



“2020. Año de Laura Méndez de Cuenca: emblema de la mujer mexiquense”.

ESCUELA NORMAL DE AMECAMECA



ENSAYO ANALÍTICO EXPLICATIVO:

“PRE-WHILE-POST READING AS A TEACHING APPROACH TO
PROMOTE SPOKEN EXPRESSION COMPETENCY”

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

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JULIO DE 2020

Acknowledgements

I never thought I would become the woman that I am now. After four years, today I finally reach the end of a road that I will never cross again. Sometimes it was challenging and most of the times, I prayed to its quick delivery, however it is moment to move forward.

I wish to express my deepest gratitude to the Normal School, my teachers and my advisor, who have been my mentors, they impermeably will be my role models; also, to all my friends and fellow students who inspired and supported me all the way long through this hard journey. So many people who shaped my life.

Mainly, I would like to pay by far my special regards to my parents: Lorena and Rafael who are my twin pillars and my ultimate inspiration for everything. I am proud to be their daughter because, they never gave me any idea that I could not do whatever I wanted to do or be whomever I wanted to be. Additionally, to my favourite person in the world, my brother Rafael who has always believed in me.

Finally, a personal acknowledgement for the effort and commitment that I have dedicated to this degree, notably to this research which opens the door of a future full of learning opportunities, self, and academic improvement.

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Presentation.

The document presented will describe the experience I got during my internship in Monterrey, Nuevo Leon, as well as in the Estate of Mexico where I will conclude the last semester of the normal school. In this research I will compare 2 different context school, the first one is in “Francisco I. de Icaza” Secondary school which is in Monterrey, Nuevo Leon, on the other hand I will match and compare the strategy I selected with the State of Mexico secondary school, called “Francisco Zarco”. Both schools were assigned to overcome the social practice of the last semester in the normal school in order to research and reflect over the experiences I will get.

In order to participate and exchange my experience as a pre- service teacher, the mobility grant in which I participated was intended to learn teaching strategies that can be developed in a different context. As a student of “Moises Saenz Garza” Normal School I was assigned to work in “Francisco I. de Icaza” Secondary school with first grade groups under the tutelage of B.Ed. Ramon Badillo Tovar who provided me with information related to the groups I worked with, who also participated in the classes I gave during my stay in that secondary school. I also had the opportunity to start this document in which I will describe two different contexts from the school community to the school materials that both schools have to compare the results of the strategy I chose to promote spoken expression competence in first grade students. .

In the following paragraphs there is a description of the context of the community which I observed in order to investigate how the community participates in academic activities, there is also a detailed description of the school context in which I report the most relevant characteristics of the school as its infrastructure and educational materials found there in; Likewise, I could observe different classrooms that the school has for students such as the laboratory, library and computer room that also has top quality equipment that students can have according to the theme or activity they are working on.

Then I was able to analyze and graph the results of the research instruments that I provided to the students to get to know them better and identify the needs that each one of them presents. The instruments administered were to identify their language level according to the Common European framework; its learning form based on the three styles that the learning style manual mentions (visual kinesthetic and auditory); followed by a survey to recognize likes and interests of students and particularly the conception of the English language as a subject taught in their secondary school. The description of the profile of the group demonstrates the results obtained in each of the tests or surveys as well as in the part of the appendixes you can see the results obtained in graphs.

The topic “Pre-While-Post reading as a teaching approach strategy to promote spoken expression competency” was selected after having experienced different practicum terms throughout the last years as a pre-service teacher, I realized that oral expression competency also known as speaking skill is one of the least basic communicative English skills developed in the secondary school, because it always comes with many challenges for the teacher and students, but I believe that all students are able to develop this skill in order to express their ideas whether short or longer phrases, but using different expressions that they will get in the classroom.

However, for promoting oral expression competency there is a common influence based on the communicative skills that match reading with writing and listening with speaking. Reading and listening both are receptive skills which can be used as an input mean to learn English as a foreign language. Besides, writing and speaking are known as productive skills which are used to produce the language through written or a spoken message. that is why there is that connection between receptive and productive skills, because it is more common to teach reading to write or to teach listening to speak.

On the other hand, I believe that also reading is an underestimated skill which most of the teachers limit the competences they can develop through this skill. In this research I want to promote spoken expression competency using a teaching approach which is focused on receptive skill. But the one I will be using is reading

because through different means such as letters, texts, poems, books, tales and stories students can find different expression that they can use in their real life, also they will acquire a lot of vocabulary because that is what a reading activity provides to the students.

Choosing a topic.

Pre-While-Post reading as a teaching approach strategy to promote spoken expression competency.

Thematic line

Elaborating the final project in which I am going to develop my didactic proposal. I need to summarize the task that will be done during the student teaching work. These activities involve several preparation procedures that lead to do an integral project. Researching, designing, and planning, are key concepts of the elaboration of the final project, mainly for my practicum in with students who will be working with the activities and strategies I will give them according to the topic of this research. furthermore, it is important to integrate them in the practicum because it will help me to get some results according to the didactic proposal.

That is why is needed to prepare a didactic proposal to be applied which must follows some standards that help us to not hesitate or meander in the project development. There are 3 guidelines to be followed before the elaboration of the project which are as follows: 1. Teenagers learning process, 2. Teaching experiences analysis, 3. School management and educational processes.

I am going to focus the research in the second guideline called teaching analysis experiences, which is focused on lived experiences as a pre-service teacher inside the classroom that allows teacher to analyze it deeply about a specific content of the subject, rewarding the social service that I am going to develop in the secondary school, this guideline respond to all needs that I have according to the procedure I must follow. Whereas this guideline is appropriate because accomplishes the purposes of my research that are about designing strategies that help me to develop students' skills.

In this guideline are demanded to explode knowledge, pedagogical innovation, creativity, imagination that have been developed during basic training in normal school. All these competences will help me to give students activities or apply strategies according to their need and interest, however it is important to report the experience inside the classroom in order to modify and get better the strategies if they need it. As pre-service teacher I am going to apply several procedures and strategies based on the didactic research in order to achieve whether the program purposes or the research's, besides the application of coherent activities focused on the secondary school education considering the subject to be worked (English as a foreign language);

I am going to assess students' activities, participation and performance because, based on that I will realize if students are able to manage English' skills. I considered second thematic line appropriate according to my interest I want to come through this research, basically this lines is the one that will give all the aspects I need to do the investigation and application of the didactic proposal, besides it can be adapted to the responses that I will get during applying different activities for my students.

The evidences of the research are going to be an aid of reflection where pre-service teacher will explain and argue what were the results got at the end of student teaching work. In this conclusion will be reflected if the purposes of the didactic proposal promote students' oral expression competency, also it will explain the problems they faced during the didactic proposal process. That is why I decided to develop my didactic proposal based on the guideline 2 because I will be known about students results of it.

Purposes

From this pre-while-post reading teaching approach refers to students go through a reading process which will provide students an input tool in order to develop an output skill, this means that students will be surrounded by the English language in the classroom by planning a lesson based on pre-while-post teaching approach in order to promote students oral expression. The aim of this study centers on the idea of promoting tasks that facilitate the oral expression competency in order

to improve this skill in English learners. This study will focus on students of first grade of 27 “Francisco I. de Icaza” Secondary school.

Purposes:

1. Implementation of pre-while-post reading teaching approach to design activities that help me to promote students spoken expression competency in order to reach A1-A2 language

2. To improve students vocabulary acquisition through reading tasks

3. To promote students speaking skills by reading comprehension.

Questions to be answered

This section is to present the question to be answered in the students teaching work which allow the elaboration of arguments, explanations, and conclusions of the analysis of the data gathered. The questions that I will display are closely related to the study purposes which will help me to analyze the results of its implementation at the end of the research.

1. What is reading skill in a secondary English language classroom?

2. What is pre-while-post teaching approach?

3. How to improve students’ vocabulary acquisition through pre-while-post teaching approach?

4. What is speaking skill in a Secondary English language classroom?

5. Which activities promote students’ oral expression competency?

6. How to integrate reading skill with speaking skill?

7. What activities promote students speaking skill though reading comprehension?

CHAPTER I

1.1 Community context “Francisco I. de Icaza” Secondary School

In the following, I am going to explain the external and internal context of the No. 27 Secondary school “Francisco A. de Icaza”, register number 19DST0027N, which is in La Victoria neighborhood of Guadalupe town in Monterrey, Nuevo Leon. La Victoria is one of the oldest neighborhoods in Guadalupe (See appendix 1). Locals have supported economically in the growth and development of this neighborhood. Most of the houses that are near the school are old so, habitants have modernized them through the years. The residents of this neighborhood are considered with a medium to high socioeconomic. Many students are willing to study in this secondary school, because it had been the number 1 of the technical secondary school of the town.

Working around this context is kind of an advantage because students do not present socioeconomic issues which provoke students to be absent in the school, or they have all the basic resources they need to go to the school, such as, notebooks, colors, backpack, etc. but also there are some other advantages that I found in this school, like parents, the community and the school work together to make the school better in many aspects, like the infrastructure of the school, the academic events or any kind of event that the school organizes for students. I realized that there is a positive environment in the community which is shown through students' behavior.

The school is between Prof. Juan Guzman and Prof. Rodolfo Gonzalez. It is mostly surrounded by houses and many shops (See appendix 2). The community services and shops that surrounded the school are different kind of services, such as a stationary shop which provide students materials and resources they may need, next to it there is a beauty salon, a grocery store, also there are some restaurant and supermarkets that are near of the secondary. Next to it there are two primary schools. Some students come from those schools, between Prof. Juan Guzman and Prof. Alberto Sanchez. At the corner of the secondary school, there is a city library, where students go look for books or information.

Through a semi-structured interview (Trochim, 2006), principals of the school say that this school is one of the most demanding of the town because it had been

chosen by the government to apply the pilot programs, such as “Escuela de mochila digital” in 2009, which was provided by Telmex (Telefonos de México) a Carlos Slim foundation that wanted school to seek to bridge the digital divide by providing computers acquired to the project “One lap top per child” telmex supported school to award enough resources and devices called “classmates”, (cita pagina web)

The resources were not enough to cover the enrollment of the school, so that parents helped to provide the rest of the devices to all students have the opportunity to participate into the pilot program. Unfortunately, through the year. Devices stop working, so the program was canceled. Nowadays, secondary has been chosen again to participate in English classrooms as a result of the new English program “Aprendizajes Clave”. Head teacher is working to afford and arrange the essential materials needed to build the project.

Parents and students consider that be part of this school will help to have an essential education during youth. People are used to enroll their children into the waiting list since primary school to ensure being part of this institution. Furthermore, this school is for some people unaffordable because the school fee is a bit expensive, because the head teacher has used the budget to improve the infrastructure and facilities of the school.

The front face of the school is big and well built, there are many trees that make the school have a good look. Throughout the perimeter of the school there is a sidewalk for the students to walk on it, by reason of in the two avenues where the school is located are frequently traveled by cars and public transport (See appendix 3) . Learners are used to traveling by public transport because they lived far from the school, some routes that connect with school and their houses are as follows: 218, 228, 219, 06, 109, 126, 116,125 and 240. These public transportation routes go through the neighborhood. Many of them come from the center of Guadalupe and go to Pesqueria and Apocada.

1.2 School context

The infrastructure of the school is situated in a big area which has 2 entrance, closed by 2 grilles. The main entrance is in the Prof. Juan Guzman street. Coming to the school there is a long walkway where there are a fountain and a memorial, walking all the way long I can see many trees that make the school full of color. There are 4 buildings in it, the first one is for first grade, in the ground floor computer lab, chemistry lab and tutor's office are placed. Following the building 2 is for second grade, but there are many classrooms that are used for other kind of facilities, such as library, bathroom and. Then we have the building 3 is on the left side of the main court where third grades have their classrooms; in the ground floor, there are the main bathrooms for girls and boys next to them, social work is located. All classrooms are well furnished by smart tv, mini splits, lockers, chairs, desk and whiteboard.

Finally, the building 4 is in front of the court, between 2 entrances. This building is used by the head teacher, assistant managers and so, there teachers register their attendance and many administrative issues are treated. There are 4 principal courts for students to participate in physical education, recreational activities and several sports such as football and basketball that are done during the school schedule, besides the school has one lab in the building number 1 which is used for chemistry and biology subjects. Further there are 3 computer labs, but only one is enabled because is well equipped in terms of facilities as it has projector, printer, computer, smartboard, 45 functional computers and wi-fi connection, finally only one library is used in the whole school.

In the school there are 5 greed gardens that were planted years ago by the local government for students to have more space to learn, but those green gardens are still disabled because they are in maintenance, so learners cannot make use of them now. the gardens are large, some of them have grass and trees around. In front of building 2 there is the largest garden as it surrounds the entire building and right in the wall that faces the garden there is a grand mural painted on the wall. This mural represents the values that the school introduce in the students.

Then there are 2 lunch counters where snacks are sold by the cookers of the school. Teens usually spend their break socializing with their classmates, but the lunch counters are enabled only in the break, so pupils cannot go for snacks during the classes. The last staff meeting during the discussion of the Mexican New school, teachers got agreements about the step that will be developed during the year. They decided to work on the file that talks about adding actions for climate change. Now I relate this aspect to the sale of cooperatives which will reduce the use of plastic and non-recyclable materials to sell at school. Now students can make a change to the weather we are facing (See appendix 4).

1.3 Classroom characteristics

The principal of the school has administered the budget of the school to have all the equipment and tools that are the essential materials in a high school. The classrooms are big, and they have enough space for the schools' actors can participate in many activities. The classrooms are well equipped with different tools that students and teachers can use during academic classes. The first thing I noticed when entering the classroom are the benches for the students that are large and of good structure, most of the classrooms have forty chairs so that the students can sit. Then there is the teacher's desk in front of the mentioned chairs. as well as the chairs and desk are of good quality and new.

then in the back of the room are the students' lockers which are divided into two parts with forty of them each part one for the morning shift and another for the evening shift (See appendix 5).

Talking about the students' locker, they use them to keep their school materials, then the white board is big enough so that, students see well the teachers' notes on it. Something that was impressing for me was the rest of the classroom equipment because they have smart tv's in each classroom, also the have speakers. Teachers and students can use the equipment mentioned for their lesson in order to develop different strategies and activities that involve another kind of resources so that they adapt to the needs of the students (See appendix 6).

In general, the classrooms are in good conditions, all of them have the same materials so that helps teachers to work and provide students materials and resources as well. Because of the weather in that context it is necessary to have in all the classrooms air conditioner to prevent students feel uncomfortable inside the classroom, or teachers too. The air conditioners are mini split which reduce the noise that others can produce; due to the school budget, parents afforded to have 2 mini splits in each classroom because the length of the groups is big (See appendix 7). There is an extra classroom with all the equipment to be enable if any of the classrooms is disable or the resources do not work well.

I believe that having this resources will support the strategies that will implement into the classroom, because it facilitates the rhythm of the class, also I will be able to use different materials if students do not respond positively to any of the aids that I provide in the class. I will require different means to present students the language, that means that the screen will help me to show students many pictures or even some videos according to the topic, so that students will have a lot of visual information which it helps to the development of the didactic proposal. However, I will report students' responses toward the resources, and I will change those which are not successful for students' learning process.

1.4 Inquiry instruments

The inquiry instruments I applied were 4 different types, each with specific purposes, so that I will be able to understand learning students' process. Instruments are used to measure whether quantities or qualities data, so that it is important to classify them before its application. For researching about students' teaching work, I decided to use qualitative inquire instruments. Sampieri (2014) said that qualitative research has the purpose of recollecting data, which turns into information about people, communities or processes. For gathering information about learners, it is necessary to take into account students believes, thoughts, attitudes, values, experiences lived in the participant language. In order to analyze and understand them, so that answer research questions to bread knowledge.

To begin with, learning styles test was based on Bandler and Grinder Neurolinguistic programming model (1976). It takes into account 3 systems (visual, auditory and kinesthetic) that represent mental information (See appendix 8). Each system is used more frequently according to individual features, the more they use a specific system; the more is developed by them to process income information. As a result of that learners will absorb more information if they are using the suitable system for them. The three concepts are defined by several authors, but I will specify Bandler and Grinder conclusions who said that each system has individual features such as behavior, personality and ways of learning.

The authors suggested that visual learners are organized, quiet and observers who learn what they see, through reading information, posters, videos and images. These tend to picture memories and essential information to use it in specific fields. Auditory learners are known as inattentive people who get distracted easily, they tend to be extroverted, careless about their appearance who express their feelings or emotions by speaking. When learning, auditory learners rather listen to music, debates, explanations or interviews.

Finally, kinesthetic learners process data associated with sensations, movements, or feelings to memorize the information. Kinesthetic students learn through experiments, projects or any activity that involves them. The learning style test was utilized for students to identify their way of learning, which was helpful for me to recognize the learning style that predominates in the group I chose.

The survey was aimed to visualize likes, dislikes and interests of secondary school students who responded it based on their own criteria that informed me about relevance that students provide to L3 (foreign language) which is immersed both in their daily lives and in his academic performance. The survey was retrieved from* also, it was adapted by me to specify strategies and activities in L3 subject focused on oral expression competency for understanding learners' opinions about the subject (See appendix 9). As for didactic proposal inquire instruments, I asked students to answer a questioner about receptive reading and

listening skills to understand students' self-process of the language (See appendix 10).

During the first week I administered a diagnostic test (See appendix 11) for first graders to help me to identify problems that they have with language. tests were used in order to determine the development of students, and in to identify the strengths and weaknesses of the educational process, as well as to assist in the placement of students. After having checked the students results of the diagnostic test, I realized that students faced difficulties on the items placed. The diagnostic test was divided into four parts: listening, reading, writing and speaking. The listening and reading part were taken from Cambridge, test your English A2 level according to the Common European Framework of reference (CEFR).

Council of Europe (2018) suggested the Common European Framework of Reference to evaluate students' English level in primary and secondary school, which supports the idea of getting students to be able to communicate themselves through the English level that program requires, which is A1, which means that:

“Students are able to understand and use everyday expressions of very frequent use, as well as simple phrases intended to know immediate needs. May introduce yourself and others, ask and give basic personal information about your address, your belongings and the people you know. Can relate in a way elementary provided that your caller speaks slowly, clearly and is willing to cooperate” (CEFR) Aprendizajes clave. 2016.

Furthermore, the Secretaria de Educacion Pública created a program in 2017, which included English as a foreign language that was based on the National Framework of Reference that offers the equivalent levels of proficiency as well of the council of Europe.

Meanwhile I was administering inquiry instruments students to answer them, I had time to observe academic processes that take place into secondary school and surrounding, also the way in which students work in an English class, the

strategies used to monitor learners' performance and how the particularities of context in the students are reflected. Therefore, the application of research instruments helped me to centralize a problem into the school which can be promoted to improve students' competencies. Mainly students are not used to deal with teamwork activities in an English class.

When asking students to participate into this teaching strategy either learn English content or develop communicative skills, they tend to confuse the purpose of the activity with playing or time for having fun into the classroom. So that, I noticed that in the community where the school is located there are no activities or spaces where students can participate with a group of friends that make them socialize and develop social competencies such as, solving problems, getting agreements, sharing ideas, opinions, thoughts, etc. which also can be used in academic training for students to develop competencies that will help them for their future life.

1.5 Group profile

After having observed the four groups (1°F, 1°H, 1°I, 1°J) during the second students teaching work which I will consider as the didactic sequence with the session per week, I will provide a brief description of their features

As for 1 grade, group H students got different scores in both tests, in learning style tests students showed to be more visual than the rest of the styles, the 22% of the groups are visuals, and the 8% are auditive (See appendix 12) , I realized that students like to work with power point presentation and flashcards, because they gave students an overall idea of the content and lesson vocabulary. Talking about diagnostic test the 28% approved and the 72% of students failed the diagnostic test (See appendix 13), in the group there is a student who speak English fluently, but on the other hand there are 4 students who were recently diagnosed as students who require support in activities and teaching strategies. I general students are willing to learn English in the classroom, they responded well to activities that were planned to promote oral expression.

The next results for first grade group H that had some different results that I am going to explain as follows; in listening part 6% of the group got 0 correct answers, the 11% got 1 correct answer, the 31% got 2 correct answers, the 19% got 3 correct answers, the 25% got 4 correct answers and finally the 8% got all the correct answers (See appendix 14),

For grammar part, also was one of the most difficult exercise for this group, the results are: 34% of the group got 0 correct answers, 24% got 1 correct answers, 10% got 2 correct answers, 5% got 3 correct answers, the 16% got 4 correct answers and finally only the 11% got all the correct answers (See appendix 15),

Now, the reading results. The 3% of the group got 0 correct answers, the 8% got 1 correct answer, the 8% got 2 correct answer, 5% got 3 answers, 11% 4 correct answers, the 22% got 5 correct answers, the 8% got 6 correct answers, 16% got 7 answers, 3% got 8 correct answers, 3% got 9 correct answers and finally 13% of the students got 10 correct answers (See appendix 16),

Learners showed mainly difficulties in speaking section which included 3 questions about personal information. They did not accomplish the aim of speaking section that is why I decided to promote student's oral expression through dyad strategy that make students to involve in the classroom and students to participate in it. Learners believed that English is interesting to learn, but difficult to comprehend so, the strategy will help students to learn cooperatively. For these reasons the group that facilitates the teaching learning process according to my didactic proposal is 1° H, because of the willingness they showed to have towards the activities which were focused on promote oral expression competency.

I design some inquire instruments that were planned to get to know deeply some of the most important Secondary school actors, who are the teachers and the students I survey students to get to know thoughts, likes, dislikes and beliefs students may have. The survey was designed for students to be honestly answered, so that I gave them a survey per students who showed disinterest to answered because they had not done something similar. The questions placed were about

conceptions about school, subjects, the way they rather work in school. Most of students consider that school is a space in which opportunities of preparation for the future life are offered that should take advantage of them. Then several questions about English subject were asked which help me to know how students like to work in classes.

Working in teams and individually were the most common answers. I believe that students are not used to managing yet some strategies that involve mingling in classroom. They also showed when students have questions about the content of the program, they are comfortable to ask for help from the teacher in charge of the target subject. Which is an advantage for teacher because they make sure students are into the learning process of the subject. However, some students are not willing to participate in English subject because of the answers I got from the survey. I realized that students are not used to making different sort of activities that are focused on the English Language development.

In listening activities, learners chose playing video games and listening to music as the main income English resource they are into, it is common to have that kind of answers as a result of the contact students currently have with the language. They told me that nowadays they rather learn English through apps than school. But I noticed that those responses are by the reason of misunderstanding the purposes of the subject. In reading activities students like to be familiarized with the vocabulary of the text they are going to work with, even though any student selected books, magazines, comics and articles as aids that they enjoy learning English.

As for productive skills, students showed some disinterest to them, lots of writing and speaking items were skipped in the survey, because productive skills were not developed before in their classes, that is why students are not involved in produce the language in the classroom. The students chose many answers that describe the activities and class organization they prefer in classroom. So, I can use that information to plan activities that make students feel attracted to them.

1.6 Community context “Francisco Zarco” Secondary school

For developing the chapter two of the research, I will introduce the second secondary school in which I will compare the administration of the didactic proposal applied in “Francisco I. de Icaza” secondary school located in Nuevo Leon with the new school. The secondary school mentioned is called 1003. “Francisco Zarco” which is located in Maple street S/n, Boulevard De Los Alamos Sn, Chalco, Estate of Mexico (see appendix17). The school has in total 493 students, 27 staff and teachers and it has 12 groups. The school has been developing an organized system throughout the last years, so that, locals attempt this is one of the best schools of the neighborhood. In the following paragraphs I will provide a brief description of the group that I will work with.

To analyze the chosen group, I have observed them during a week in which I worked with them in few classes, so that I asked my tutor to give me some recommendations about the group that I planned to work. I decided to applied the didactic proposal to first grade group A, because based on an observation guideline that I designed I could observed the principal characteristics of the group which in general showed that all of the students presented a visual learning because they have worked with several materials and activities that are visual such as flashcard, word cards and posters that have been increasing the English lexis on them . So that provoke students to be more motivated to participate in the classroom trough a dynamic that the teacher in charge designed in order to promote the participation in an English class.

Some of the students that are in that group are more aware of the learning English language processes because they have showed advances through the last terms, as I was said by the teacher, students are willing to learn and participate in the teaching-learning moment. Those students who presented that willingness and motivation have helped their classmates to improve their participation and motivation towards the subject. As well the difficulties that some of them presented their classmates help each other to solve questions or explaining the activity to be done. Teacher Lilia Higuera has been working with this group since the beginning of the

cycle so that, she has built a positive environment in the group which is an advantage because learners respond in a positive way when learning English language

1.7 Introduction Chapter II

In the following introduction I will describe the development of chapter two, which is based on the purposes and questions to be answered found in chapter 1. The document is subtitled by the aforementioned questions which will support the theme selected for this document. Find the link between the English program (key learning) with its theme and purposes, then define broadly the communicative language skills and the graduation profile of high school students. You will also find a brief description of the evaluation in high school and the different types of evaluation.

Then I will introduce the general purpose of the study which is the promotion of oral expression through receptive skills, specifically reading and evaluation of this method of a communicative strategy

CHAPTER

II

2.1 Subject Description.

Following, I will link the subject that I am specialized in with the purposes of the research in order to accomplish the learning achievements of the program “Aprendizajes Clave”. The mentioned program is divided into two stages with two purposes that are: to get used to the language through four cycles. Cycle 1 comprises 3rd of preschool, 1st, and 2nd grades of elementary school. Cycle 2 includes 3rd and 4th grades of elementary school. Cycle 3 considers 5th and 6th grades of elementary school, and Cycle 4 includes the three years of secondary school. The second purpose is to master the language.

This cycle 4 demands students to develop the four language basic skills (listening, reading, speaking and writing), so they need to have a support from their teachers that is why it is important to know the features of the subject. At the end of this cycle learners are expected to analyze some intercultural aspects in order to improve their self-understanding about the subject applying strategies to face the challenges that learning a foreign language involves. During secondary school students should be able to participate in the society and solve practical problems, thus improving life and coexistence standards in an increasingly complex society.

Furthermore, the program suggests general standards which are educational achievements that students must achieve at the end of that level, on the other hand, this achievements are not the students’ results at the end of the journey, but they are their progressive learning along the previous educational levels. In the following description I will link the general purpose of the subject with the purpose of the didactic proposal that I am applying in first grade secondary school students in order to students interact and adapt their performance through written texts and spoken dialogues according to the environment that the students are involved with the purpose of being able to communicate himself- herself in English language.

2.2 Purposes of the topic and the subject.

In the program “Aprendizajes clave” the purposes of the mentioned subject are divided into six concepts that achieve the standards on the level by developing through this cycle. The purposes are six concepts, each one of the them has a brief

description of them to understand the focus of the program. The purposes are in the following paragraph.

1. To analyze aspects that improve intercultural understanding; to develop this as a competence student will be exposed to a different authenticable material that include cultural aspects about Mexico or another country.

2. To apply strategies to overcome personal and collective challenges when learning a Foreign language; in this case, it is important to mention that English class always involves different students' interactions which starts by the group arrangement which will help to develop social abilities in students in order to overcome the challenges into the classroom and outside of it.

3. To transfer strategies to consolidate actions in situations of learning the Foreign language. The use of different strategies in the English class is adapted according to the students' responses because they present different interests and needs that should be treated in the lesson.

4. To use a linguistic repertoire in a variety of known situations and currents affairs. The repertoire for students is increased by the vocabulary acquisition in the reading process.

5. To exchange information of current interest.

6. To unfold themselves with a neutral register in social exchanges within a varied range of situations.

After having analyzed the purposes of the topic, I realized that I could match them with the purposes of the program. What I did before was to relate them according to the definition that is in the program that I am going to work with students of first grade. Then I will consider the achievements of the program and the learning outcome that are in the "didactic orientations" chart in order to lesson plan the didactic sequences. The mentioned concepts are related to the four communication basic skills that are developed in the subject.

As for the strategy of the topic concerned; I will focus the activities that I will design throughout the following terms on the oral production achievements that most of them are based on different subjects to develop the speaking skill in students of first grade. Some of these concepts are as follows: to exchange, to present, to produce, to compare, to ask, to answer, to interpret, to interview. These concepts also I will use them to set the main aims of my classes based on the Bloom's Taxonomy and Marzano's taxonomy in order to reach the A1-A2 English level according to the Common European Framework of reference.

Following this sequence of organization I matched the "Aprendizajes Clave" purposes in order to balance the content of the program with the didactic sequences in the classroom which will be planned according to the group profile and students interest to improve the communication skills, but mainly the oral expression competency through reading activities.

2.3 What is reading skill in a secondary English language classroom?

Reading is one of the most important skills when learning English as a foreign language, simply is the interpretation of a written message. Walter R. Hill (1979) briefly defines reading as what the reader does to get the meaning he needs from contextual resources, mainly in secondary English language classrooms because it provides students several tools that help them to improve this skill, according to David Nunan (2003) "Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading is comprehension". However, it also helps students to acquire English language lexis, as Jeremy Harmer argues (2001) "At the very least, some of the language sticks in their minds as part of the process of language acquisition, and if the reading text is especially interesting and engaging, acquisition is likely to be even more successful"

In the classroom students find interesting when I gave them reading text because is an innovating way to learn English for them, nonetheless, this interest from students has taken place because I adapted the reading activities with the students' English level, which means when I planned a lesson I chose what reading

is appropriate for secondary school students, on the other hand when I did not find a suitable reading I created one for them according to the topic we were going to work with, and students capabilities and interests, regarding Jeremy Harmer, he suggests that there are some written texts that beginner students can understand properly to some degree.

Talking about 1 “H” I realize that in this group there were a mixed group with a variety of interests and likes which I did not want to generalize because, as a pre-service teacher I must take into account the diversity of the classroom, that is why according to the “Aprendizas clave” (2016) program I adapted the reading suggestions with my students in order to catch all of their attention, so searching for what kind of text students should read, I decided to include fantasy and classic tales, because in that way students could learn vocabulary suitable for their level and also it is likely accurate for their likes and interests.

It is important to specify what process students will be going through because, reading is considered as a receptive skill, in which students collect meaning from the discourse they see (text, tales, poems, letters). Which means, that students can increase their learning vocabulary to develop the English-speaking skill that will facilitate their speaking performance little by little. Despite there are different reading skills to develop such as skimming and scanning, I planned to make students read for detailed information which is a different process from the reading skills mentioned before. Jeremy Harmer (2001) suggests that, we expect students to concentrate on the minutiae of what they are reading.

I selected this reading skill based on my students’ characteristics, which are described in chapter I. The reason why I chose students to read for detail comprehension was that students tend to be restless during English classes so, the way I planned the lessons helped students to make different tasks since the beginning of it, in order to during the main activity (while-reading stage) they might be more focused on understanding and comprehending the main idea of the text by paying attention to the details of the reading, that is why I try to give students time to

read individually as Victor Vrublevskis (2015) suggests that “the inner speech should be activated because it provides comprehension of a text while reading”

In the classroom, developing students’ reading comprehension is part of the process of promoting speaking skills through reading tasks, but Jeremy Harmer explains that reading comprehension it is no a passive skill, because for students to do it successfully they must consider different aspects from the texts, as I usually include, images, phrases, words and meanings, so that make students have an active moment. Pang, Muaka, Bernhardt and Kamil. (2003) Mention that readers engage the text to construct meaning which includes making use of prior knowledge.

Reading is much more about knowing the language, they must comprehend and understand the message of the text in order to achieve purpose of the activity, Akbar F. (2014) argues that reading helps learners to acquire suitable vocabulary and grammatical structure of the sentence. By reading learners understand how words fit together. Students have acquired different English basic concepts or representations such as: weather, run, food, airplane or boots. Those are concepts that students have learnt through their lives. Hans Aebli (1998) suggests that: concepts are instruments that make us see and comprehend the world. They are the instruments that help students to comprehend what they see.

Prior knowledge takes place in students learning process, mainly in secondary school students. I considered students background to facilitate reading process including contexts they feel comfortable with. But also this knowledge improve students reading comprehension because they go through a cognitive process which makes them relate meanings of words they have with the experiences they have lived which are different in each students but, in the classroom students showed sympathy for those who struggled understanding meanings of the reading texts. This argument reinforces the importance of adapting reading activities with students’ characteristics because it can facilitate many processes that students face in the English language classroom.

So that when students are reading, they identify those concepts they already know because each of them carries in their heads' mental representations of typical situations. 'Though these, students are stimulated by particular words, discourse patterns or contexts, such schematic knowledge is activated, and they are able to identify or recognize what they see because it fits to the patters they already know.

Developing reading comprehension with my students involves many aspects to take into account, I want my students to have a successful process, so this would come as long as I encourage and motivate them through different means V. Vrublevskis (2015) states that "The motivate readers achieve high results in reading" so I found helpful to explain students the purpose of the reading activity, besides I try to show them what I enjoy about reading and the message I get of it, which also helps me to express my feelings if I have something to say, so using this own perspective I wanted my students to break out with those negative ideas about reading in the classroom.

2.4 What is the Pre-While-Post reading approach?

The pre-while-post teaching approach is planned for working with listening skill, as the reading is a receptive skill. I adapted this approach to be the basis for the planning of reading aims. This approach refers to a basis in which I can construct my lesson plan divided into three stages which are pre-reading, while-reading and post-reading.

The British Council "Theories of reading 2" (2006) suggests that these three stages have different purposes in order to develop students' receptive skill whether listening or reading. The experience of pre-while-post reading lessons is a scaffolding reading comprehension process in which students according to Henry Sevilla-Morales (2016) "it contributes to our understanding of reading as an interactive process where incoming data are processed in the brain by means of interaction with previously existing knowledge called background knowledge, and not just as a passive activity where information is deposited into the reader's mind"

When I am working with this approach students go through different activities that I plan for them. First, the selection of the text it must be according to their age, context and interest in order to motivate students to read the text. Then, since the beginning of the lesson we started to develop the approach because as I mentioned before it is a process in which students comprehend the messages of the text little by little. In general, the first stage refers an overview of the message context, in this part I try to motivate students.

Then in the following stage, students mainly work individually to read and comprehend the text by themselves, sometimes it is a difficult stage because students struggle focusing their attention to the text. Finally, the last stage refers to the production of the text. That means that students produce what they understood.

As follows I will point out each of the stages for the approach that I am developing in the classroom in order to clarify the way that students process all the information that I provide them to reach the aim of my lesson planning that responds to the main topic of this research.

2.4.1 Pre-reading stage

According to the British Council “Theories of reading 2” (2006) the pre-reading stage involves some goals that should be achieved firstly. These are motivation, contextualization, and preparation. Talking about preparation Paul Davies (2000) claims that it is important to prepare students for what they are going to read, just as we are usually prepared in real life. However, students will go through this process in which they Alyousef (2005) activate schemes helped by means in order to become aware of the background knowledge they already have built. As it is the first stage of the lesson, students may lose the attention, but using attractive resources for them, could facilitate the rhythm of the class.

Talking about the contextualization of the pre-reading stage. This concept resumes the fact students are used to the natural environment of the Spanish reading activities; however, they face different situations to acquire new language for comprehending general ideas into a text. Students are likely to focus their

attention to things they already know because it becomes more comfortable for them. The text has been taken from its original environment and I design tasks that will help students to contextualize the reading and access their existing knowledge and expectations to help them understand the text.

For the preparation moment I set the tasks to be done after reading the text because it is vital that students know what they have to do before reading the text in order to challenge them to focus their attention on the vocabulary of the text to understand the ideas. To resume what the British Council refers to is that in this part I must afford all the means that students could have to be ready for the reading moment in order to facilitate their comprehension of the text. The objective is to make sure that students have the relevant schema for understanding the text.

2.4.1.1 Predicting the text students will read.

After having introduced the topic, an activity to arouse my students' interest and curiosity comes with the motivation concept. A common one that students enjoy in this stage is the prediction of the reading which starts by showing them a poster or a prompting question that provokes students' curiosity and interest for the topic. According to Goodman (1988: 16), prediction is important because "the brain is always anticipating and predicting as it seeks order and significance in sensory inputs". Smith (1994) defines prediction as "the prior elimination of unlikely alternatives", throughout this, students may have a better overview of what they will read.

Besides using flashcards or posters, another prediction tool for students could be, the topic of the text, the book cover, the headline. In students' minds they can get more into the text, Jeremy Harmer acknowledges that students' brains set up expectations which means that the active process of reading is ready to begin, however, I considered checking students' predictions by setting an easy task that helps them to reinforce the ideas they get. I provided students some vocabulary of the reading in order to facilitate this process, also they felt more led when they read.

Another strategy that I have implemented in the classroom is when students take few times of the pre-reading stage to brainstorm and share ideas about the topic. This is a useful strategy because it promotes the discussion activities. After having shared their ideas with their classmates I ask them some question to check what learners discussed about the topic.

2.4.2 While-reading stage.

During this stage students will be into a complex process which requires students be more focused on what they are doing, in order to comprehend the text, Paul Davies (2000) confirms that this stage helps students to understand the text by doing some tasks, such as scanning or skimming, and then more thorough comprehension. These activities are measured in a short time of the class so, I managed the time in order to help students to understand what is the reading about, even, I could add some activities during this activity to provide students more opportunities to achieve the task.

Alyousef (2005) claims that while-reading activities are a successful strategies that have enabled the reader by tackling their linguistic and schematic knowledge”, this means that students have developed their reading comprehension by getting used to the implementation of some strategies related to the while-reading stage which demands students to be focused on the text instead of understanding the language because, during the preparation stage students were contextualized with the vocabulary of the text, so they are able to read the text while they are learning a new language lexis.

The aim of some strategies that I have used in this moment is related to the students reading skill comprehension not just only que acquisition of the target language. On the contrary the effectiveness of these strategies depends of the rhythm and environment of the class. The Trinity Western University Counseling Center (n.d.) explains that “these while-reading strategies can be concretely incorporated in the form of explicit questions, purposeful reading, summarizing, and testing oneself by rereading the material to make sure effective comprehension took

place". So according this affirmation, I planned and tested an activity suitable for my students

2.4.2.1 Unscrambled texts.

The most strategies that I have implemented in the classroom are focused on the bridge between a receptive skill to a productive one, according to Carol Read (2007) reading provides a scaffolding for learning to write, on the contrary , this research is from reading to speaking skill, so that, shared reading is one of the main activities because aloud students to build understanding of the content in a shared and collaborative way, this also provoke students to be more confident when doing the activity because they helped each other to read together the text. But I added a different activity that students did successfully.

Unscrambled text came after shared readings, also this activity was implemented after I asked students to do some unscrambled sentences in a previous lesson, this activity was appropriate for them because it requires students to do different tasks, such as, read, list, cut paste and check their arrangement. As my students tend to be unfocused while they were reading, this activity forces them to read the text and order it int their minds to then, check together the correct order of the text, although students could see images that helped them to reorder the story better. They were guided by the resources I provided, so they did not struggle as much as they did it when they just read the text.

2.4.2 Post-reading

The idea behind this stage is to reflect about the text, by connecting what they have read with their own ideas and experience, Paul Davies (2000) confirms that students usually do it as in real life. Basically, the aim of this stage is to make students practice speaking by different activities in which students can express their ideas, feelings and what they learn reading the text.

In the last stage I must give students the time to reflect on what they read, in this moment I use different strategies to wrap up the message understanding in order

to identify the students' performance during the while-reading stage. upon the reading experience and to wrap up the lesson through classroom activities such as describing a character of the story, discussion about the text." Alyousef (2005) The idea behind this last stage is to make sure that actual reading comprehension has taken place and that students have a chance to reflect upon their learning process.

2.5 How to improve students' vocabulary acquisition through pre-while-post teaching approach?

Second language acquisitions according to Jeremy Harmer is when someone pick up the language without going to lessons, this means that simply absorbing it by living in a target language community. However, learners are not exposed to a English language community in which they can acquire the language implicitly, whereas students are allowed to acquire vocabulary through different means that are provided in the English language classroom, like reading which is the main activity that students are exposed. Reading activities are input information for students to acquire the language subconsciously that they can use in a conversation, because it is available when they need it (Krashen 1980)

Penny (1996), claims that vocabulary are the item that we teach in foreign language, as well, vocabulary is also known as lexis that Anne Lazararon (2001) adds it in one of the four dimensions or competences of the oral communication grammatical competence (phonology, vocabulary, word and sentence formation...) an important process of the language acquisition, as Jeremy Harmer argues students need to see words in context to see how they are used, because some vocabulary items can have more than a meaning, even the same word can have a different meaning whether is a noun or a verb, etc. in the English classes students are used to working with different activities that makes them learn more and more vocabulary in context, the way that I have been working this kind of acquisition is through reading based on the previous teaching approach,

Some students' vocabulary acquisition has been built because of the reading activities that I have planned; these constructions make learners identify some basic

elements of the speaking skill which is precisising and articulating the communication which lead student to a successful speaking performance into or outside the classroom, according to the communication activity they are developing in the English class

When students are reading, they are getting new knowledge and vocabulary, that is why Cunningham (1998) argues, the more reading students will do, the more they will increase their exposure to vocabulary". As the author mentioned before, the vocabulary is an important key of the language learning, because "Speech without vocabulary cannot be produced as vocabulary in one of the essential and fundamental components of communication" (Levelt, 1993). On the contrary working this method in the secondary school can produce some disadvantages in the students' learning process, because, they do not want to deal with tedious reading activities because they do not understand most of the vocabulary that is in the text.

The teaching approach mentioned before is a good way to introduce the development of the reading skill into the English class, in that way I provide students the vocabulary for improving their reading comprehension, in order to develop different skills such as guessing or predicting the text and context, so that, learners will improve their speaking competence if they have better vocabulary knowledge which they can get through reading. That is why there are three different stages in the teaching approach, because each one of them build students reading comprehension and vocabulary acquisition.

The importance of the knowledge in my English classes is the basis for an effective oral communication, in that way students will be aware of the message they want to transmit trough a brief conversation. Lewis (1993) mentions that learning vocabulary is the main assignment in the foreign language learning and any language skills of listening, speaking, reading and writing. In this research I am focusing that statement in the vocabulary learning trough reading activities in order to students find opportunities to use the vocabulary in a communicative activity in which they can express their ideas, thoughts, believes.

It may sound a bit ambitious, but students are getting used to working with reading tasks since the pre-reading stage. On the other hand, Akbar F. (2014) supports the idea that extensive reading influences the English language skills such as writing and speaking which are the productive one into basic communicative skills of the language. This idea is a positive strategy for the integration of the reading skill with speaking, but in the secondary school reading for pleasure is an activity underestimated for students because of the school context, students have not been motivated to develop this habit. They see it as a struggling activity which makes them lose their time.

It is well known when students read for pleasure they comprehend more; they are more creative, and it makes them to be more aware of the language which helps students to have a better oral performance. When you listen to a student is easy to recognize when they have that activity as a habit because they can connect a comprehensibly speech, they use a wide range of vocabulary and they can focus more their attention to a specific activity in the classroom. Extensive reading is a complicated procedure to work in the secondary school, but it can be promoted after having presented the reading activity through different ways.

Extensive reading according to Akbar F. (2014) let students apply the information they have read into authentic speaking practice that improves their fluency and accuracy in speaking performance. Jeremy Harmer (2001) notes that from the communicative point of view , speaking has many different aspects including two major categories accuracy which involves the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities; and fluency, the ability to keep going when speaking spontaneously.

Through this strategy foreign language learners have more improvements to develop the ability to understand main ideas or general messages in different contexts. In order to make students capable of expressing their ideas, feelings and emotions, even though they use short sentences to express what they want to say. However, this strategy requires more time to develop because, according to the students' profile, they need to be guided during the English class.

A useful way to produce a better oral performance is through reading because in the English class during the second stage of the moment, I ask students some checking understanding questions about the text they already read in order to identify what difficulties they can face for comprehending the message of the reading, on the other hand, this strategy is a useful way in which students can produce the language according to the target task. Giving students more opportunities to produce the language orally in order to make students listen to themselves, according to Vygotsky Self-centered speech is an evolutionary phenomenon that helps children organize and regulate their thinking

2.6 What is speaking skill in a secondary English language classroom?

It is known that speaking skill is one of the four basic communicative skills of English language, this skills is kind of difficult for learners to develop during their English learning process, however it is also more difficult for teachers to make students speak with fluency and accuracy, which both are sub-skills of this one, but also it takes years of practice to develop them. (British Council, 2013). An essential key to enhance student to speak English is to show them all the goals they can achieve through this, such as to get better job opportunities, make public speeches, attend interviews, participate in debates and group discussions, give presentations and so on.

Speaking skill is by far one of the most difficult skills to develop in an English class, because of all the process the speaker is involved, several authors describe the definition of this skill, but I will point out the definitions that I considered the most relevant for this research. To begin with promoting speaking skill in secondary school y necessary to know, what knowledge students have according to the language system (Bygate, 1987) for that, I get students talking in the classroom; when I applied a short speaking text in which students only had to answer personal information questions, I realized that most of students do not have a big repertoire of grammar structures either vocabulary.

After that, I explained students what speaking skill is in order to make them understand what they can reach in the classroom, speaking is a basic activity that most of the people used to do every day, however in English language there are some patterns and the use of some lexical phrases (Harmer, 2001) to use, but there are several situations that limit the competency, like not giving students enough opportunities in which they can rehearse some sentences they have learnt, according to Jeremy Harmer (2007) it is important to provide students chances in the classroom to practice real-life speaking, so that students will have the opportunity to say some phrases whether they have grammar or vocabulary knowledge or not.

To lesson plan an effective class it is necessary to consider the characteristics of the group I am working with ("H"), due to the challenge that students face during speaking activities, It is important to plan engaging activities in which they can participate fully. This skill is important to prepare an effective lesson plan based on an appropriate teaching approach which can be able to help students to develop little by little the speaking skill. This is also considered as a productive one, based on the British council, a productive skill is whether writing or speaking because doing these students need to produce the language.

Those characteristics that Jeremy Harmer (2001) mentioned are essential for the production of the language which are fewer developed in an English secondary school class because the features of the environment of the school, that means that providing lexical phrases for students is adapted according to the particular situation of the school, for example when I give students short sentences for expressing themselves during a communicative activity, students need to translate the meaning of the sentence in order to understand the message for the activity, that is because the development of this skill depends on the group profile and the teaching style of the teacher.

When I try to adapt an activity to promote the speaking skill for first graders I need to take into account the students' English level because, students need to be able to express their ideas, feelings and emotions through the language which can be a little bit hard for them when they do not comprehend the aim of the activity, so

that means I have to point out the weaknesses that students present during these kind of activities which I planned for them. There are more features to take into account before the participation of the students in these activities which.

In the secondary school where I am administering my didactic proposal some students present different attitudes towards the strategies that I have implemented during the last terms, which means that students have different points of view of the English language, according to Sreena, M. Ilankumaran (2001) speaking skill needs a wide attitude that makes the speaker confident to express what he or she wants to communicate. The attitude that these authors mentioned is complicated to manage in the classroom because I am working with 43 students that have characteristics that do not fit with all the student's ideas. As a preservice teacher I must be aware of the situations that each student present in order to adapt the activities for improving their attitudes towards the subject and the activities focused on speaking skills.

Some of the attitudes that learners have faced throughout those terms express their ideas that they feel in the classroom because according to Penny Ur (2000) speaking requires some degree of real-time exposure to an audience, which makes learners be worried about trying to say things in a foreign language without making mistakes or being shy of the attention that their speech attracts. Another example of the problems that a speaking activity involve is that sometimes students have nothing to say, they do not have motive to express their ideas or their thoughts.

Going forward about the speaking activities in the classrooms, students tend to participate a lot during the lesson because they have been motivated by the tutor, so students have developed a confidence when they are participating but, on the other hand not all of the students have the same attitude in the participation moment which becomes an advantage to those who do not participate because of the domination that students have when they participate.

2.7 What activities promote students speaking skill?

There are several activities that are focused on the development of the productive skill, some of them requires a higher English level Carol Read (2013) suggests that learning adolescents to speak needs to take into account their age, level of social, cognitive and emotional development when planning speaking activities in English, so that the aims of the activities that I will plan for the first graders are adapted to their profile in order to achieve through these activities a spoken interaction in the classroom. A spoken interaction means that students can ask and answer questions and handle exchanges with other into classroom.

On the other hand there is another area of the spoken activities which is spoken production, both areas are important to develop in the students' competences but the difference is that spoken productions refers to the ability to produce the language, for example retelling a story. The groups that I am working with have a A1 English level based on the Council of Europe (Common European Framework of Reference) so that I have adapted the activities in order to accomplish the areas that I have described before. For example, Penny Ur describes a list of speaking activities to work with in a English class, some of them can be modified according to the level.

Some of these activities I will describe as follows, the first one is called, "Describing Pictures" this strategy proposes a simple productive activity for beginners in which students are going to describe a pictures in a short time describing all the features that they identify, however if I asked students to realize this activity it would be very difficult for them, so that I firstly provide students the vocabulary according to the pictures that they are going to describe, then we practice the pronunciation through a choral repetitions or drilling activities in order to students understand the meaning of the vocabulary, finally I ask students to describe the pictures using between 3 and 5 sentences the images using the vocabulary given.

2.7.1 Giving instructions.

Giving instructions in an English secondary class is a basic strategy to develop as a pre-service teacher. Mastering instructions-giving is a fundamental aspect of a good classroom teaching practice. Instructions and their delivery can be the determining factors as to whether a lesson succeeds or fails (Scrivener 2011; Ur 1996). In the classroom there are several reasons why students do not catch the idea of the activities that is why I try to speak as much as I can in English in order to improve this skill as a teacher, otherwise students will understand the activities as well the instructions are given for example.

when I prepared a survey activity in which I presented to students a need to communicate using the language for completing the task of the activity, some students did not catch the idea of the activity so they demonstrate that the activity was not well explained for them because the aim of it was not clear since the beginning of the lesson, also the English level which make that students were unfocused on the purpose of the strategy. After having experienced a situation which showed me the students' responses, I had to change the strategy for them.

First, students are able to understand the classroom language, I mean that when I am explaining topics or giving instructions in English students understand the message because they are used to listen to the language in the classroom, such as short and clear instructions because based on the article " Good Instruction-Giving in the Second-Language-Classroom" a lesson or activity becomes chaotic and fails when students do not understand what they are supposed to do. so that students can understand easily the main aim of the class. Which I noticed that also improves their English language comprehension.

After having worked with the group 3 terms I realized that students are getting used to the English language into the classroom, sometimes it is important to highlight some instructions on the mother language when students are getting distracted, but the more I use English to explain a topic or an activity the more students are comprehending the language. I consider that giving instruction is also

a key moment in the classroom because is when I can have a general view of what is happening in the teaching-learning process. Besides of the speaking instructions there are many input aids that are a facilitator when students try to comprehend the instructions.

Making students understand the instructions also involves the body language that I use in the classroom, the body language comprises gestures, movements, or mimic which is a useful tool in the classroom when students struggle with them, besides the body language there are aids like the board in which I write the instructions on or I draw for a better comprehension of it.

2.7.2 Group arrangement

On the other hand, as I was saying before there are 43 students in the classroom, so that is why is important the group arrangement, because it helps students to have a better view of the classroom and also helps me to identify the difficulties that they have presented. When doing a speaking warm up* I noticed that some students do not pay attention or they do not do the activity because they do not feel comfortable with the communication activity which is important to be developed in the secondary school classroom whether in English or Spanish language.

In order to make students aware of the purpose of a lesson I designed some materials and resources that are adapted for their English level because it helps students to visualize what they are expected to do. sometimes students misunderstand the target of a speaking activity because they believe that they have to speak fluently and accurate since the beginning of the term, but the materials that I have provided show that they can increase the speaking level through the resources that I give to them.

I planned a lesson which was organized to express their ideas after having predicted the general idea of the topic using an image. First I showed students the poster based on the topic of the lesson , then I asked students what they think about the poster, the activity could catch the attention of the students because it was

adapted to their likes and interests so they did the first part of the activity, but the development of the activity led to an unsuccessful achievement because the language that students were supposed to use in this activity was higher than theirs

2.8 How to integrate reading skill with speaking skill?

The difference between acquisition and learning, the first one is seen as a natural process, in the same way we acquire a native language. Meanwhile learning is defined as a conscious process paying attention to the grammatical rules, In the affective filter hypothesis, there is great importance to the motivation of students allowing them to acquire the language effectively.

In the input hypothesis explains the importance of the comprehensible input to which learners are exposed in order to acquire a language. This acquisition depends on the exposure amount, time and level of difficulty to what learners are exposed. As well as listening, reading is also called receptive skills, it can provide comprehensible input to the learner. When talking about L2 reading, Krashen and Terrel (1983), state that reading is a meaningful source of input and an important tool to improve a competence in a Foreign Language.

2.9 What activities promote students speaking skill through reading comprehension?

With the help of the teaching approach, students will improve their speaking performance because of the integration of the reading skill for the speaking activities. Some activities that will help students to develop their speaking skills are connected with a reading one, because in this way students will acquire more vocabulary, some of these activities are surveys, dialogues, choral revision, chants, songs, poems and rhymes, all of the activities will also have an impact on their students' pronunciation, because they will hear what they say which makes them identify the errors they may produce.

Although all the mentioned strategies involve students' interaction which is an important aspect into the lesson plan, in order to increase this way of learning, an advantageous strategy to promote this, is through a role play activity because it

involves several speaking activities. A definition of Role play is stated by Joanna Budden in British Council Teaching English (BBC). She refers that role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation.

Also, role play is part of drama activity because students can feel what the character represents in the play in order to project a realistic role. In this case learners should go through a minimal process for this activity. This process starts by miming, role playing and simulating. I decided to implement this strategy because the process is worked as a project and students can take more time to analyze deeply the dialogues of the story. This integration of reading and speaking may seem confusing, but in this case through a role play activity student will find some expressions that they can use in their real life.

CHAPTER

III

3.1 Purposes of the research

In this chapter, I will describe the results of the strategy I applied in order to promote oral expression competency in students of first grade through a reading teaching approach, which will be supported by the description of evidences that I got from the practicum terms in both contexts. First of all, in the first context I was able to administer the didactic proposal during two practicum terms, which helped me to identify some activities that students felt comfortable with according to the pre-while-post reading teaching approach. Those strategies were planned to make students learn new vocabulary which they can use in a short conversation or even in a daily conversation.

On the other hand, I worked in the second context during a practicum term which was a disadvantage because, I was not able to apply more activities, so as a result of that, some purposes were not achieved at all. However, the work with the group of the second context showed significant results during this term. The activities that I planned for them were based on the pre-per-while-post reading teaching approach, which is the main strategy in this research. According to the results of the first context I could compare the results of the strategies that I administered in order to classify the useful strategies to achieve the purposes of this research.

The reason why I did not accomplish the practicum terms in the second context was due to a one of the biggest pandemics that we as a human being have lived. Neither of us saw that coming, as a students it is kind of difficult to fall apart of your friends, teachers, and classmates because in the school we have another family that support us and give us advice when we need it. When the quarantine starts because of the coronavirus pandemic, my students and I did not have enough time to know each other much better and to achieve the purposes of my research, so that I decide to only talk about the first context.

However, it is important to mention the participation of the second group. Even though I only worked with them during one practicum term, they taught me a lot about them. my strategies and how to improve them in order to build a better rapport with secondary students, which is essential for teaching in secondary school,

knowing and understanding your students will give you more tools to implement in the classroom with them, so students of “Francisco Zarco” did not contribute with my results research as much as I wanted but, they helped me to modify some strategies that I was using wrongly.

3.2 Reading Skill

Working in an English classroom, a key strategy to develop and promotion is reading skill, because as I mentioned in chapter II, David Nunan agrees that students collect and comprehend information through means they see, this means are represented as texts, tales or poems which I worked in the classroom with my students, mainly I was presenting tales to students in order to achieve different aim according to the English language program. Some achievements based on reading skill were, focused on students comprehension, because the activities that I presented to them were aimed to make students understand the general and main ideas of the tales or any reading activity that I gave them in the class.

Working with 1° “H” I presented to students some reading activities, most of them were planned according to the pre-while-post reading teaching approach which is the main strategy that I used to promote oral expression competency based on this research. Starting the implementation of the diagnostic English level, students showed that they weren’t used to analyze or develop that skill in an English class, because they expressed to their teachers, that reading activities are one of the hardest strategies to work in the classroom, by the reason that students do not possess a lot of vocabulary to comprehend the text they are reading.

As I mentioned in the chapter II, it is important to know vocabulary even though students have a short repertoire of vocabulary. Knowing some key words of the text will allow students to understand at least the main idea of the reading. So that, for planning a lesson in which I wanted students to read, I chose the pre-while-post reading as a teaching approach to familiarize students since the beginning of the class with the main activity of the lesson. First, I wanted to know how many English words students knew through the diagnostic test, so the results which are mentioned

in chapter. It showed to me that students could understand vocabulary related to contexts they are familiarized with.

3.3 Pre-while-post reading as a teaching approach.

Using this method I wanted my students to be able to comprehend the reading text in order to promote oral expression competency, for achieving this the will increased little by little because the approach was used to build students English knowledge starting by the vocabulary of the words (See appendix 18). Even though there was a presentation stage, every class I showed students a warmer activity which will be described further. So, after explaining this the results of this method show to me that when students are presented carefully with the context of the text they can understand and comprehend deeply a text.

However, when I was working with that group during my internship in Monterey I didn't have enough time to get a lot of results but, they showed some advances because of some didactic strategies that helped them to get the idea of the reading activity, I followed the method, it is well structured and also I realized that when I was using this one, students had a different behavior because the lesson was organized since the beginning. Each activity led to the next one, so the background of them was the same main aim.

However a disadvantage of this context was that students have had another kind of strategies, they did not tend to do a lot of English didactic activities so, when I tried that with them, students misbehave in the classroom, so I had to look for more strategies that matched with the method and also helped students to be focused on the English lesson.

3.3.1 Warmer

According to my students' group profile I decided to implement a starting activity that make students feel more comfortable and relaxed before we started the class. Some activities that I used were gym brain activities that mainly I applied them using only fingers. This kind of activities helped students to clear their minds and be focused

on it. I gave students the instructions of the activity, so they followed me step by step, nonetheless, students' responses were not that positive, because they got bored immediately, so what I changed of that was the group arrangement, then students did the activity in groups of 2 or more people.

3.3.2 Pre-reading stage

After having done the warmer, I followed with the first stage of the method, which is the reading presentation, which can be used through different means. The ones that I used the most were visual materials, because of the diagnostic test, students rather work with those materials and they learn through that. So I took advantage of the school resources which I mentioned in chapter I. the classroom have tv and speakers so, after I chose or designed the reading text for the main activity of the lesson, I look for pictures that were related with the vocabulary of the reading.

In the classroom I asked students some prompting questions, like What classic tales do you know? What is the tale about? And so on, some students answer the questions, but the resto of the class were in silence, after that I showed students the slides that I prepared before. First I asked students to watch carefully the slides in order to identify the vocabulary they already know, some of them did know it, but the rest of the class did not, then I explain students the vocabulary, so we practiced the pronunciation together using a drilling activity, which I will describe further. But, doing that activity was not enough to make students learn the vocabulary.

I added one extra activity if the first stage as long as students could be aware of the vocabulary they will explore in the reading text, but also I tried to have a successful group arrangement, so I decided to sum puzzle games about the previous vocabulary (See appendix 19). So, I gave students a worksheet that I designed in which students had to find the words in the puzzle, them match the words with the picture that correspond it. During this activity students could be relaxed because they enjoyed that kind of activities, however I considered the time that they spend in the activity, so that I could manage the time for each stage.

3.3.3 While-reading stage

In chapter II I mentioned that Alyousef (2005) argued that during this stage students need different strategies to comprehend the idea of the text, even though they do not comprehend the language of the text, so that I provide students different strategies which make the reading easier for them, first of all, I gave students the text (See appendix 20), I asked students to read individually the text, to identify the ones who have more developed the reading skill, then we read it together. Another strategy that I realized was interesting for them was asking to do it aloud, some volunteers took time to participate which make students improve their English pronunciation.

Another strategy that I implemented for improving students reading comprehension was unscrambled readings (See appendix 21). Which was about giving students piece of paper with the text on it, they had to read it individually to later arrange as the thought what was the sequence, however it was also difficult to read it because of the disorganization of the text, so in order to help them I also provided students pictures that described each one of the reading part, so that students could realize what was the order of the reading. When students finished arranging the piece of paper, I asked them to read the sequence they, so that we together checked the correct order of the text.

Unscramble text was a helpful strategy, it also promoted the group management because with this activity students had a lot of tasks to do, which made them do not divagate during the while-reading stage. They had to cut the text, cut the pictures, then read and match them with the pictures. students struggled doing this activity to, because it demanded students to be very focused on it, so some of the quit doing the activity as a result of the stress they felt, when that happened I told them that the activity can be done in pairs or groups of more people, in order to allocate all the tasks with the group members (See appendix 22).

3.3.4 Post-reading stage

Working with this stage during the lesson was kind of difficult because of the time management, students used to take more time in the previous stages because they felt they were more challenging for them, even though the activities were led by me in all sates in order to manage the time, however, during this, students had to reflect about the text and show reading comprehension, but as I mentioned the time in the class was not enough due to many aspects such as number of students, time of the class and activities time, so I applied strategies in order to identify students' reading strengths and weaknesses in an English lesson.

Besides of students results about their reading comprehension, this stage helped me to analyze the strategies that I used for developing this approach with first grades, so that I identify students responses about the teaching approach and how they felt working with pre-while-post teaching approach as the basis of the lesson. First the strategies that I used were adapted through activities were going because students felt some strategies were complicated to them, so based on Alyousef (2005) students will show their reading comprehension by reflecting about the reading text which will be part of their learning process.

Taking into account the reflection that students were supposed to do, I planned activities in which students can produce the language mainly speaking production, but it was an ambitious purpose because first, students had to get used to the language into the classroom, then, they had go through a speaking developing process in which students speak little by little to express their ideas and opinions about the reading text. The first classes with them I realized that they would achieve the main purpose of the research if I planned activities according to their English level, some of them were only to reflect about the reading and the rest were to produce the language.

When students finished the while-reading activity, most of the times I asked to get into teams (See appendix 23), because in that way it was easier to measure students' performance, so I gave them a worksheet per team. During this stage I

managed and led students to do the activity because it was a helpful strategy to have a positive group management, so we together read the activity to be done and then I exemplified students the activity using body language of clarifying instructions. In the worksheet there were some reflecting questions that students had to answer by using the previous vocabulary, in that way students got used to it.

3.5 Authentic Materials.

Designing authentic material was a useful strategy to improve students' vocabulary acquisition and reading comprehension. I provided students different materials they could use to achieve the purposes of a lesson. Those materials were designed by me in order to accomplish students' English level, considering their likes and interests which were part of the materials I gave students. Students showed more interest towards the lesson because we did not use the course book which is a higher English level than students' level. I used different means to administer the materials for each class.

I gave students materials they like to work with, such as worksheets, handouts, flashcards, slides, posters, puzzles, and memory games (See appendix 24). Using this kind of materials with secondary students is a suitable tool, because I could choose the vocabulary of each material according to the topic of the day, in that way students reinforce the vocabulary acquisition during all the lesson, because they were surrounded by the vocabulary which was about the reading text, however it was important to point that out to students because they rarely noticed that, so I asked students to check the materials things they already know.

I provided students vocabulary at the beginning of the lesson during the warmer, that vocabulary was previously planned to add in the materials and in the reading. After doing the drilling activity or the spelling activity, some students could identify the vocabulary, but I prepared the following activity which was about reinforcing the vocabulary to introduce students to the reading. I tried to design different styles to reinforce the vocabulary, but the most that students liked were matching vocabulary (See appendix 25), puzzles and drilling activities using slides or flashcards. I realized that students were focused by using worksheet because it

involved different tasks like, cut and paste it in the notebook, write date and name, the answer it.

These materials helped students to be more motivated in the classroom because it was a new strategy for them, it also promoted students participations because after students answered the worksheet I leaded a participation activity in which students compare and check their answers, it was faster to check their answers as well as students got more participation through it.

3.6 Activities used to promote oral expression competency.

Jeremy Harmer (2001) agrees that there are essential characteristics to produce the language through speaking. Taking into account the students' background, English level, school context helped me to design activities in which students could feel more comfortable speak into the classroom whether short or long phrases in order to express themselves, however students did not have the experience of speaking English in the classroom or outside in a social conversation, so I decided to start by adding activities little by little, in order to improve students confidence to speak with me or with their classmates.

As matter of fact, as I mentioned in chapter II, according to Sreena, M. Ilankumaran (2001) speaking skill need a wide attitude that makes the speaker confident to express what he or she wants to communicate, by applying activities in which students change their point of view towards speaking, they would feel more confident and comfortable, so I realized that an easy activity for them was drilling activities, which will be introduced further, then another one was describing pictures, this strategy was based on the reading activity, so students could talk about the activity they read which also helped me to reinforce students' reading comprehension.

3.6.1 Drilling activities.

I presented drilling activities at the beginning of the class as a warmer. In this part of the class I showed students some vocabulary according to the lesson topic which they were going to use throughout the lesson. I gave students between 8 to

10 English lexis like, food, sports, clothes and so on, all of them according to the following activities which were planned based on the pre-while-post reading approach. It was helpful strategy presenting to vocabulary of the class in this way because students since the beginning of it could be familiarized with the content of the reading or the lesson.

First, I told students the topic of the day, in that way students could think about it and make some assumptions, then I used different material like, posters, flashcards (See appendix 26), word cards or pictures. Those materials helped me to introduce the word because students identified more clearly the words. As I mentioned in the chapter II, showing students pictures of the lexis, they could scheme the learnt vocabulary and make significant the meaning to learn it. So, after the presentation students and I practiced the pronunciation of the word. This was a common activity, because it is very easy to plan it, but I believe that students realize when they make some pronunciations mistakes by listening to themselves.

In the practice stage I leaded the activity with the whole classroom in order to manage students participation which became an advantage because it helped me to control students behavior, while we pronounced together the vocabulary they put their effort to do it the better they could, so to reinforce students' pronunciation, I asked about the vocabulary row by row. That activity took a little longer but students were more focused on it because they knew they were doing as well, so about their responses, I realized that the issue that they more struggle with is when they spoke aloud they are afraid of making many mistakes such as pronunciation and spelling.

When we finished practicing a drilling activity at the beginning of the lesson, students still struggled learning the vocabulary, because there new words for them so, they wanted to memorize the word, so as I was having some discipline issues, I decided to include dictation activities after drilling, because students were a little restless when they were talking aloud at the same time, so I asked them to number a list on their notebooks, the I dictated the vocabulary. At the end all together checked spelling words, students took some time to correct and rewrite the dictation.

(See appendix 27) This was helpful because they memorized the vocabulary to reinforce it later in the reading activity.

3.6.2 Describing Pictures

According to Penny Ur, describing pictures is a helpful strategy in which students analyze a picture according to the topic in order to describe features they identify, and they know. Applying this strategy with first graders was planned to improve students' vocabulary acquisition because they used the vocabulary they learned in the first stage of lesson, so that, students had a wider repertoire to use for describing pictures if that was the activity, nonetheless students find difficult to describe deeply details of the pictures or poster because it requires more vocabulary and expression to describe something, so students face some challenges to develop this activity.

Based on students responses I tried to modify some aspects of the activity such as, instruction , group arrangement and materials, first, I realized that students understand instructions when I used body language by giving examples of the activity, so I showed students the materials for the activity and I did it one in order to catch students attention, then I asked them to repeat the instructions I already gave them by giving examples of it, then I asked them to work into teams of 2 people because they helped each other when they did not know how to describe the picture and finally I provide students individual material in order to gave them more time to analyze the pictures by themselves (See appendix 28).

Describing pictures was a strategy in which students showed a lot of responses because according to them they are not used to work that kind of activities, they felt fee to do another activity instead of describing the picture of the activity, so that, I struggled with group management because they were playing or doing another activity while I was giving feedback to students who described the pictures successfully, beyond students attitudes, they needed more attention from me in order to helped them to correct their pronunciation of giving them more vocabulary ever encouragement if the needed it.

3.6.3 Giving instructions

According to students group profile, most of students are visual so I decided to give instructions using examples that can help them to identify the activity and understand what to do, however, working with an afternoon shift was more difficult than I thought because they are more active and they have more energy, besides the weather of the context was not helpful at all because it made students felt uncomfortable in the classroom. because of that students' attention decreased when I was giving instructions. I tried to catch their attention since the beginning of the lesson to explain all the activity and do not bother them during the activity because it was stressful for them.

Helping students to understand instructions easily I changed the language of them along the lesson, I tried to be more clear and asking students some questions that show if they understand the activity or if they do not, some questions I asked to check students understanding are as follows:

- a) What is the topic of the class?
- b) Show me how to do the activity?
- c) Who are you working with?
- d) What time do you have to finish the activity?

Those questions only helped me to check if students paid attention to the instruction, so when they answered me, I realized that some instructions were not clear, so they were confused about the activity, I decided to explain again the activity and I asked students to do it if they understood what to do. giving instructions was a strategy that is important when learning English as a foreign language, because I gave students implicit vocabulary they will acquire throughout the lessons, even though they can use it in the classroom or in conversation because they understand how to use it.

As a pre-service teacher I was asked to speak English in the classroom to unire students to listen to more about the language, because it is a implicit acquisitions strategy, however students do not like because they said that it its confusing for

them, but I tried to do it every single class because the more students listen to the more they learn, so when they got used to some of the expressions I used in the classroom, they do struggle with doing the activity because they already know what to do without explaining more than twice.

3.7 Integrating reading and speaking skill.

Trying to integrate both skills in this research was a difficult process, because there are few authors that agree the use of both English communicative skills, but I realized that both reading and speaking were not developed in the group I was working with, so according to Cunningham (1998) argues, the more reading students will do, the more they will increase their exposure to vocabulary". As the author mentioned before, the vocabulary is an important key of the language learning, because "Speech without vocabulary cannot be produced as vocabulary is one of the essential and fundamental components of communication" (Levitt, 1993).

So, taking this into account, I planned based on the teaching approach pre-while-post reading British Council (2006) in order to integrate some speaking activities to promote students' oral expression competency. Using these activities, I wanted my students to use expressions and vocabulary they could acquire in the reading text during the three stages of the teaching approach. However, mixing these strategies was ambitious because students needed to be more confident when speaking in the classroom. so, I changed some strategies to create a better environment in the classroom for students do not feel ashamed or embarrassed when applying speaking activities.

I considered students behavior and how they felt working individually in the classroom, they showed many difficulties when producing the language by themselves, so I asked them if they preferred to accomplish the activity working into teams, so they showed more disposition, because the lesson environment changed when they worked with their classmates (See appendix 29). When students finished reading the text or tale, they worked together to have a better reading comprehension. However, I led the last activity because students had to speak

in the classroom. some of the follow the activities instructions and some of them do not.

3.8 Activities that promote oral expression competency through pre-while-post reading.

Lewis (1993) mentions that learning vocabulary is the main assignment in the foreign language learning, through reading students could learn any kind of vocabulary that helped to express their ideas, the idea of presenting the English lessons based on pre-while-post reading teaching approach was to carry students out to learn the vocabulary because they found useful this vocabulary, but there were many disadvantages that students faced because learning this vocabulary, students faced challenges, as I was mentioned before, I had to change some strategies like giving instructions or seating students with their classmates but, they needed more time to achieve this purpose.

Drilling activities and describing pictures were helpful strategies for students because, they felt confident when speaking in the classroom. drilling activities makes students know how to pronounce English words, to then, they could pronounce the words without my helps because they already knew how to do it. When students described pictures, they used the vocabulary that we practiced during the drilling activity, in that way students could use the vocabulary correctly. However, some of them were confused by doing the activities because the reading text was not helpful at all when describing the picture.

That is why, I included survey activities in the final stage of the teaching approach because students could interact each other to have a meaningful conversation about the reading text in which students could integrate the vocabulary of the previous stages, students could even use their notebooks, worksheets or notes to remind themselves how to use specific vocabulary for exchanging ideas of the text, however students showed advances when using the vocabulary because I realized they were more aware of the words they used in the phrases they produced, unfortunately, I was not able to see students results developing this didactic proposal.

I mentioned at the beginning of this research that I was going to compare both school context, mainly the groups I was going to work during 7th and 8th semester. In 7th semester I developed the beginning of my proposal, which I planned following the teaching approach I described, then in 8th semester I was going to compare the strategies that were helpful in 1 “H” in Francisco I de Icaza Secondary school with 1 “A” in Francisco Zarco Secondary school, however due to the quarantine period the second context was cancelled so I only got the results from the students of the group of 7th semester in Monterrey.

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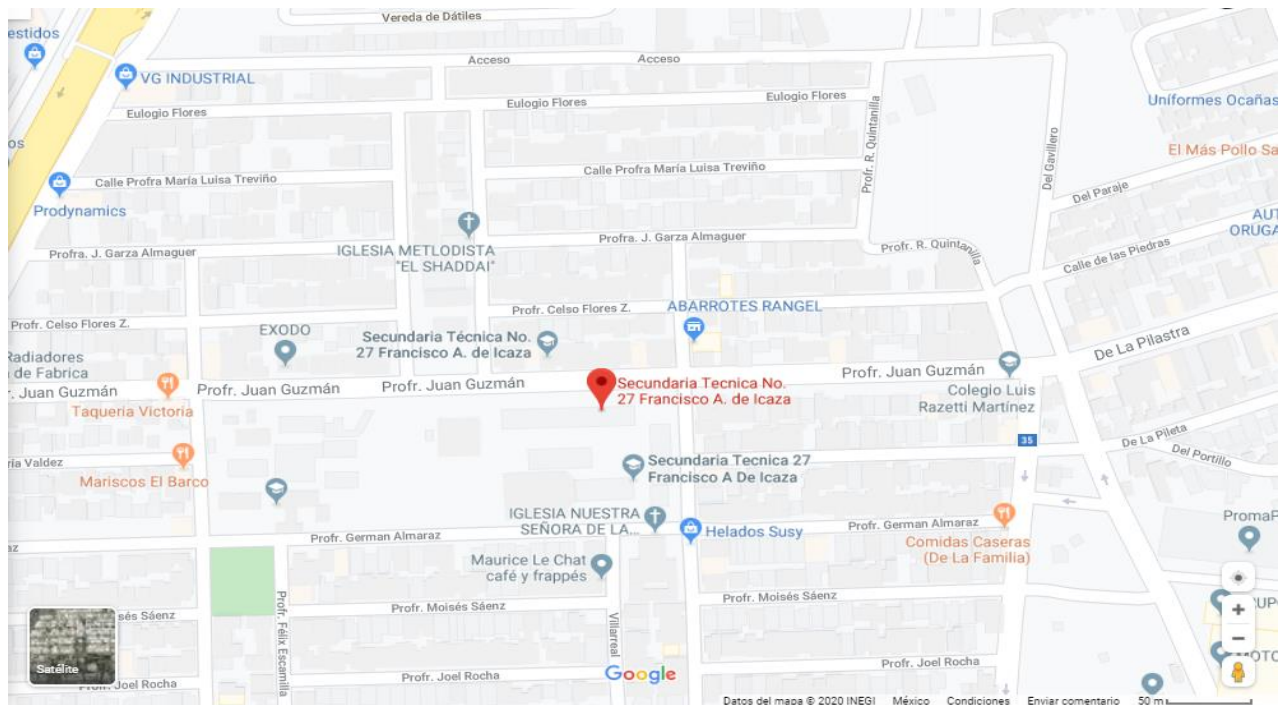
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Appendixes



Appendix 1: Location of the school.



Appendix 2: Overall view of the neighborhood of the school



Appendix 3: Main entrance of the school



Appendix 4: The main ground of the school.



Appendix 4: The main building of the school.



Appendix 5: See the chairs, board and desk which are in positive conditions.



Appendix 6: Classroom equipment: smart tv



Appendix 7: Classroom equipment



ESCUELA NORMAL SUPERIOR "PROFR. MOISÉS SÁENZ GARZA"
 MODALIDAD ESCOLARIZADA 2019- 2020
 ESPECIALIDAD DE LENGUA EXTRANJERA (INGLÉS)
 ESCUELA SECUNDARIA TECNICA No. 27 "FRANCISCO I. DE ICAZA"
 TEST ESTILOS DE APRENDIZAJE



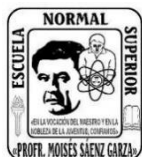
Nombre del Alumno _____ **Edad: Lista** _____

Grado: _____ **Grupo:** _____ **Fecha:** _____

Lee siguientes preguntas y elige una opción con la que más te identifiques de cada una de las preguntas y márcala con una ✓

		Casi Siempre	A veces	Casi nunca
1	Puedo recordar mejor un tema al escuchar como lo platican: información, explicaciones discusiones			
2	Prefiero ver la información escrita en el pizarrón además de ayudar visuales y lecturas.			
3	Me gusta escribir las cosas o tomar notas para después revisarlas.			
4	Prefiero utilizar posters, figuras u objetos reales y otras actividades en clase.			
5	Me gustan las explicaciones con diagramas, gráficos o caricaturas visuales.			
6	Me gusta trabajar con las manos o hacer cosas.			
7	Soy hábil al leer y hacer las gráficas y cuadros que representan información.			
8	Puedo decir si lo sonidos coinciden cuando se presentan en melodías.			
9	Recuerdo más las cosas al escribir ellas.			
10	Puedo entender fácilmente y seguir las instrucciones en un mapa.			
11	Me gusta más escuchar sobre las materias académicas, cuando me platican de ellas.			
12	Me gusta jugar con pequeños objetos durante la clase.			
13	Aprendo a deletrear mejor repitiendo las palabras en vos alta que escribiendo las palabras en papel.			
14	Entiendo mejor una historia leyéndola que escuchando el respecto.			
15	Mastico chicle o como algo mientras estudio.			
16	Creo que la mejor manera de recordar algo es imaginarlo en mi mente.			
17	Aprendo cómo se escriben las palabras al "deletrearlas con los dedos".			
18	Prefiero escuchar una buena plática que leer sobre el tema en un libro.			
19	Soy bueno para trabajar y resolver los rompecabezas y laberintos.			
20	Me gusta tomar entre mis manos los objetos para aprender de ellos en clase.			
21	Prefiera escuchar los cuentos en la tele que leerlos en un libro.			
22	Me gusta obtener información de un tema al leer en los libros o revistas.			
23	Me siento muy bien al tocar, abrazar, apretar las manos de mis compañeros.			
24	Sigo instrucciones orales mejor que leerlas.			

Appendix 8: Learning style test which students answered to identify the way they learn more.



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 ESCUELA SECUNDARIA TECNICA No. 27 "FRANCISCO I. DE ICAZA"



ENCUESTA A LOS ALUMNOS

Instrucciones: Favor de leer y contestar cada pregunta lo más honestamente posible encerrando el inciso que se acerque a tu opinión. Gracias por tu colaboración.

SECCIÓN ACADÉMICA

1.- En general la escuela la consideras:

- a) Un espacio sin sentido en mi vida, ya que asisto a ella por obligación.
- b) Un espacio en el cual se me ofrece la oportunidad de prepararme para mi vida futura y el cual debo aprovechar.

2.-Menciona la manera en que trabajas en clase:

- a) Individual.
- b) En parejas
- c) En equipo
- d) Grupal

3.- ¿Qué haces cuando tienes dificultades para entender un contenido o lección?

- a) Le pido al maestro(a) que lo explique de nuevo.
- b) Le pido ayuda a un compañero(a).
- c) Prefiero no preguntar.

4. -Marca con una ✓ los ejercicios o actividades mediante los cuales practicas el idioma inglés.

LISTENING		READING	
Escucho canciones en inglés		Leo en inglés (libros, revistas, <i>comics</i> , artículos de <i>Internet</i> , etc.)	
Veo películas, series, programas y/o caricaturas, en inglés.		Comento lo que leí y entendí de algún libro	
Juego videojuegos que dan las instrucciones en inglés.		Leo en silencio y voz alta	
SPEAKING		WRITING	
Participo en diálogos o conversaciones en inglés.		Escribo mensajes a mis amigos o conocidos en inglés.	
Participo en <i>role-plays</i> .		Participo en <i>chats</i>	
Canto en inglés.		Elaboro organizadores gráficos	
Leo en voz alta		Contesto ejercicios del libro o libreta de inglés	

Appendix 9: The interview students answered to know they way they like to work into the classroom.



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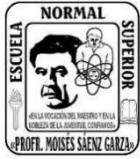
INDAGACIÓN DE LA PROPUESTA DIDÁCTICA

Escuela: _____ Fecha: _____
Edad: _____ Sexo: Masculino _____ Femenino _____

Favor de leer cada pregunta y subrayar solo una respuesta respondiendo honestamente las cuestiones planteadas; tus respuestas serán anónimas y no influirán en tus calificaciones. Tu opinión es muy importante. Gracias.

- 1.- ¿Cómo consideras tu habilidad escrita en Segunda Lengua: Inglés?
a) Excelente b) Buena c) Regular d) Deficiente
- 2.- Expresa tu opinión de la siguiente afirmación: "Las clases de inglés deberían proporcionar espacios donde el alumno sea quien redacte diversos tipos de textos".
a) Totalmente de acuerdo b) De acuerdo c) Indiferente d) En desacuerdo
- 3.- ¿Con qué frecuencia escribes en inglés?
a) Siempre b) A veces c) Nunca
- 4.- Cuando escribes en inglés, tú pones atención a:
a) Reglas gramaticales b) Puntuación c) Organizar las ideas
- 5.- ¿A qué crees que se deba la dificultad que tienen para escribir textos en inglés?
a) Falta de conocimiento para usar las reglas gramaticales
b) Falta de vocabulario
c) Falta de conocimiento para organizar las ideas en un párrafo
- 6.- ¿Cuál es la principal forma en que redactas textos en inglés?
a) Grupal b) Individual c) En binas d) En equipos
- 7.- ¿Qué escribes en inglés?
a) Resúmenes b) Notas c) Experiencias personales
d) Cartas e) Mensajes f) Instructivo

Appendix 10: Test based on the didactic proposal and English as a Foreign Language subject.



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DIAGNOSTIC EXAM



Student's name: _____ List Number: _____

Group: _____ Date: _____

COMPETENCY	NUMBER OF QUESTIONS	AVERAGE
<i>Listening</i>	5	
<i>Grammar</i>	5	
<i>Reading</i>	10	
<i>Speaking</i>	5	

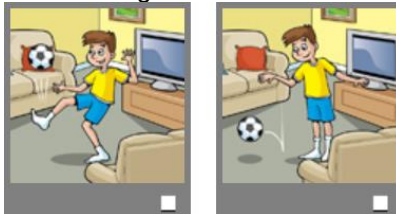
I. Listen and look at the example. Listen and choose the correct

answers.

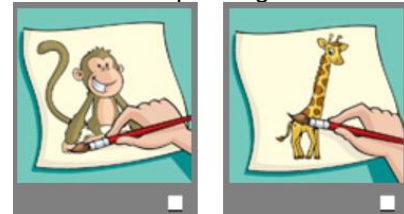
Example: What does Sam want for breakfast?



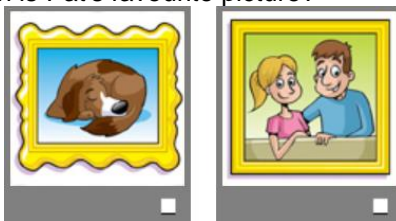
1. What's Tom doing?



3. What's Kim painting?



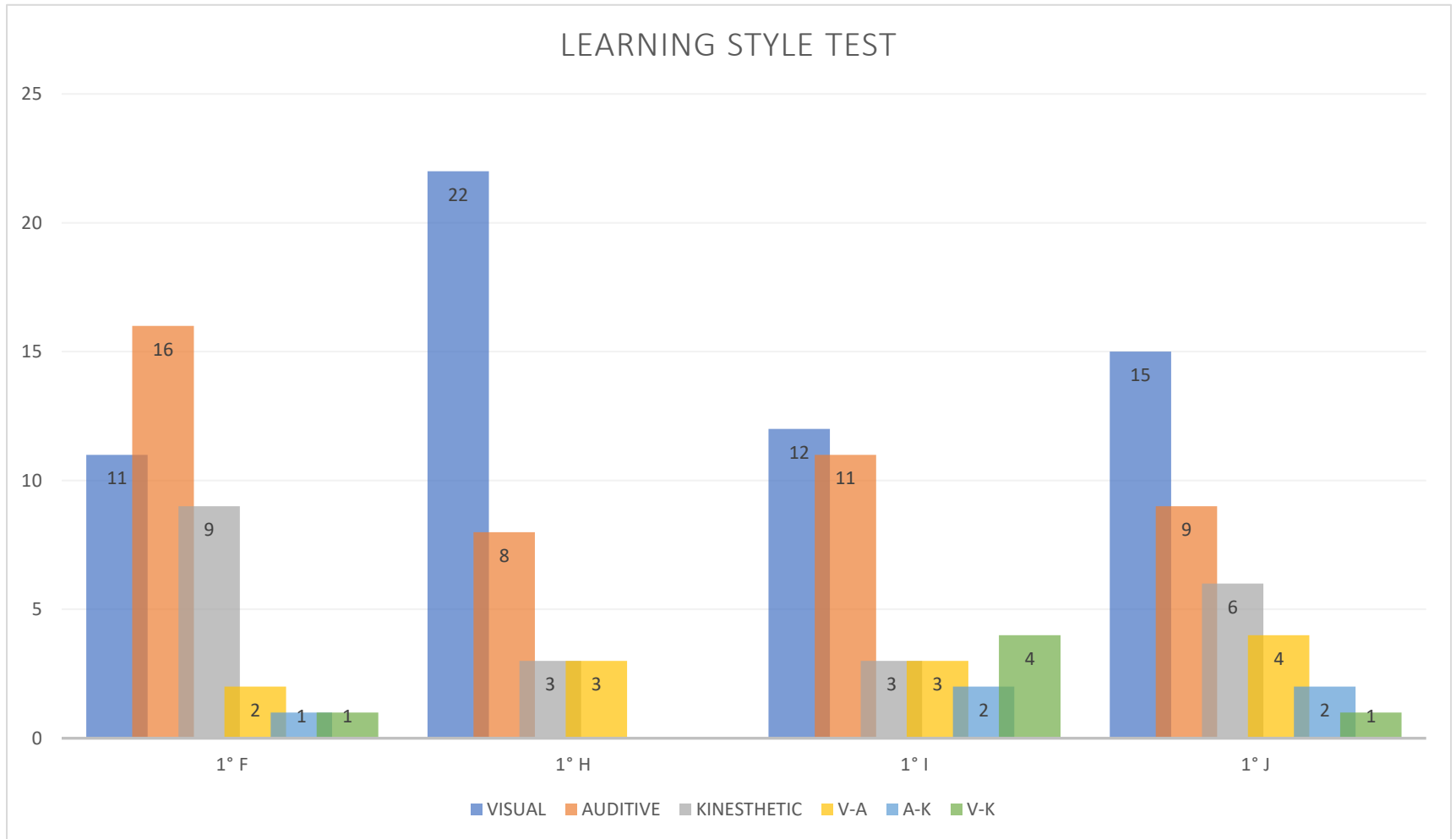
2. Which is Pat's favourite picture?



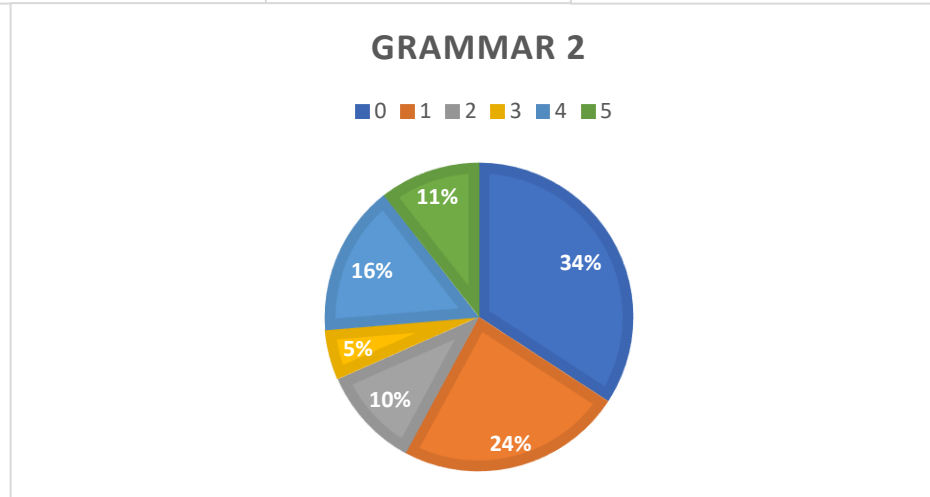
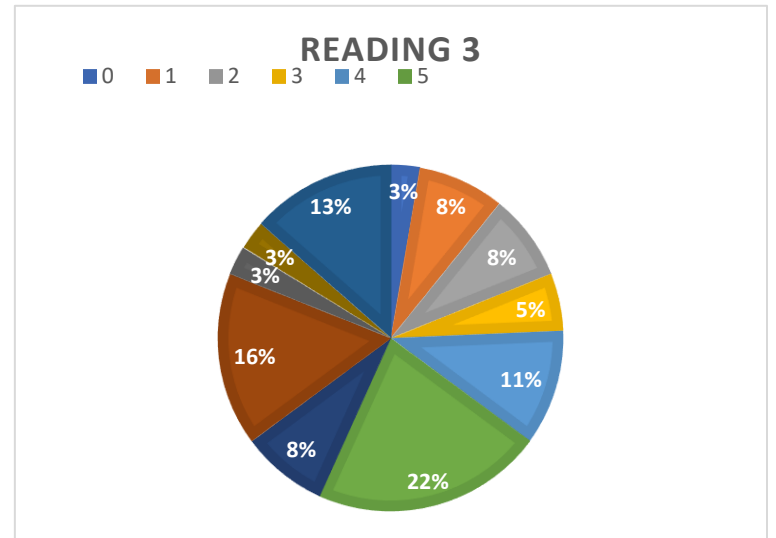
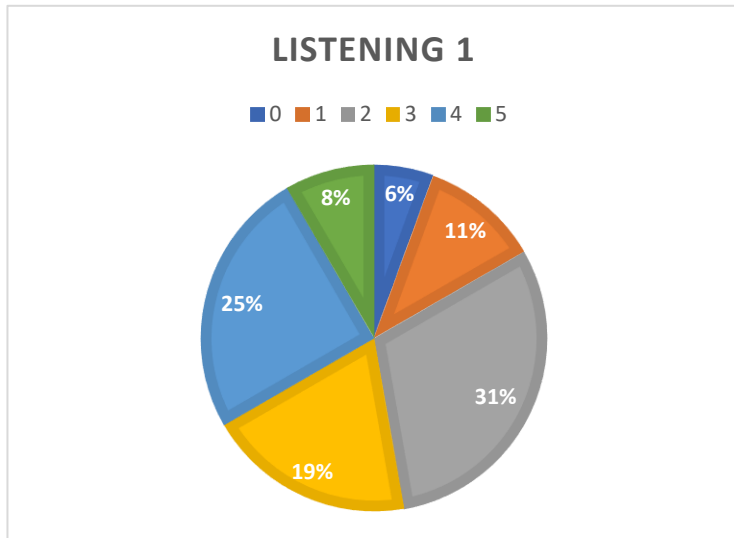
4. What's Bill cleaning?



Appendix 11: Diagnostic English language level (A1) CEFR.



Appendix 12: This graphic shows all the results of students learning styles, however I will point out 1 “H” results .

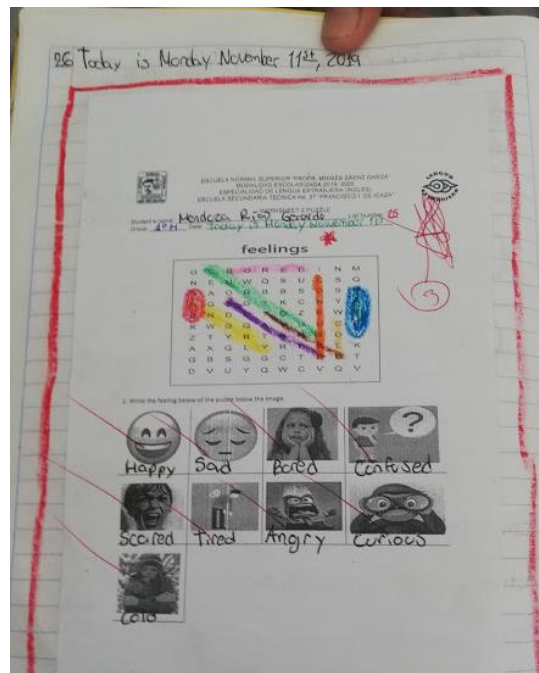


Appendix 13, 14, 15, 16: Results of 1 “H” diagnostic test.



Title: <u>Classic tales.</u>		Subject: <u> Lengua Extranjera. Inglés.</u>	Grade: 1 st	Date: <u>September 17th, 2019</u>	
Social practice: Read classic stories.					
Competence: Literary expression.					
Basic concept: Select and review classic stories.					
Linguistic objectives: Recognize textual and graphic organization.					
Stage	Environment	Time	Teacher Procedures	Students	Evaluation
Warmer	Literary and ludic	5'	-leads a mimic game to activate previous knowledge.	-go to the board and act out the word that the teacher gives students.	
Pre-reading	Literary and ludic	5'	-shows students a picture about the classic tale and asks students to predict what is the story about.	-watch the poster and say if they know the story to predict about the title of the text and make suggestions about classic tales they may know.	Continuous, students participation in communicative situations using a reflective journal.
While-reading	Literary and ludic	10'	-gives students a worksheet 6 with scrambled images to describe a story.	-order numbered the images by sequence and write below What the story about is.	Evaluation according to the worksheet 6 answered and students' notebooks.
Post-reading	Literary and ludic	10'	-asks students to select a key moment according to the pictures. -explains students some questions for the following activity and how to answer them.	-describe the key moment based on the sequence they make using the vocabulary previous learnt.	

Appendix 18 : Lesson plan based on pre-while-post teaching approach.



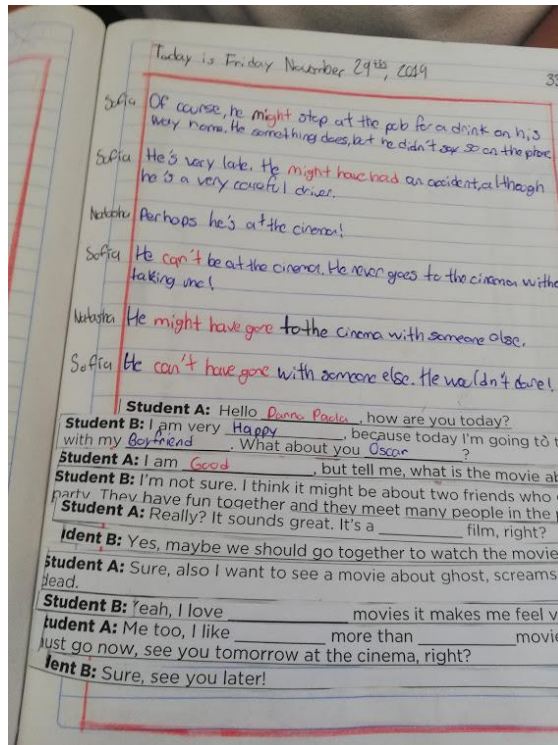
Appendix 19: Puzzle activity to reinforce vocabulary.

Instructions: Read the Linda's story. Underline her favorite food.

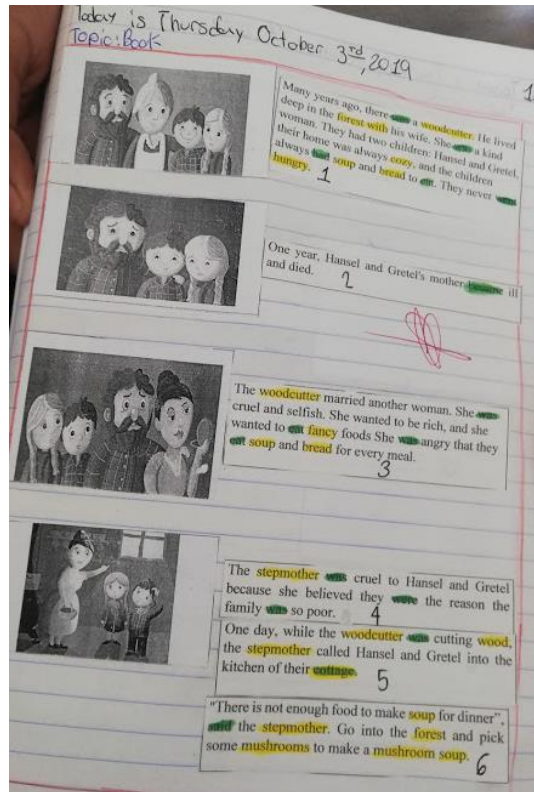
Hello, Friends!

I am Linda and I'm 16 years old, I like eating food. I like vegetables, fruits, Mexican food and American food. I like eating burgers and French fries. I like fruits like coconut, bananas and strawberries, but I don't like apples. Mexican food is my favorite because it is spicy and very tasty. I like rice and mole, but I love eating tacos.

Appendix 20: Example of reading texts that I provided students.



Appendix 21: Scrambled text on student's notebook.



Appendix : Scrambled text using pictures to match the story with the sequence.



Appendix 23: Students working into teams during post-reading stage.

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VOCABULARY WORKSHEET 5

Student's name: _____ Date: _____ List Number: _____
Group: _____

Instructions: Match the vocabulary with the pictures.

1. Cozy
2. Hungry
3. Fancy
4. Wood
5. Cottage
6. Forest
7. Mushrooms
8. Crumbs
9. Oven
10. Witch
11. Carrots

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UNSCRAMBLED PICTURES WORKSHEET 6

Student's name: _____ Date: _____ List Number: _____
Group: _____

Instructions: Watch the pictures and order the sequence of them.

Appendix 24: Authentic materials

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Student's name: _____ Date: _____ List Number: _____
Group: _____

WORKSHEET 4 PUZZLE

Movies plot

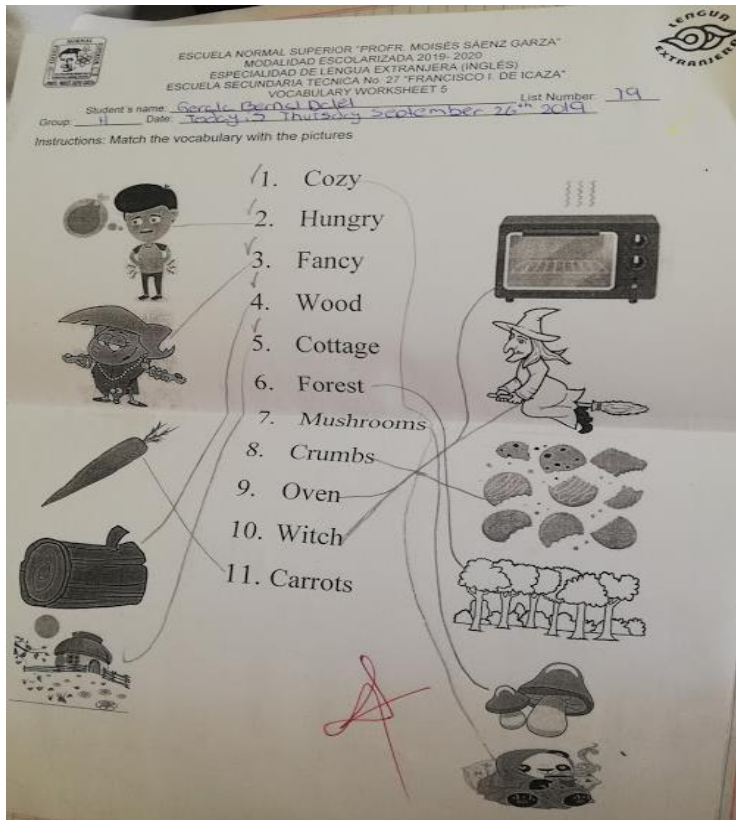
V J J B S O T T K Y G C S E I
M R E N K G O R H I D L I Q N
U S E Z G Y E N R R R E A A A
K O L E N U K C O M I C M D O
U G K N Z F D L M X F L C O S
M E L O D N A M A T I C L C C
D R I O L M D J N K D S I E D
B O N V A K T E T O R E O J R
U R E R P W S O I M N D F L D
Y R D M M M N N C C U Y B B N
N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

COMEDY
ACTION
ROMANTIC

COMEDY
HORROR
SCIENCE

Drama
MELDRAMATIC
THRILLER

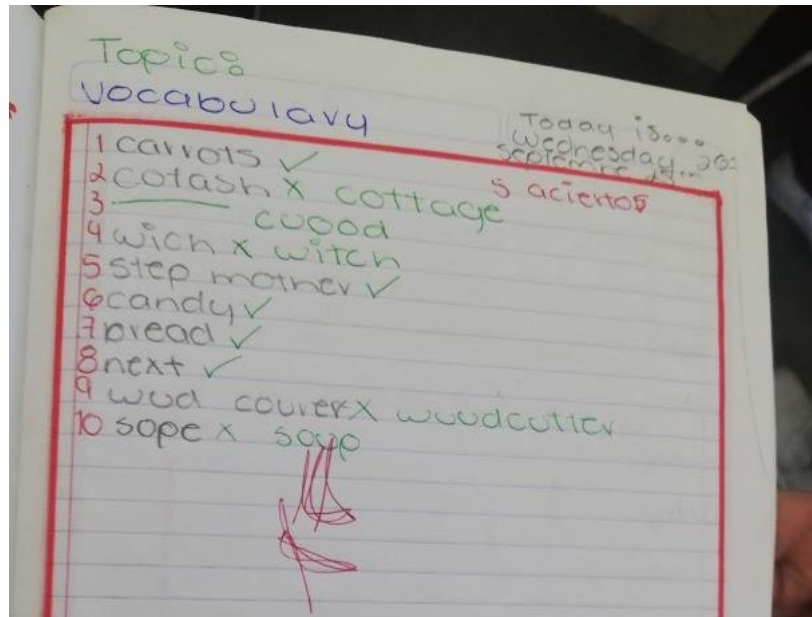
Appendix 24: Authentic materials



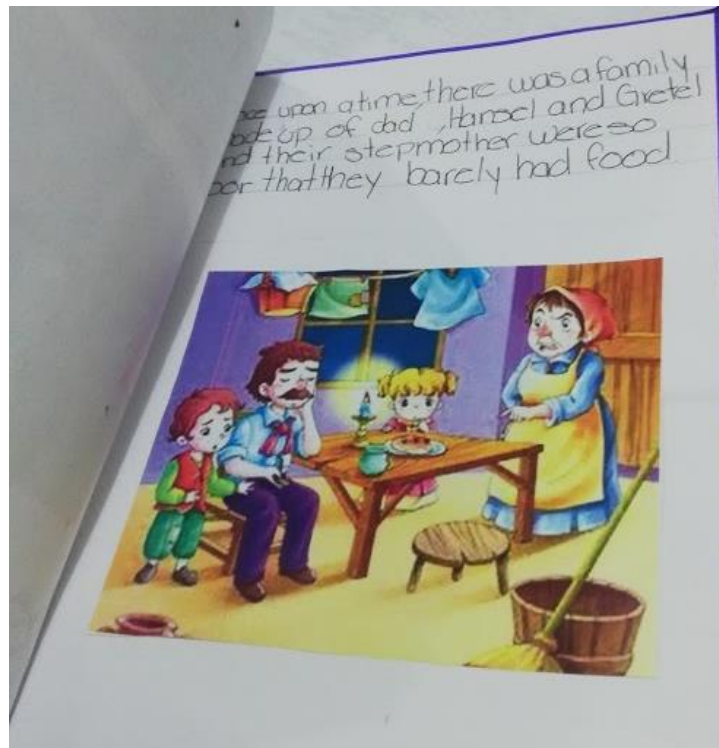
Appendix 25: Matching vocabulary



Appendix 26: Flashcards I used to lead drilling activities.



Appendix 27: Dictation activity after drilling about vocabulary



Appendix 28: Materials that students used to describe a picture or a part of the classic tale.

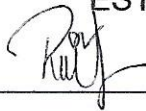


Appendix 29: Students working into teams

OBSERVACIONES:

ATENTAMENTE

ESTUDIANTE



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ÁREA DE ATENCIÓN Y OBTENCIÓN DE GRADO

MTRA. OLIVA MARIBEL PONCE MILLA



"2020. Año de Laura Méndez de Cuenca. Emblema de la Mujer Mexiquense".

ESCUELA NORMAL DE AMECAMECA

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

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

C. VALERIA RAMÍREZ FACIO
PRESENTE

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 **"PRE-WHILE-POST READING AS A TEACHING APPROACH TO PROMOTE SPOKEN EXPRESSION COMPETENCY"**, 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.





ÁREA DE ATENCIÓN Y OBTENCIÓN DE GRADO DIRECCIÓN ESCOLAR

MTRA. OLIVA MARIBEL PONCE MILLA MTRO. ALEJANDRO RODRÍGUEZ CÁRDENAS

c.c.p. Expediente del pasante

