there are a lot facts that influence in the message that wants to transmit however the fact to identify those aspects makes me think and reflect about the activities applied during the session not always are the best for students.

According with Red Ellis I consider she is right because the resources of the language are important during the develop of speaking is not just the fact of they know something rather the way correctly to say, ask something, I have observed a curious thing, for instance if the topic is greetings or related to the values in order to be polite in English language they apply but in Spanish not is curious.

These activities I have been applying during my practicum however I have not realised that all this process is necessary to take into account because the fact of develop speaking is not an easy task however through those interactive activities it could work as a dynamic process, is something that I have been working and the group sometime do not help because of they do not like or because they have another interest etc.

However when they start speaking using short sentences is really good because they do their best and the learners know how to use it but the

disadvantage is sometimes they do not want. This approach is not complicated to apply in the class, it takes time is obvious however it is not impossible because I am not tell them “we are going to work with this approach” because they could get confused.

In the next and last chapter I will talk about the results of the activities applied during the scholar cycle and I will know whether the authors says is truth or not, furthermore what kind of activities applied how did it work, the consequences of this, positive and negative things.

CHAPTER 3 PROPOSAL AND RESULTS

3.1 My propusal

I have observed somethings during my terms in the secondary school, for example that the students learner when I give them examples using flashcards, music, videos, etc. The reason is because I catch their attention and when I do this they feel more comfortable. Although with this I do not make sure all the group will speak very well because there are cases where some students is complicated to speak it.

During the practicum I have to changed some of the strategies in order to students like the class and catch their attention, the fact to be in front of the group not always is easy and less when the group is not paying attention, another fact there are learners that understand when I speak all in English and it helps me because I do not have to translate the instructions the bad here is they understand but they say things like “what?”, “I did not understand” “say it in Spanish” and is when I have to explain it twice or three times.

Is important to mention that develop speaking skill is not an easy assignment nevertheless it does not mean that the group can not say some sentences in English because they have shown when they decide do it they get it but one of the facts that influence is laziness, lack of knowledge or vocabulary.

I have realised that to be in charge of a group is not “piece of cake” and the responsibility I have got, whether some happens never mind good or bad the main responsible it is me now I attended four groups but my tutor attends nine groups so I just imagine the rhythm he has, organization etc. and it makes me think not solve problems in group, also assignments face to their parents etc.

I have noticed to work with the four skills there is not enough time because during the week jus there are 3 hours and just could there an activity per skill but it is up to the students, topic, time etc. The style of each teacher is different because I have observed that the tutors I have had, some of them focus in grammar, others in listening, reading or speaking.

I decided to work with speaking because I considered it as a way to communicate and also because is a challenge to motivate them to pronounce simple sentences in order to they develop the skill little by little maybe an advantage is there

are some students that can say some simple sentences but most of group get difficult to speak.

Perhaps that is the reason the teachers would rate work with grammar instead of reinforce the other skills and some times is understandable because if the group does not give the chance to improve it becomes difficult

My proposal is use communicative activities using language functions to enhance oral production and complementing with notional functional approach what I want to get with this is they speak obviously there should be coherence and a bit of fluency never mind if they have mistakes in pronunciation because I am not focusing that it does not mean they will speak as they want, but the purpose is that, using certain activities that are meaningful for them, adapting according to their needs.

During the terms I was there I tried to find and adapt the activities according to their likes and needs in order to facilitate the teaching process, during the sessions I tried that the students were in contact with the language as much as possible because I had only three our per week to get that they practiced speaking little by little and improve the skill.

Even in the classes I explained until the instructions were cleared, one of the advantages is they participate in class and they work but I have to pressure them a bit, the importance to work in teams in order to learn how to work in team, and a way to have a good environment between them.

The 3rd grade group A is a group that I like the way they participate because there are good elements in class but as I have mentioned in advanced the laziness master them sometimes the communication in classes with them is good and despite of the problems there have been I liked work in that group.

Maybe the main challenges is the way I work because they are get used to work with my tutor that is very strict in that sense and she talks them loud and all the time are with a lot of work and they fail the signature etc. In my

case I demand them but I do not talk loud just when they make me get angry but otherwise I do not.

If I do a comparison between the beginning of the sessions and the last sessions in some of them there are changes in others not it is because not in all the

group I got they develop the skill and maybe the fact that if I gave the chance to participate or improve but if they do not want I can not do a lot in those cases.

Even when It comes to evaluate them there will be good results and bad results as everything but I consider their scores are not too bad as I think before apply it, and another aspect I liked about the group is they do their best in the activities.

I recognized them in front of the class in order to make them feel happy obviously it was with all of them who really did they best otherwise they would not do their best during the activities, they like work in team because when they work individually they do it but they feel more comfortable in working in teams and even I have asked if I do the teams or they do, they choose they team and I did have not any problem.

Another aspect is when there is competition or they have limit of time and I give award for the activities done during the day I see their faces of emotion and happiness because it means they have to do it fast but well done and if the activities are outside the classroom is much better for them, I used to apply those kind of activities when I want to catch their attention again, obviously I gave them the instructions and the rules, if the broke the rules we would have to come back to the classroom

I have noticed when they spoke usually they used to pronounce as they read it and just a few of them really used to be careful in the pronunciation and when I listened those mistakes I corrected them saying " repeat after me" and then the word I did choral repetition in order the get better pronunciation sometimes they get mad but at the end they understand it was a good thing for them because the purpose of correct them is they improve speaking.

Also I notices that some authors were right according to what they used to mention for example According to Willis (P. 7 1996) he considers if the teachers want to get that the teenager produces the language or they learn there will be some factors and could influence in their develop during the sessions for instance motivation and instruction because he mentions they need chances in order to express what they think, how do they feel, even the comments and opinions, in that sense he was right because the fact to motivate them, give opportunities to participate, and be clear when

I used to give the instructions however not in all the group applied.

Because although I gave them chances to speak to participate, etc. They did not take advantage of it so, there were some that liked to participate but some others simply they did not like, and when some of them were shy because they say “I am not right” “ I am nervous” “I am wrong” I told them “do not worry you can do it” “come on you can” “that is why you are here to learn”, etc. So it helped and some of them started to participate since I trust in them.

3.2 Difficulties with speaking activities

I will mention some difficulties I faced during the speaking activities

1) They do not feel confident

When I applied the activities I noticed that they are not confident, they get nervous or simply they said “ I do not know” so it becomes a challenge not just for them for me too because I have to find the way to make them feel better and when they did not pronounce some word correctly I used to say “repeat after me” or “be careful in this part” I tried to avoid words that make them feel unconfident because the purpose is in each mistake they learn, although there were students that could not pronounce it correctly although I repeat many times.

However I applied, choral repetition, index cards, flashcards in order they could pronounce the word correctly however I could not get it in all the

group. But I got it to make them feel more comfortable and they felt less nervous.

2) Lack of vocabulary

This was one of the challenges as for me as for them because when I asked them simple questions related to the topic for instance whether the topic was “Moods” I asked “How do you feel when you are ill?” at the beginning they did not how to answer but little by little through the classes I gave them necessary tools in order to they now how o answer I did this with the topics we checked although there were students not even know how to answer despite of I gave tools and I helped a bit but that was the challenge that I could not solve in all students unfortunately.

3) Catch the attention

Catch their attention not always was easy although one fact that helped me was the hour of the classes the first and second session was at 8:40am to 9:30am and the third session at 7:00am so that aspect helped me a lot but he challenge I faced was keep their attention because at the beginning was difficult and in those instances my tutor helped a lot to control the group but little by little I learnt how to keep their attention because I caught it but I could not keep it so I had to change the way that I give the class I tried to include lead in, warmers according to their likes and it worked me although is important to mention that there were cases in where I had to take others measures, I mean to less them score, take out from the classroom, talk them louder and it worked so through this they knew if there were noisy, or they were not set they could lose the break and just like this I got catch the attention and they did the work in class.

4) Use of language during the activities.

When I gave the instructions to do the activities one rule was do it in English using simple sentences for instance with the activity “Find someone who” they had to use the language in all moment so they did it in Spanish and when I was monitoring the activities I used to say “in English” and I got it in some of them because some of them although I said “in English please” they

did not do however little by little they understand that it was English class not Spanish class, there were things that I had to say in Spanish but short sentences and most of them understood this aspect.

5) Giving instructions.

At the beginning of the classes I used to give the instructions in Spanish and well it was until certain point good but one day I decided to say the instructions in English and they understood and even I surprised about it, with simple sentences in order to it was understandable, so I liked this part, obviously I had to speak slow and clear otherwise it would be impossible, so I had to find the correct words

6) Unknown Words

For example when they had to act out a roll play I have them the handout there were some words they did not understand the meaning and I had to explain what was the meaning, I had to adapt the activities according to their level and with interesting

topics otherwise would be difficult to continue with the activities

7) Unexpected situations

Usually I used to apply the activities outside the classroom because there was more space and the group felt more comfortable like this however there were occasions that the place where busied so I had to do the activities in the classroom it was the options I had.

I related this with the author Ur (1996) because he mentioned some aspects like inhibition, nothing to say, mother tongue language, and it was right because some of them used to get confused because I observed they think that the order of the sentences in English change sometimes and they think is the same as in Spanish as in English, so that was a challenge for me to make them understand that part, when they did not how to reply despite of I have already explained them how respond even not like this they could so those were some of the difficulties I faced while I was there.

3.3 Designing speaking activities

When I designed speaking activities usually there were activities with a lot of unknown words so what I did was adapt the activities according to their level and I considered some aspects for example:

a) English level

In the moment of search for their activities some of them were a bit complicated and it would have taken more time because of the difficult so what I did is adapt the activities using simple sentences in order they understand better and it worked because was easier for them understand the activities and speak them, so they knew what they were speaking.

b) Students' Need

It was up to the topic because if for example whether the topic was use of "Can" I searched activities that first they realised the use of it without grammar because they had to identify then little by little introducing them to the topic by examples and until the last class depends on the progress of the group is how I looked for activities if they need to reinforce certain specific aspects I got activities in order to cover those needs although some times it did not work because it became difficult for some of them and I explained but even so there were some questions nevertheless I used the

resources like body language, flash cards.

c) Features' Group

I could not put them activities that it was not according to their likes otherwise it would have became a mess so I considered for instance their likes and it worked, obviously it would have been impossible cover all their likes however I tried to find a balance between something that catch their attention related to their context and meaningful for them and for example in activities like find someone who the questions were related to something that they have happened, a fantasy they would like to accomplish etc. fortunately it worked.

d) Main aims

In this part I tried to cover the aim per class in order to they progress in the development of speaking but not always it was easy going I mean I had to work with all the skills and be focus in certain aspects that was necessary to check and cover so sometimes I had to work with two skills or all skills through mini activities it was no all the classes but it happened some times.

e) Management of time

The way I organized the activities in order to they practiced speaking was meaningful because when it came about to apply some speaking activity usually I did it as the last activity of the lesson or in the middle it was up to the content, rhythm etc. so that was a factor helped me in that sense I tried to managed correctly.

Related to this Celce-Murcia (2001) mentions about the activities applied in the classroom if the activities are fun it could work as a motivation for the learners. It was true because if I create activities that are according to their likes it facilitates the teaching process because they related with something that catch the attention and plus their context and interests so it became easier.

It did not mean everyone learnt perfectly there were difficulties nevertheless it was a resource that helped me to solve some situations when I introduced them to the topic, examples etc.

3.4 Repertoire of Activities

I will mention the activities that I applied during the periods 1 Find Someone Who

This was one of the main activities I used during the sessions in order that the practice between them so one of the topics where I applied this activity was “Moods and Feelings” so I remember that in order to apply this activity I had to show them the moods and I did it because in that class I explained them

using images and flash cards the name of the moods and feelings so just we checked the pronunciation.

Is important to mention for this activity I had already explained how to express their feelings I had been checking vocabulary and necessary tools in order they understand it better, fortunately was not difficult for all of them because even they asked each other in case of they did not understand the instructions.

I will show you the chart I drew it on the board (APPENDIX)

I divided the chart in three parts in the first column I wrote question I used to write about ten questions as limit sometimes were eight, seven six etc. then in the second column I write the “Name” students had to write the name of their classmate and finally in the third part the answer said for their classmate.

I used to ask them if there were questions about the activity and never mind if I had to explain them four times but the idea was everything clear so after that the activity was outside the classroom but before to go out I put some rules for example I told them a specific are to do the activity, if they were in other place I cancel the activity, they had to use the language as much as possible because the main purpose was they practice English.

Another rule was do not push away each other I mean respect because if I heard bad words I cancel the activity straightaway, so I repeated this sometimes and I would have taken them points in their average if they do not understand the instructions, when it comes about give instructions it takes me about ten minutes to explain them more or less I take that time.

I used to tell them that who finished first and second place they will get awards like extra participations or candies, students had to copy the chart on their notebook,

once done this I asked them “Are you ready?” when I said “go” they had to get the information but obviously it had to be answered correctly, otherwise it would not count for their score.

This activity helped them to practice the language between them and while they practiced the activity I monitored it by walking around and close to

them so if I heard a mistake in the pronunciation I told them ok repeat after me in order to do not say “you are wrong” and it worked.

They liked the activity because there was limit of time they had to get the information in that time and this information had to be well written practice the language etc.

2. Act out

I used to apply this activity when they have to represent something and they liked to do it for example I used it when we were checking TV programs so in fact It was the final product they had to choose a TV program and them act out it for this we had to check kind of TV programs, genres concepts, definitions in order to facilitate the process.

So first they had to get in teams, the number of persons per team it is up to the number of students in the classroom, then they had to choose a TV program it could be a cartoon, soap opera, tv series, etc. so once chosen this they had to create their dialogues using simple sentences for this I gave them some examples of dialogues, and videos related about TV programs in order to facilitate teaching process.

I gave them one week in order to think about the tv program get the teams so, they had to deliver the dialogue and the tv program chosen with this they could act out the TV program, other wise they would lost their score because it was their final project, one of the aspects that I took into account was the creativity because they could use special clothe in order to enviro the classroom, music etc.

One of them did it 100 Mexican said, dragon ball, Rosa de Guadalupe, TV news, etc. so it was something funny as for me as for them because they was learning through acting out, I loved a tv program in special because they get the clothe, music etc. in order to enviro the classroom, it was about TV news so they had between 10 minutes approx. to act out it, all of them did their best is important to mention and

according to it they earn their score.

It was an important aspect I told them “if you do your best you will get all score, otherwise I do not want you get angry with me” and they considered

that aspect. I liked this activity because they practice a bit more the speaking and they enjoyed the activity,

But one aspect that I could not get was the fact of all group did it the activity, and even I helped giving them some ideas about how could they create their tv program however they did not have the score because of those facts.

3 Use of dialogues

The use of dialogues it was a good strategy to practice speaking I applied this activity according to the topic we had to check for example with the topic for example moods and reactions, first I had to give them examples about how to create a dialogue, so this activity is in pairs, I asked them what did they prefer I choose the pairs or they and well obviously they decided who work.

Once done this they had to use certain questions for example “how do you feel when you watch this tv program” and hey had to answer it correctly so in that way they practiced moods and reactions, I did no put a limit but at least four lines per students, I monitored the activity and if they had questions I told them that asked me.

In this group this activity worked because and they finished fast the activity, despite of there were some students got difficult because of the structure etc. I supported them in the necessary for instance giving more examples etc.

I faced some difficulties for instance the students did not bring the notebook, they did not understand not even I gave them a lot of examples and although the first time I applied this activity was not easy, the second time that I applied worked better, because they already know the dynamic of the activity what did they have to do.

What I wanted to get also is they understand what they were writing and not just write anything so if they are writing something they understand it because at the end of the activity I chose three pairs and they had to act out the dialogue so I noticed some of them were nervous in that moments others were confident however they did their best in the activity.

An aspect I recognize with them is the creativity because there were cases where they include formal phrases in order to their dialogues look better and about the pronunciation even I told them if they had questions about hwo to pronounce something they ask me that is why I am here.

They are in contact with the language and although for some of them take a bit more time to do the dialogue they got it and when they work in team usually they work better however monitoring them is important during the develop of each activity otherwise they do not do the activity.

4 Descriptions

The use of descriptions helped me when I want to know if they had learnt a bit about the topic that we checked, to be more specific I used this activity when I applied the diagnostic test in order to know their previous knowledge and since that point to know what did they already know.

I tired to do the activity a bit fast in order to do not take a lot of time doing it so I chose them in pairs so what hey had to do was describe the images that I show them, using simple sentences with all the vocabulary they knew previously, colours, attitudes, etc.

So I asked them simply questions in order to complement the activity and is important to mention that it was the activity where was maybe the most difficult for them at the beginning because sometimes they got nervous or they did not what to say how to answer a question so that became a challenge for them, there were some students that it was not too difficult because they knew some words.

So I had to work in the grammar, vocabulary, give them necessary tools in order to they know how to defend a opinion, express what they feel, etc and the second time that I applied this activity was better than the first time because they had more elements to answer using simple sentences but they knew how to do it, the disadvantage is not all students got the goal, and even I used resources in order to they understand what I did however it was not possible.

They tried to do their best and it was something I told them because despite of all they got it practice the language and although there were some difficulties they did

it, this activity just was applied certain times because it increases the level nevertheless it did not mean that some of them did it well and is one of the aspects I recognize they can do it but sometimes a bit of motivation could work as a resource to help them.

5 Mingling activity

In this activity I wrote some questions about different topics, for instance food, music, hobbies etc. so each questions started like " What kind of music do you like" and sometimes I used this as a warmer or lead in it was up to the topic and the hour that I had the class.

So for this activity I told them that they had be get in teams of six or seven persons, then one member per team had to do the questions all the team, then when they finished to answer all the questions I said "change" the member had to change the questions with another classmate and like this.

It was interactive because in this way they practiced the speaking and according what they know they answer, I used to do this activity outside the classroom, so once done this I put the rules, if they respect the rules we would do the activity again so I was strict in that sense because I have learnt that as a teacher I have a responsibility and if something happen I am going to be the main blamer.

So fortunately they lied the activity and they understood the rules that to be honest it was not difficult to understand and do them, and even I used to adapt the activity according to the topic so, for example if the topic was some tense I adapt the activity and it worked.

With this activity although is semi controlled because they had a limit vocabulary to answer I chose because they practice speaking and they are in touch with the language so if I wanted to do this activity, I had to check the topic first and then do this activity.

That could be the advantage they practice the skill, when I was monitoring the activity if I hear mistakes about the pronunciation I used to correct them by using kind words with the purpose to do not tell them you are in a mistake or words that make them feel uncomfortable.

6 Heads-up

In this activity the students could practice the language through a dynamic activity this was related to the topic, for example I applied this when we used to read short texts so what I asked to the students was in a sheet of paper it could be white or different colour, once done it, they had to fold the sheet in two parts, do this three times.

Then write in the sheet of paper the character of the short text and after this they had to get in pairs, before this I collected all the pieces of paper then I gave them two per pairs randomly, after this they had to put the piece of paper in their front and do questions in order to guess what is the character of the short text.

It was interesting for them because they had to ask many questions until they get the answer however for some of them was a bit difficult because when they had to formulate the questions they used to make some mistakes nevertheless I corrected them in that moment.

The first time I applied with a suspense story they like the activity but it took me time while I was giving instructions, get in pairs, etc. but the second time I did it was easier, and even they knew the dynamic, I used to apply this in order to reinforce what we have checked in class.

Because for this activity I had to give them tools in order to they know how to answer, I used to give them examples of questions and answers, simple for them and even I told them that if they wanted to answer in a different way that asks me and I would help them.

Almost at the end of the class was then I applied the activity, about 15 minutes to practice and do the activity because I said “change” and they had

to change of partner and like this during that time, was funny for them because they were not in a place they were in movement.

Sometimes I did it this inside the classroom or outside because the space was not enough and plus the number of students so was easier to apply outside the classroom there were some observations like I mentioned in advanced but the activity was about practice the language through questions.

7 Mimic

About this activity sometimes I applied it as warmer or lead in depends on the

topic but with this activity they practiced what we have checked in other sessions and in some way they were in contact with the language and in a dynamic way too.

I used to choose some of them randomly and then I gave them a paper in this was written a character from some movie, verb, adjective, etc. and the students had to guess what was he/she doing and I used to choose between two or three students.

I applied this activity when the topic was related with verbs because for some of them was difficult to memorize or learn the verbs, so with this activity helped them a bit because using some resources in order to learn something and when I observed they were sleeping in the class because of the weather etc. It worked like ice breaker.

And to make the activity more interesting I gave them an award it could be participation, candy etc. if they guess the action so, it was not difficult to apply the activity because the instructions were simple and always with certain rules I mean if someone say rude words in order make them feel bad I would take serious decisions.

Is important to let them now the rules because I have passed for situations where I were not clear with the rules and they said bad words etc so that occasion I got quite angry the next time I applied the activity was easier. Is necessary to cover some aspects because even it could be used as previous knowledge and with that information take it into account for the topics.

I liked to work with this activity because the fact to be creative and take the different strategies to teach and facilitate the teaching process is important with this I have tried to do not be traditional in the activities I mean do not teach the same in the same way always.

It has been a challenge for me the fact to catch, create, formulate activities for my students and they learn something that I want to transmit them.

8 Pass the secret

Finally with this activity they had to comprehend, pay attention and practice pronunciation so I used to apply this per rows so it became more interesting I chose a sentence usually I started telling them simple sentences then little by little more complicated.

I called the first member of each row, then I give them the sentence so once

done this I told them when I count three you will go back to your place and then tell the sentence to your partner in his/her ear one by one and the last member will have to raise his/her hand and tell the sentence, the winner will get extra participations o candies.

I realised that when it came about competition each other they liked more the activities even if there was limit of time because it became a mess everybody shouting, etc. so I used to apply this twice o three times it was up to the time, the class and the encourage of the group,.

The times I applied fortunately I did not have any problem because the group understood the instructions, and after that I gave them an award, to be honest I liked the activity because they had to pronounce the sentence correctly otherwise their classmates would write different things.

While I was monitoring the activity I used to check that they do not say the sentence in Spanish, even they helped me because they did not want to lose the competition. I consider this is a good resource to practice speaking skill and little by little practice the pronunciation when I gave the feedback.

During this activity I noticed that the group can do the activities however sometimes they do not want to do it and when it happens is complicated for

me, so I tried to implement activities useful for them, and even the fact to explain the purpose of the activity, even some of them asked me why learn English if they will not study it, my answer was simple I used to answer because nowadays is a need, more over there to be a like so the degree you want to study.

I related the repertoire of activities according to the ministry of Education in Oman (1996) it mentions that students should be supported in order to improve the skills in mentions that students should have a guide during the sessions and is what I did guide them during the teaching process in each moment after some activity I used to tell them if you have questions ask me, when I was monitoring the activity if I observed some difficult I supported them, I asked them even because some of them were shy all of this I used to do.

in order to whether there are questions the teacher should solve them, during the sessions the reason is to facilitate the English teaching process for instance music,

games, reading text, roll plays etc.

All the activities has a specific purpose like develop the skill, reinforce the topics do feedback etc, but in a dynamic way try to avoiding be a traditionalist.

3.5 Analysis of results

Unfortunately I could not obtain results of the proposal because there was a situation that affected us in a global way the COVID-19 so it did not allow me to collect the final information like the examination final, the last information however what I could notice there were according to the development of the last term there were advances, not in 100% but at least 40% because most of them know how to response to simple sentences If I were applied the final text I would obtain exacter results.

Nevertheless I want to do a comparison between I lived in the classroom and what the authors mention for example David Nunan in his book “Second Language Teaching and Learning” (1999) mentions that the fact to be clear in the instructions in order to the students develop better the skill however

I could say that yes is important to be clear in the activities but it does not mean that they will develop it better.

He talks about the kind of activities applied in the classroom and if those catch students attention would be easier give the class and it was true because the challenge I faced was keep the attention, I knew how to catch but keep it sometimes was difficult for me but in that sense was true.

Now refers about the difficulties there were during the terms I was there I want to do a contrast because Ur (1996) mentions some facts for instance nothing to say, mother tongue use, low of uneven participation and indeed some of those facts were some of the difficulties but also the interest for the class, if they do not like the class, lack of vocabulary.

According what I observed in the terms because those were some of the difficulties I had during the sessions, and unfortunately I had to find other strategies in order to catch the students attention although not in all the cases I got it however it did not mean that I did not an effort to get they learnt something about the class.

One of the sub-skills that I worked was language functions and a bit of

pronunciation, refers about language functions I could get that they did some of them for example, express their ideas by short sentences, that some of them could make predictions through the topics checked in class express what they feel when they do something, even they describe what they did yesterday or in past events, unfortunately not in all the group because I would lying however I could say that there were some students that they could get it, and this is what makes me feel motivated with myself because would be fantastic all the goup know how to express in a certain English level however I can say some of them got it.

Despite of the facts this is what I could rescue, I used the notion- functional approach because it is based on the theories and descriptions of the language in social aspects so in this case linked to “Aprendizajes Clave” (2018) and “Plan de Estudios” (2011).

I relate this with D. Hymes because he mentions that the communicative competence is linked with “knowing when talk” “what talk” “who talk” “what moments” it is not the fact to compose or create sentences also is necessary to know in what kind of social context are necessary and he defines the communicative competence like the ability of a person to behave properly in a certain language community, it implies respect rules.

And what I could got in some of them is they know how to responds certain information or collect specific information it is up to the context for example when the topic was TV programs they knew how to ask in class about favourite program, the program they like most etc.

That is the reason I chose this approach it does not mean that all group became a master in English but some I could get some goals that I had since the beginning of the practicum, I would have liked to do the final exam because maybe I would have obtained more information, however for the facts mentioned in advanced it was not possible.

The proposal was not successful in totality nevertheless there were aspects I could rescue I mentioned in a while so mor over there than a score the fact to try that they learn a bit and at the moment that they get it answer simple sentences was really exciting moments but also when the students that got difficult to learn made me feel

frustrated because I wondered myself what is going on?, Although I know I used resources in order to get the students understand the sessions.

3.6 Conclusions

Until I could collect information and observe their development there were advances in the group, I would say the group in general has the abilities, intelligence, and they are able to learn what they want, is necessary to give them the basic tools to understand what I want to transmit them.

Despite of the things I have to passed and what I solved during my stance there I could say that some of them learnt something that I tried to transmit them not just the knowledge also the importance of the language

nowadays giving examples about the opportunities they can get through learning a second language.

If they want to study a degree most of them need to know at least two languages like English and French so by those examples make them understand that the English is not boring, pissed off, rather it is up to the way that it is transmitted because when I asked them if the English class like them some answers were “I do not understand it”, it is difficult, between others so using dynamic activities I wanted to let them notice that English subject is entertaining and funny that it has difficulties but it does not mean they can not solve them.

I focus on speaking because I considered that is one of the main skills when you practiced with this I do not mean that reading, listening and writing are less important, I chose it too because it was a weakness in the group the major that I observed so my purpose was they developed the skill I could get it in some of them but I would have liked in all the group.

Maybe I would change the way I start the class in order to do not do it traditional and always the same, I tried to do it however implement more warmers and leads in, to work more time outside the classroom because the schedule sometimes does not help and less if the hours are almost at the end of the day so it increases the challenges but that is why I am here to learn because not just the students learn, so do I.

I will show some image about the work done in the terms I was.

REFERENCES

CHAPTER I

Atlautla Plataforma Electoral 2016-2018 Educación (P.p 19 – 20) Retreived from https://www.ieem.org.mx/2015/plata/municipal/12_PRI_PVEM_NA/Atlautla.pdf

Plan de Desarrollo Municipal Atlautla de Victoria Estado de México Retrieved from https://www.ipomex.org.mx/recursos/ipo/files_ipo3/2019/42986/4/9693f33987f5ff91bcc3393e9b2e1f18.pdf

Essays, UK. (November 2018). Developing Speaking Skills in School. Retrieved from https://www.ukessays.com/essays/english-language/developing-speaking-skill-english-language-essay.php?vref=1

Literature Review,2.1 Speaking, definition of speaking (P. 1) retrieved from http://digilib.unila.ac.id/1596/8/CHAPTER%20II.pdf

CHAPTER II

Programa Nacional de Ingles en Educación Básica, Segunda Lengua Ingles, by Programa de estudio 2011, Ciclo 4 1°, 2°, 3° de Secundaria, Retreived from: https://www.gob.mx/cms/uploads/attachment/file/92640/PNIEB-Cycle-4.pdf How to teach Speaking by Scott Thornbury (2005), Retreived from: file:///C:/Users/MARICRUZ/Downloads/How_to_Teach_Speaking.pdf Speaking Difficulties Encountered by Young EFL Learners (2014) Retreived from: https://www.researchgate.net/publication/270340628_Speaking_Difficulties_Encountered_by_Young_EFL_Learners

La Adquisición de Segundas Lenguas en un Contexto de Enseñanza, Análisis de las Investigaciones Existentes by Rod Ellis (2005), Retreived from: file:///D:/2006-bv-05-04ellis-pdf.pdf

Centro Virtual Cervantes, Diccionario de términos clave de ELE, Competencia comunicativa (2007), Retreived from: https://cvc.cervantes.es/ensenanza/biblioteca_ele/diccio_ele/diccionario/competenciacomunicativa.htm

Speaking Difficulties Encountered by Young EFL Learners Samira Al Hosni TEFL Supervisor and Instructor, Ministry of Education. Oman, International Journal on

Studies in English Language and Literature (IJSELL) Volume 2, Issue 6, (June 2014, PP 22-30) Retreived from: file:///C:/Users/MARICRUZ/Downloads/Speaking_Difficulties_Encountered_by_You.pdf

How to Teach Speaking Skill? By Taher Bahrani and Rahmatollah Soltani, Journal of Education and Practice, Vol 3, No 2, (2012).

Developing Speaking Skills in the Young Learners Classroom by Natasa Intihar Klancar, Primary school Brezovica pri Ljubljani (Brezovica, Slovenia),(2015) Retreived from: http://iteslj.org/Techniques/Klancar-SpeakingSkills Developing Productive Skills Through Receptive Skills – A Cognitive Approach By S. Sreena M. Ilankumaran (2018) Retreived from: file:///C:/Users/MARICRUZ/Downloads/Developing_Productive_Skills_Through_Receptive_Ski.pdf

Teaching Speaking Sub Skills, Activities for Improving Speaking by Ken Lackman & Associates Educational Consultants (2010), Retreived from: file:///C:/Users/MARICRUZ/Downloads/speakingsubskillshandout13poland_2_%20(2).pdf

What's the use, A eschematic Account of Language Functions BY James Britton, (2000) Retreived from: https://www.tandfonline.com/doi/abs/10.1080/0013191710230304?journalCode=cedr20

Language Functions and Forms; A brief summary by Michael Halliday (1978) Retreived from: http://prodev.elpa21.org/module2/module2/resources/LanguageFunctionsForms.pdf

CHAPTER III

Programa Nacional de Ingles en Educación Básica, Segunda Lengua Ingles, by Programa de estudio 2011, Ciclo 4 1°, 2°, 3° de Secundaria, Retreived from: https://www.gob.mx/cms/uploads/attachment/file/92640/PNIEB-Cycle-4.pdf

How to teach Speaking by Scott Thornbury (2005), Retreived from: file:///C:/Users/MARICRUZ/Downloads/How_to_Teach_Speaking.pdf

Speaking Difficulties Encountered by Young EFL Learners (2014) Retreived from:

https://www.researchgate.net/publication/270340628_Speaking_Difficulties_Encountered_by_Young_EFL_Learners La Adquisición de Segundas Lenguas en un Contexto de Enseñanza, Análisis de las Investigaciones Existentes by Rod Ellis (2005), Retreived from: file:///D:/2006-bv-05-04ellis-pdf.pdf

Centro Virtual Cervantes, Diccionario de términos clave de ELE, Competencia comunicativa (2007), Retreived from: https://cvc.cervantes.es/ensenanza/biblioteca_ele/diccio_ele/diccionario/competenciacomunicativa.htm Speaking Difficulties Encountered by Young EFL Learners Samira Al Hosni TEFL Supervisor and Instructor, Ministry of Education. Oman, International Journal on Studies in English Language and Literature (IJSELL) Volume 2, Issue 6, (June 2014, PP 22-30) Retreived from: file:///C:/Users/MARICRUZ/Downloads/Speaking_Difficulties_Encountered_by_You.pdf

Developing Speaking Skills in the Young Learners Classroom by Natasa Intihar Klancar, Primary school Brezovica pri Ljubljani (Brezovica, Slovenia),(2015) Retreived from: http://iteslj.org/Techniques/Klancar-SpeakingSkills

APPENDIXES

Appendix 1 Education during the time

Nombre del Municipio	Tasa de asistencia escolar 2000	Tasa de asistencia escolar 2005	Tasa de alfabetización 2000	Tasa de alfabetización 2005	Índice de educación 2000	Índice de educación 2005
Atlautla	61.2600	65.6200	88.4300	90.3900	0.7927	0.8213

Appendix 2 Education Infrastructure

NIVEL	MATRÍCULA	DOCENTES	PLANTELES
EDUCACIÓN PREESCOLAR	987	40	11
EDUCACIÓN PRIMARIA	3 776	152	14
EDUCACIÓN SECUNDARIA	1 509	80	8
EDUCACIÓN MEDIA SUPERIOR	1 120	77	5
EDUCACIÓN SUPERIOR	94	21	1
OTRAS MODALIDADES	481	52	5
TOTAL	7 967	422	44

Appendix 3 Diagnostic test

Straightforward Beginner and Elementary Placement test

The *Straightforward* Beginner and Elementary Placement test has been designed to help you decide whether the *Straightforward* Beginner course would be suitable for your students or whether they would qualify for using the *Straightforward* Elementary Course.

The *Straightforward* test has 50 questions, each worth one point. The first 40 are grammar questions and the final 10 are vocabulary questions. The conversion chart below has been designed to assist you in making your decision but please note, however, that these bandings are a guide.

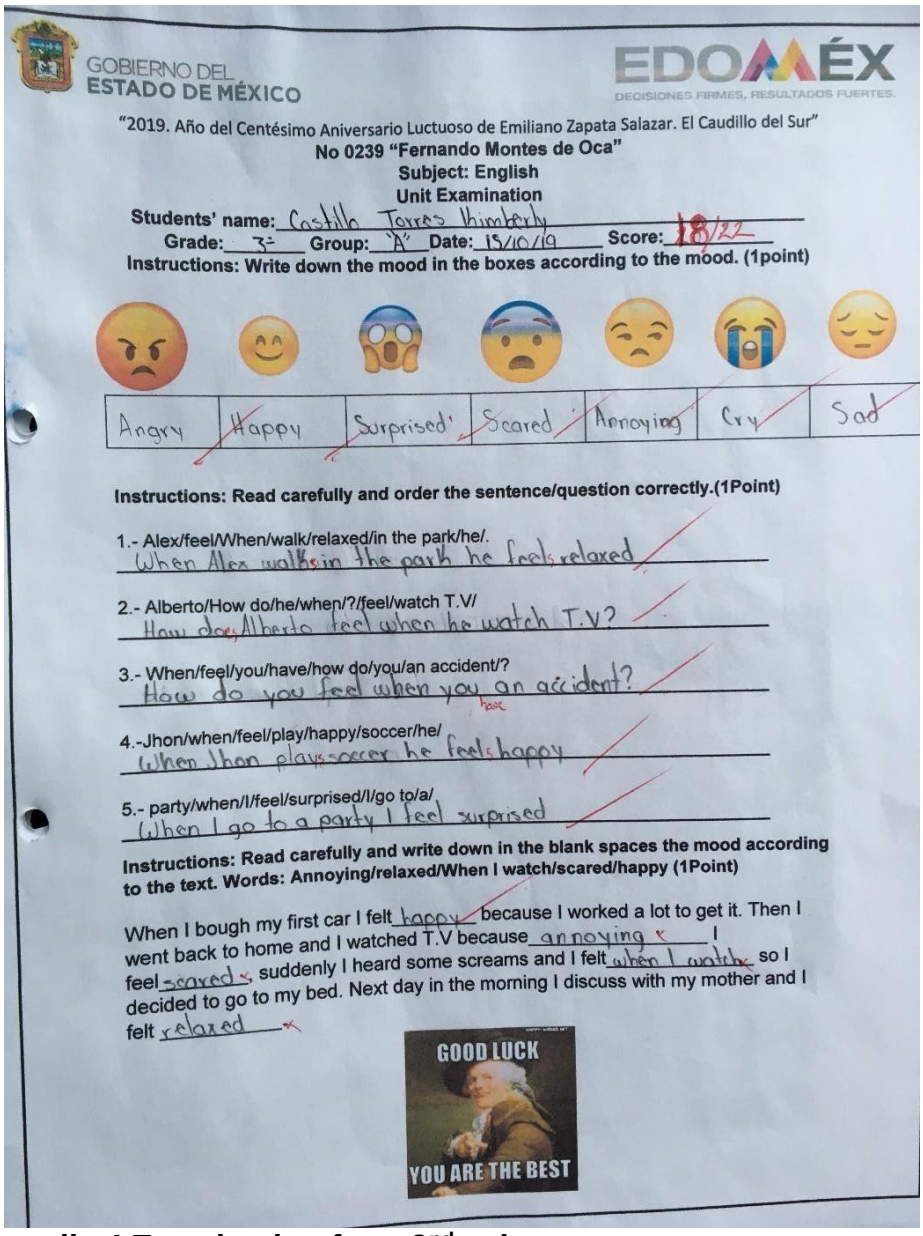
Total score	Level
0 – 35	Beginner
36 – 50	Elementary

This test can also be used to diagnose the grammar of the Beginner level that your students need clarification on.

Grammar

1 ____'s your name? Thomas **Unit 1A**

a How
b Who
c What
d Where



GOBIERNO DEL ESTADO DE MÉXICO

EDOMÉX
DECISIONES FIRMES, RESULTADOS FUERTES.

"2019. Año del Centésimo Aniversario Luctuoso de Emiliano Zapata Salazar. El Caudillo del Sur"

No 0239 "Fernando Montes de Oca"

Subject: English

Unit Examination

Students' name: Castillo Torres Thimberly

Grade: 3° **Group:** "A" **Date:** 15/10/19 **Score:** 18/22

Instructions: Write down the mood in the boxes according to the mood. (1point)

Angry	Happy	Surprised	Scared	Annoying	Cry	Sad

Instructions: Read carefully and order the sentence/question correctly.(1Point)

1.- Alex/feel/When/walk/relaxed/in the park/he/.
When Alex walks in the park he feels relaxed

2.- Alberto/How do/he/when/?/feel/watch T.V/
How does Alberto feel when he watch T.V?

3.- When/feel/you/have/how do/you/an accident/?
How do you feel when you an accident?

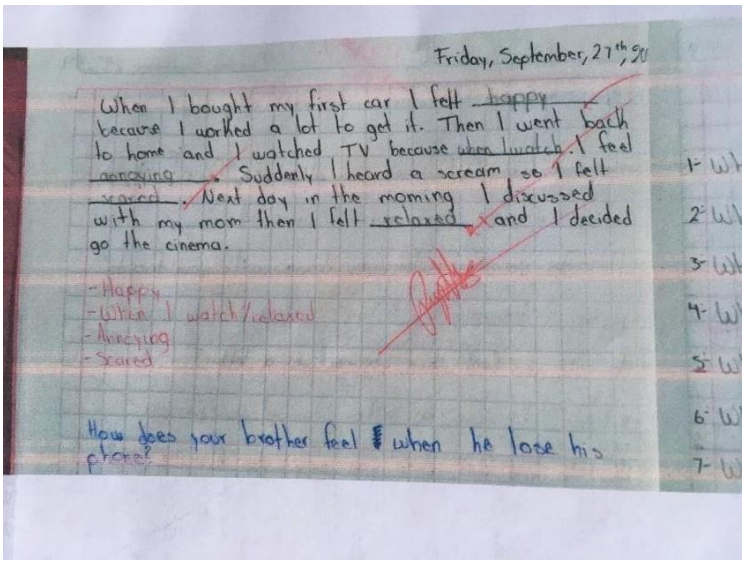
4.-Jhon/when/feel/play/happy/soccer/he/
When Jhon plays soccer he feels happy

5.- party/when/I/feel/surprised/I/go to/a/
When I go to a party I feel surprised

Instructions: Read carefully and write down in the blank spaces the mood according to the text. Words: Annoying/relaxed/When I watch/scared/happy (1Point)

When I bough my first car I felt happy because I worked a lot to get it. Then I went back to home and I watched T.V because annoying I feel scared, suddenly I heard some screams and I felt when I watch so I decided to go to my bed. Next day in the morning I discuss with my mother and I felt relaxed

Appendix 4 Examination from 2nd unit



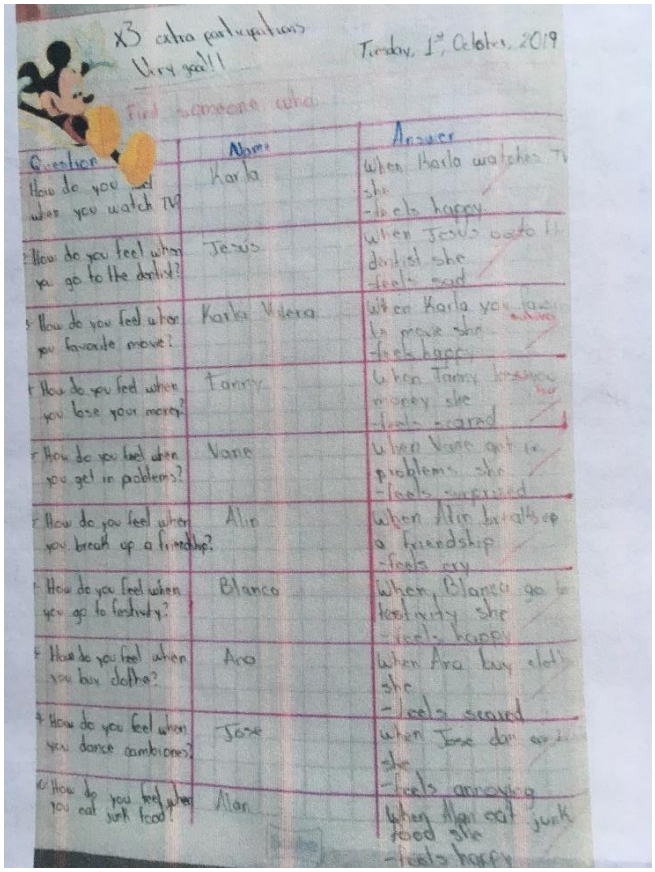
Friday, September, 27th, 20

When I bought my first car I felt ~~happy~~ because I worked a lot to get it. Then I went back to home and I watched TV because ~~when I watch~~. I feel annoying. Suddenly I heard a scream, so I felt scared. Next day in the morning I discussed with my mom then I felt relaxed and I decided go the cinema.

- Happy
- When I watch relaxed
- Annoying
- Scared

How does your brother feel when he lose his phone?

Appendix 5 Fill in the blank spaces activity



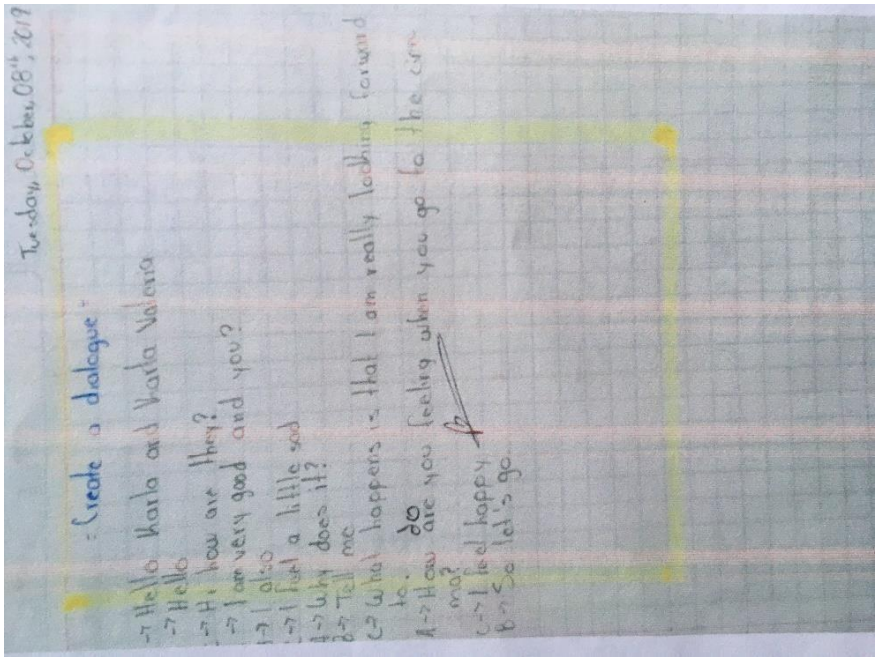
x3 extra participations
Very good!!

Tuesday, 1st, October, 2019

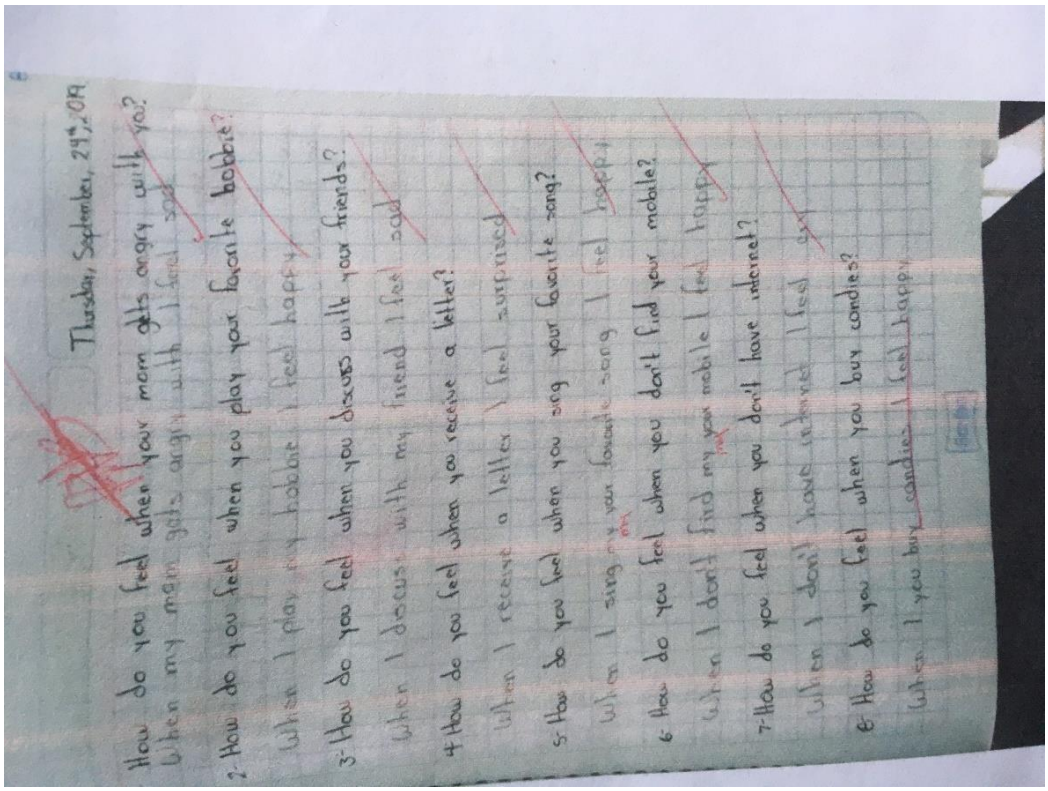
Find someone who...

Question	Name	Answer
How do you feel when you watch TV?	Karla	When Karla watches TV she -feels happy
How do you feel when you go to the dentist?	Jesus	When Jesus goes to the dentist she -feels sad
How do you feel when your favorite movie?	Karla Vilera	When Karla you favorite movie she -feels happy
How do you feel when you lose your money?	Tanny	When Tanny loses money she -feels scared
How do you feel when you get in problems?	Vane	When Vane get in problems she -feels surprised
How do you feel when you break up a friendship?	Alin	When Alin breaks up a friendship -feels cry
How do you feel when you go to festivity?	Blanca	When Blanca go to festivity she -feels happy
How do you feel when you buy clothe?	Ara	When Ara buy clothes she -feels scared
How do you feel when you dance zumbatones?	Jose	When Jose dance zumbatones she -feels annoying
How do you feel when you eat junk food?	Alan	When Alan eat junk food she -feels happy

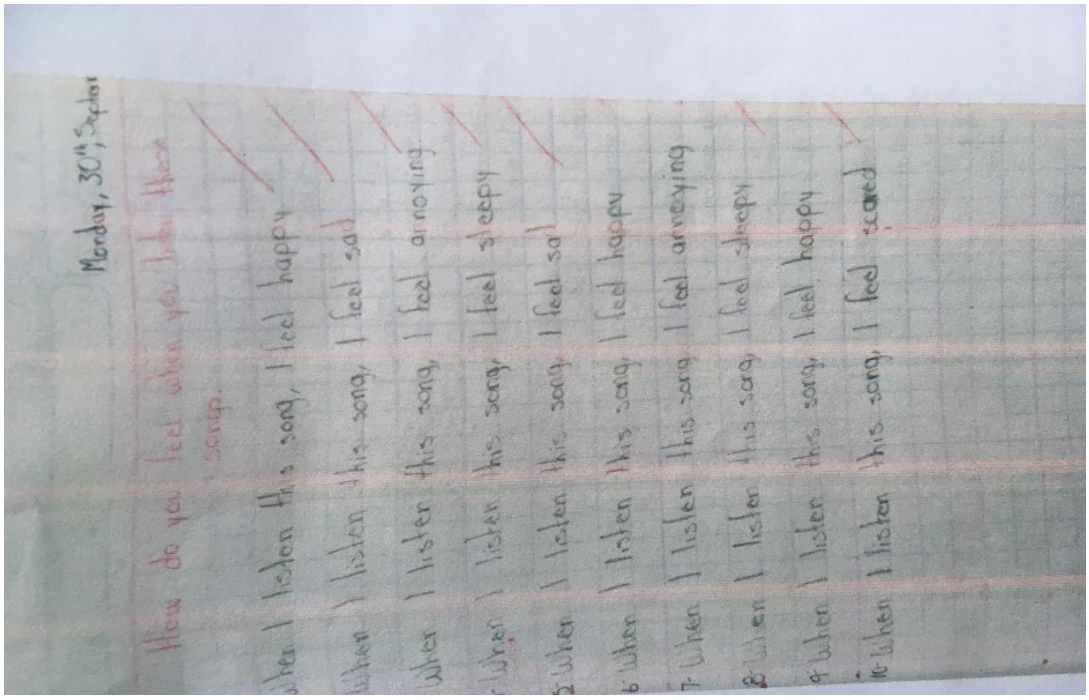
Appendix 6 Find someone who…? Activity.



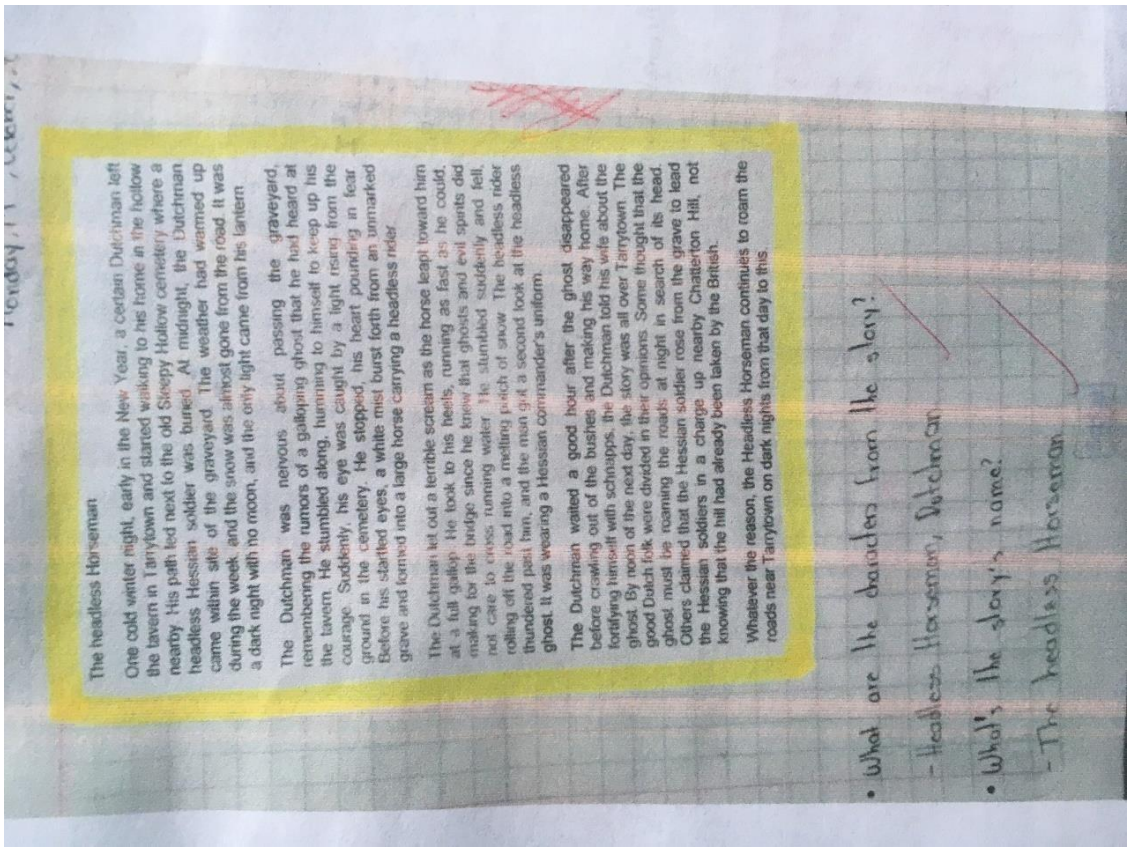
Appendix 7 Dialogue Activity



Appendix 8 Questionnaire activity



Appendix 9 Listening activity.



Appendix 10 Reading text Activity

Appendix 11 Order the sentences in the correct order activity

Appendix 12 True o False Activity

OBSERVACIONES:

_____
_____-
_____

ATENTAMENTE
ESTUDIANTE

_____

FRANCISCO JAVIER VILLAMAR BALBUENA

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. FRANCISCO JAVIER VILLAMAR BALBUENA
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 ***"IMPLEMENTING COMMUNICATIVE ACTIVITIES USING LANGUAGE FUNCTIONS TO ENHANCE ORAL PRODUCTION"***, 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

MTRA. OLIVA MARIBEL PONCE MILLA — MTRO. ALEJANDRO RODRÍGUEZ CÁRDENAS

c.c.p. Expediente del pasante