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ESCUELA NORMAL DE AMECAMECA

ENSAYO ANALÍTICO EXPLICATIVO:

"THE USE OF DIFFERENT SPEAKING ACTIVITIES TO DEVELOP FLUENCY IN THE STUDENTS FROM THE SECOND GRADE, GROUP "C" AT THE SECONDARY SCHOOL CUITLAHUAC."

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

PRESENTA:

ANGELES CITLALLI SANTOS GÓMEZ

ASESOR:

DANIEL ROSAS REYES

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PRESENTATION

The Secondary School Number 0627 “Cuitlahuac”, C.T.T: 15EES0939U Is located on the street Avenida Tezcatpoca s / n, Colonia Culturas de Mexico, Chalco de Diaz Covarrubias, Chalco, State of Mexico. This school is public and has two shifts: morning and evening and is divided into three grades divided into five groups ("A", "B", "C", "D" Y "E").

Chapter one contains information related to the context of the school, where it is located, the community, main festivities etc. It also describes the infrastructure of the school and its operation, some problems that in my opinion could affect the teaching-learning process in high school.A fundamental part is the description of the chosen group, because it is the starting point and the beginning of this research, in this section the group in general is described, as well as some particularities, the classroom and some problems that I could observe during several days .

Chapter two contains the theory that supports the information described in this document, begins with the definition of speaking, types of speaking, the difference between fluency and accuracy, as well as activities that help students develop this skill and some assessment instruments that serve to know the performance of the students through a scale of values.

In chapter three the subject described in chapter two is contrasted with actual practice in high school, taking into account unexpected situations such as the contingency for the covid-19 that affected the school calendar and it was impossible to collect information and evidence that could verify the results obtained.

Topic

The use of different speaking activities to develop fluency in the students from the second grade, group “C” at the secondary school Cuitlahuac.

Thematic line 2

Línea temática 2. Análisis de las experiencias de enseñanza.

Purposes

Usually the teaching of the English language is based on grammar, which is why students receive the information but are not able to use it inside or outside the school, because this skill is not practiced in classes, in some cases students try to express their ideas orally, but it is hard for them to do it because it implies not only remembering vocabulary, it also implies remembering grammar rules and pronunciation; When students try to remember all of this, often have pauses while they are trying to express their ideas, get lock or confuse and in some cases decide to abandon the challenge and speak in Spanish. That is why this research will help students to use what they learn from English in high school to express themselves more clearly and fluently considering their level of language and their pleasures.

What I Know About The Topic

Speaking is a productive skill, that is difficult for the students to be developed, also students could get afraid to speak aloud because sometimes they do not know the correct pronunciation or the vocabulary and maybe their partners make fun of him or her. On the other hand, I was observing that the students of the secondary school are competitive, they enjoy playing games where they can compete with their peers.

During the semesters in the normal of Amecameca I learned some activities that could help students to develop the speaking skill and motivate them to participate in

the activities, in my chosen group there are students that know vocabulary and the structure to express their ideas but they are afraid to try it, maybe because they do not have enough time to practice that skill.

During the third semester I checked the communicative language teaching which has served as a major source of influence on language teaching practice around the world and another methodologies that involves specific activities to help students to develop speaking skill.

Questions To Be Answered

1. What does being “fluent” in a language actually mean?
2. What are the elements or characteristics of fluency?
3. What are the main problems that impede fluency?
4. Why speaking fluently could be useful for learners in the secondary school “Cuitlahuac”?
5. How to improve speaking fluency through communicative activities?
6. How to use CLT to develop fluency?
7. What kind of assessment instruments are used to evaluate fluency?
8. What are some advantages of pair and group work in the language classroom?
9. What are some limitations of pair and group work in the language classroom?
10. Attractive material could help students to develop fluency?

CHAPTER I

CONTEXT

1.1 Comunity Context

Chalco de Díaz Covarrubias is a city that is municipal seat of the surrounding municipality of Chalco. Chalco name is Nahuatl, and comes from Challi: "lake edge", and Co: "place" therefore both words together mean "on the edge of the lake.

The municipal head, bears the surname of Diaz Covarrubias, in honor of Juan Díaz Covarrubias, one of the practitioners of medicine who was heroically shot in Tacubaya in 1859. The municipality, which has an area of 234.72 km², had a population of 310,130 inhabitants at the (INEGI, 2010, p345) census of which are 151402 are men and 158727 are women, all those habitants are distributed in thirteen towns:

- La Calendaria Tlapala
- San Gregorio Cuauzingo
- San Marcos Hixtoco
- San Juan and San Pedro Tezompa
- San Pablo Atlazlapan
- San Lorenzo Chimalpa
- Santa Maria Huexoculco
- San Mateo Tezoquipan
- San Mateo Huitzilzingo
- San Lucas Amalinalco
- San Martin Cuautlalpan
- San Martin Xico Nuevo

Chalco is located east of the State of Mexico. The municipality has as its head the city of Chalco, bordering with the municipalities Ixtapaluca, Cocotitlán, Temamatla, Tenango del Aire, Tlalmanalco, Juchitepec, Chalco Solidaridad Valley and Mexico City. It has three types of orographic relief, valleys, mountains and small plateaus. There are two rivers that cross the municipality that are: The Asunción River and the Ameca River being currently open-air drainage roads which makes them the focus of environmental deterioration. The presence of deep drinking water wells is also reported.

It is precisely with the limits of Cocotitlán, Tlapala and San Gregorio Cuautzingo in the part of the valley, is the housing unit of Los Alamos belonging to Chalco a very colorful area where more than 2000 inhabitants reside. These lands that were cultivated until 10 years ago are now converted into one of the housing units belonging to Chalco

1.1.1 Population

In Culturas De Mexico live around 21,000 people in 5,180 houses, being one of the most populous colonies in the State of Mexico. 1,477 people are counted per km2, with an average age of 24 years and an average schooling of 8 years. Of the 30,000 people who live in Culturas De Mexico, 7,000 are under 14 and 7,000 are between 15 and 29 years old. When the highest age ranges are analyzed, 8,000 people between the ages of 30 and 59, and 1,100 individuals over 60 years are counted.

During the contextualization day and the first day of intervention I had interviews with some teachers who work in the Cuitlahuac secondary school and students of the institution, with whom I could realize that the area where the school is located is unsafe and usually the inhabitants they suffer assaults, in the same way the students are vulnerable to falling into addictions since it is easy to have access to these substances; This insecurity is not only lived outside of school, there are also some acts of vandalism in high school such as robberies, they are not frequent but the whole community takes precautions to avoid being affected.

1.1.2 Education

The municipality has 65 pre-school schools, 78 primary schools and 48 secondary schools. In the upper middle level, it has 12 preparatory and technical education schools, as well as a School of Arts and Crafts sponsored by the INEA, as well as 3 public institutions of Higher Education; There is also the Chalco headquarters of the Higher Institute of Education Sciences of the State of Mexico, ISCEEM, which provides postgraduate education.

1.1.3 TRADITIONS AND CUSTOMS

The religious festivals are of great importance in the town, both in the capital and in the villages, the day dedicated to one of their patrons is celebrated. These festivities are celebrated with sumptuousness can not miss the traditional mole, tamales, carnitas and wine; In addition, processions, pyrotechnic games and jaripeos are performed with the presence of wind bands.

These days the churches or cathedrals are crowded because a solemn mass is offered to which people are accustomed to go, although, when it falls during the week, it is done on Saturday or Sunday.

The main festival of Chalco takes place on July 25, the day in which Santiago Apóstol is venerated, on Sundays prior to this great festival, tours are made with the image of the Patron Saint through the towns near the center; including one at night where you can see the streets adorned with festoons, artistic carpets of painted sawdust and alfalfa forming figures, pyrotechnic games and band music.

In recent years this religious festival has been accompanied by a large trade fair where stores that sell all kinds of merchandise, typical foods, Mexican snacks, alcoholic beverages and of course mechanical games are installed, as well as sports and cultural social events.

The main festivities are:

- La Candelaria Tlapala 2 de febrero "La Candelaria"
- San Gregorio Cuauzingo 12 de marzo "San Gregorio Magno"
- San Marcos Huixtoco 23,24 y 25 de abril "San Marcos"
- San Juan y San Pedro Tezompa 24 de junio "San Juan"
- San Pablo Atlazalpan 29 de junio "San Pedro y San Pablo"
- Chalco de Díaz Covarrubias (cabecera) 25 de julio "Santiago Apóstol"
- San Lorenzo Chimalpa 10 de agosto "San Lorenzo"
- Santa María Huexoculco 15 de agosto "La Asunción de María"

- San Mateo Tezoquipan 21 de septiembre "San Mateo"
- San Mateo Huitzilzingo 21 de septiembre "San Mateo"
- San Lucas Amalinalco 18 de octubre "San Lucas"
- San Martín Cuautlalpan 11 de noviembre "San Martín Obispo"
- San Martín Xico Nuevo 11 de noviembre "San Martín Caballero"
- Santa Catarina Ayotzingo 25 de noviembre "Santa Catarina Mártir"

1.1.4 Economy Activity and Resources

The most important economic activity in Chalco is the commerce, there is a mall, clthes shop, shoe store, restaurants, markets and groceries; 38.05% of the inhabitants (more than 12 years) are economically active (52.18% of the men, and 24.95% of the women).

In Chalco de Díaz Covarrubias there are 48710 homes; Of these, 99.37% have electricity, 96.56% have piped water, 99.35% have toilet or toilet, 86.58% radio, 96.86% television, 79.16% refrigerator, 66.87% washing machine, 32.35% automobile, 25.89% personal computer, 51.85% landline, 68.17% cell phone, and 17.60% Internet.

1.2 SCHOOL CONTEXT

1.2.1 School Description

The Secondary School Number 0627 “Cuitlahuac”, C.T.T:15EES0939U Is located in the street Avenida Tezcatpoca s/n, Colonia Culturas de Mexico, Chalco de Diaz Covarrubias, Chalco, Estado de México. This school is public and has two shifts: morning and evening and is divided into three grades divided into five groups ("A", "B", "C", "D" Y "E").

An important aspect that I could observe is that few parents accompany their children to school in the mornings, most arrive alone or with a group of friends, most of them arrive on foot, however there are some who arrive at the school in public transport as a van or truck; at the entrance there are several food vendors such as hot cakes, sandwich, juices, etc. However, these products are only consumed by students who go to their parents' companions, others prefer to buy food inside the school until the break time, In addition to eating food inside the classroom, it is forbidden to go I have already had breakfast from home, which I doubt because in some classes I have heard the students say that they are hungry or have not had breakfast.

An activity that really caught my attention and that I liked a lot was that the high school principal usually welcomes his students on the first day of school, he and all the teachers wait for the students at the entrance of the school to Receive them and say good morning. I had never seen anything like that, but I could see that new students felt motivated and even helped them to have less nerves, the power of a smile in the morning or a "good morning" can make someone's day better.

The work environment at the secondary is pleasant, most teachers have a cordial relationship and apparently work together to help students in their academic performance, in the same way each teacher is dedicated to doing the activities that correspond to him or her, unlike some other schools where the teachers leave the group alone to go with their classmates to talk or eat at the cafeteria of the school, in the secondary school cuitlahuac no group is left alone, I have observed that teachers are responsible and professional, they fulfill the function they have, as well as the other members of the school.

When talking with some teachers about the students of the school, they could give us some references regarding the context of both the school and the students, it was a surprise to learn that some students have delicate problems such as drug addiction, family disintegration, domestic violence, poverty, illicit work, etc.

Even some teachers shared their experiences in dealing with these students and how they handled some situations; This information was very helpful, since these problems students face are reflected in their attitude and academic performance, and

these experiences will be of great help not only during my stay at this school, but throughout my career as a teacher.

1.2.2 Facilities

The gutter school with fifteen classrooms, sports areas, a playground or civic plaza, a teacher's room, a principal's office, an assistant principal's office, a computer lab, a science lab, a library, a snack bar , four sanitary modules and the necessary services for this source as electricity, water and drainage, the only service that it does not have is internet, however this is not an impediment for the students to work activities in the computer center.

Each classroom has enough seats for each student and for the teacher, there are no extra seats, which I think is very functional because there are no seats that hinder the classroom space; some classrooms have a screen, which teachers can use as a support material for teaching, however it is a bit difficult to access them, since the school staff is responsible for installing and uninstalling the equipment, This requires time and disposition of the person in charge of this function.

The school also has a projector, which you can use to project videos in class, however it is of poor quality and does not clearly project in classrooms that do not have curtains, so the use of this projector is also limited and not very functional .

The total number of students is six hundred forty-five students. The teacher's community is formed by forty teachers, five of the are assessors, three secretaries (one for each grade) and a computer technician.

1.2.3 Problems in the School

An important problem that I could detect in the classrooms of Cuitlahuac secondary school is that several of the classrooms have leaks, this affects since the water leaks

and wet the benches or causes puddles of water in the classrooms, causing the students not to sit on the benches or they cannot place their backpacks on the floor.

Another problem is the unpunctuality of some students. Classes start every day at 7:10 a.m. and even though they close the school door at 7:00 a.m. students enter the parking lot after the allowed time without penalty, which causes interruptions in the first 15 minutes of the first classes.

Talking of the time of entrance to the secondary school, I could also observe that the students can wear extra clothes to the uniform such as jackets and shirts that are different of de uniform or wear the incomplete uniform and this does not cause any sanction, this catches my attention since in other secondary schools where I have been, check that students comply with the full uniform minimally.

It seems to me that the distribution of some classrooms could be better used, since the school does not have a special room or workshop for the English subject, however there are two winged free spaces in the library that have the function of wineries, maybe they could take better advantage of the benefit of the students.

Another problem that I could observe during the contextualization was the lack of interest on the part of most parents in matters related to their children, there was even a problem of pediculosis in high school students, as a result of family neglect and lack of hygiene in some students. "Parental involvement, in almost any form, produces measurable gains in student achievement" (Dixon, 1992, p. 16). The concept of parental involvement with the student and the school is a vital one and can produce great rewards for all concerned.

However, it has been found that schools do not always know what the term parental involvement really means (Vandergrift & Greene, 1992). According to Vandergrift and Greene, there are two key elements that work together to make up the concept of parental involvement. One of these is a level of commitment to parental support. This includes such things as encouraging the student, being sympathetic, reassuring, and understanding. The other element needed is a level of parental activity and participation, such as doing

something that is observable. "This combination of level of commitment and active participation is what makes an involved parent" (Vandergrift & Greene, p. 57).

1.3 Group Profile

The second grade group "C" is made up of forty-three students, of which twenty-two are women and twenty-one men.

I decided to choose this group since at the beginning I got the attention that most of the teachers gave me good references of that group, however after the day of contextualization I could see that the students of this group usually speak in class, however they worked and the activities ended; With the passage of time I could realize that some students of this group have a greater facility to express themselves in the English language, but their performance in class is not the best.

In my opinion, students tend to be easily distracted, therefore they do not pay attention to the instructions or the teacher's explanations and as a result the students do not work in class because they do not know what to do or how to do it even though the teacher repeats two or three times the instructions or the content.

The group works slowly and usually the classes have several interruptions and attention calls, I would like to know the reason why I change from being a responsible group to a group with attitudinal and academic problems and then help them exploit the potential they have to develop the speaking ability

The group has some students who have a better level of language, and on occasions they trust and decide not to pay attention in class; On the other hand, teamwork could be very helpful, since those with a better level of language help those who find it a little harder to get the job done.

The way the students are sitting makes the work a bit difficult since the students are sitting with their friends, there are even a couple who sit together, they talk a lot in class,

they are distracted and not only interrupt the class, but also they distract their classmates generating more disorder.

The classroom where the second grade group "C" is located, unlike other classrooms, does not have a screen in their classroom and in my opinion the space is a little smaller, sometimes it is difficult to walk between the rows; the classroom is located in the back of the school, next to the soccer fields, when the grass grows on the fields the staff uses a clipper to cut the grass and it takes several days, the sound of the clipper still more to the students and it is difficult to listen well, in addition the classroom is partially close to the school cooperative and sometimes you can perceive the smell of the food they prepare, thus being another distraction for the students.

1.3.1 Placement Test Results

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

The Straightforward test has 50 questions, each worth one point. The first 40 are grammar questions and the final 10 are vocabulary questions. The conversion chart below has been designed to assist you in making your decision but please note, however, that these bandings are a guide; This test can also be used to diagnose the grammar of the Beginner level that your students need clarification on.

When I applied the placement test in this group, I could see that some finished very quickly but this was not because they had a high level of English, but because they did not know most of the answers and they only answered it quickly without paying attention to the questions and indications.

According to the results obtained in the exam, all students of the second grade, group "C" are located in "beginners", however there is a variation from six hits to less than

twenty hits. Comparing the results obtained with the other groups (second grade group "B", second grade group "D" and second grade group "E") the second grade group "C" was the lowest percentage of the four groups.

Another important fact that I could observe in the results of the placement test was that most of them were correct in the "vocabulary" part but in grammatical questions or the use of language they had basic errors that are seen from the first sessions in first of secondary.

1.3.2 Speaking Presentation Results

During the first month of practice, I decided that the students presented the final product through an exhibition, because I wanted to know how they used the vocabulary, their attitude during the presentation, the fluency, the interaction with their classmates, etc.

I was very surprised by this group, because although they had some difficulties in making their final product, all the teams went on to exhibit, some students cost a lot of work, however they tried and it seems like a good way to start.

I could also see that in this group there are four or five students who express themselves with a better level, make good use of the vocabulary and know phrases that are usually used when a pre-presentation is done, and these students helped the other members of their teams to make a good presentation of the work, were the guides of the team.

In my opinion the group is good and has good elements, it is only necessary to guide them well and use strategies that help them pay more attention, since the experience I had with this group was that although they worked slowly and I had to constantly monitor the work , check that they worked and help them in some aspects, the presentations were not all bad.

This activity also helped me to observe that the group is not motivated to carry out quality work or do not use creativity, since in some other groups the students even carried models for their presentations to exemplify their subject a bit more (this surprised me a lot, since I did not ask them to do extra models to the work that was done in class) however I found that this type of extra work they did, helped to capture the attention of their classmates and better understand the subject they were presenting.

CHAPTER

II

THEORY

2.1 Speaking

There are many definitions of speaking according to experts. Harmer (2007:284) explains speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language “on the spot” while Quianthy (1990:7) defines speaking as the process of transmitting ideas and information orally in variety of situations.

Nunan (in Kayi, 2006:1) defines speaking as the use of language quickly and confidently with few unnatural pauses, which is called as fluency. Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts. (Chaney, 1998:13) Therefore, the researcher concludes that speaking is the ability to produce the language and share their ideas using the knowledge of language features, in my opinion this skill is difficult for English learners because you need to know vocabulary, grammar rules, pronunciation, etc. to start to speak English.

Most of the students of the secondary school “cuitlahuac” have difficulties to speak in English because they are not able to do it yet, however there are others that are studying English in a course and they have more elements that help them to share their ideas in class.

2.1.1Types of Speaking

Nunan (in Brown, 2001:250) writes that generally there are two types of spoken language, as follow:

A) Monologue: Brown states that monologue is the speaking where one speaker uses spoken language for any length of time, such as in speeches, lectures, readings, news broadcasts, and the like, then the listener have to process the information without interruption and the speech will go on whether or not the listeners comprehends what the speaker says.

B) Dialogue It is different with monologue; Nunan says that dialogue is the speaking that involves two or more speakers. The interruption may happen in the speech when the interlocutor does not comprehend what the speaker says. Like Nunan, according to Harmer (2007:343) finally, we might make a difference among speaking, that is planned (such as lecture or weeding speech) and speaking that is unplanned, such as a conversation that takes place spontaneously.

The purpose of teaching English for Basic Education is for students to obtain the necessary knowledge to participate in oral and written social language practices with native and non-native English speakers through specific competences. English proficiency goes beyond simple exercise, exposure to this language and the passage of time, since it requires a series of individual and collective experiences that involve various ways of participating in oral exchanges, reading and writing texts, that is why I think that it is important to use and work with activities that could help to develop these two types of speaking.

The first type of speaking could help the students to prepare speeches, they would have time to think about what they are going to say and how they are going to say it, in the end they will feel more confident because they had enough time to prepare what they are going to say , besides that they will not be interrupted during their speech and can express themselves with greater freedom. On the other hand, the second type of speaking could help students develop the specific competencies necessary to be able to participate in oral exchanges and to achieve the main purpose of teaching English for Basic Education.

2.1.2 Principles of Teaching Speaking

We know that English is a foreign language in Mexico. Therefore there are some principles that teacher should comprehend to make students easier to learn English. According to Finocchiaro (1974:18) there are a handful of principles in teaching language through speaking to the students as follow:

A) Language items should be taught to the students in situations which will clarify their meaning. The essential features of sound, structure, words, and the arrangements of these in the utterances of language used should be given clearly. In my opinion, students need a model to understand what the teacher is explaining, so in each class I try to give them the possible examples so that the information is clear, and the students understand better.

B) Good pronunciation should be shown to the students correctly, so that they can differentiate each word and the meaning well when they produce the language in their speaking. Students find it very difficult to pronounce certain words in English, however if the teacher uses them in the classroom constantly, it will give students the opportunity to listen to the pronunciation and practice it, thus helping to improve the pronunciation of the words. students.

On the other hand, if the teacher does not prepare his speech and is not clear in the instructions, it can create conflict, since the students will be confused and instead of helping the language learning, it will be an obstacle for it.

C) In addition to the sound system, learners must be taught the structure system of the language. It can be applied by giving numerous examples; learners must be given comprehension into word order, inflection, derivation, and into the other meaningful features in English. For instance the teacher can give some sentences that use the same root by using different pattern, and then the students are expected to be curious about the meaning which can be finding by observing, asking, and finally they will be getting the answer by themselves.

Personally, I use the previous knowledge of the students to teach a new topic, as well as giving them clues so that they can infer the result and I have noticed that active students find it attractive, in the same way teaching grammar on occasions is boring, but if I use different colors for each part of the sentence the students

quickly identify the elements and facilitate both the understanding and the taking of notes, it seems important to me to use strategies so that the students can remember the structure system of the language and so they they can use it when they are speaking.

D) The essential of language learning through speaking is improving the ability to ask, answer questions, make statements and response appropriately. Speaking is different with writing, so the way to response the question will be different too. Finocchiaro (1974:20) states that the way to response a question in speaking is usually simple, while writing is using a complete and correct order sentence to response a question.

Students find easier to answer questions in writing, because they may have more time to think and look for appropriate vocabulary to answer, instead if I ask them to answer orally they can start well in English but in the end they end up saying their ideas in Spanish.

E) Confirming comprehension of the students. It can be solved by using some steps to teach speaking. First, select the material for intensive “active” presentation. It aims to make students interest to participate in speaking class enthusiastically. Second, grade it according to its complexity. Giving the material from the easiest to the difficult one. Good arrangement is always making students easier to understand. Third, order it according criteria of frequency of use. Fourth, arrange the model utterances in a way which will permit students to observe the repetitive features so that the principal rule can be understood.

After any activity it is important to verify that the exercises or the answers are correct, since if this review is not done, the students can keep that wrong information and when the teacher evaluates the knowledge, the student will respond with that information. Personally, I have a hard time verifying that all students have the correct answers or information because there are many students and time is limited, I have to look for strategies that help me do this collective review

so that it takes less time and The students have the correct information so that they can consult it later or clarify doubts.

F) Learning speaking is not similar with writing. Therefore learn and practice the language through speaking also will be different. In spoken language, we do not only need the competence to master and understand the language, we also need to learn culture, gestures, and the expressions which give added meaning to the words or sentences. An intonation pattern can also show the feeling of the speaker. It may express some kinds of expression, like as show the anger, happiness, sadness, and etc.

2.1.3 The Teacher's Role

The teacher needs to play a number of different roles during students' speaking activity to get students to speak fluently and help them to face the problems they can find during the process. These are the following roles of teacher as stated by Harmer (2007: 347-348):

A) Prompter: As a prompter, teacher should help the students who has no ideas or cannot think of what they will say or on the other hand they lose the fluency that we expect of them to have. It can be solved by offering discrete suggestions without troubling the discussion or making students out of role. In this part it is important that the teacher arouses the interest of students or make the subject and content attractive to them according to their age and preferences.

It is important that teachers monitor the classroom, because they can observe the work of the students, help to solve doubts, give suggestions and without a doubt, the students do a better job, in the same way the students understand better and pay more attention In class if we use attractive things for them, I not only talk about visuals like flash cards or posters, but also if we use examples related to things they see, or like, like super heroes, music, stories, etc.

B) Participant: As a participant, teacher may want to participate in discussion or role-plays themselves. However, in such positions the teacher has to be careful that he does not participate too much. In addition, teacher should be a good animator when asking students to produce language. It can be achieved by setting up an activity clearly and enthusiastically.

Thus, interest class could be made easily. I also think that the teacher can not ask to the students to speak in English if he o she does not do it, in my opinion the teacher is the first model for the students, he or she has to promote and take part of this process. I also think that the teacher should be prudent with their participation since it can make students nervous and they may lose confidence to continue speaking, as well as speaking clearly and with an easy vocabulary for the students since if the students do not understand the Teacher involvement can be confusing and could also cause students to no longer produce language.

C) Feedback Provider: As a feedback provider, a teacher has the ability to consider the effect of possible different approaches carefully. Giving over-correction to students‟ mistake may inhibit them to speak but kind-correction may get students out of difficult misunderstanding and hesitations. Everything depends on teacher‟s policy and the appropriateness of teacher‟s feedback in particular situations.

However, giving feedback in the end of the activity is vital. It aims to clarify the content of the activity as well as the language used. In this part I could observe that the students feel more confident if the first time the teacher is not too strict talking about the pronunciation, maybe after some classes the teacher can start to correct the pronunciation of some words that the students will use in class such as “classroom language” an so on.

As I already mentioned, it seems to me that it is important to check that the students have the correct information, either in the notes or in the exercises that are done in class, since this could help them solve their doubts or study the information to some exam, sometimes it is difficult to correct or comment on all students but we must look for strategies to do so.

2.1.4 Factors in Teaching Speaking

1.The students: This fact needs to be underlined, that, the students and the community in which he lives are central to the learning process. Students" prior knowledge is one of factors that give big impact in teaching learning process especially if students have had contact with the language before, or if it is their first time learning the language . There are also many questions that should be answered by the teacher because of their impacts, such as: whether they prefer to learn language through games, song, movie, picture or etc?. Are there wide differences among the students in the class? And how can the teacher treats the bright students and the weaker one? Those questions should be considered when the teacher teaches speaking.

I have observed that if we take into account the previous knowledge of the students, the new learning will be easier to acquire and is more attractive to the students, it is important that we take into account the characteristics of the students or the group in general to select the activities that we are going to do to teach a new content, there are groups where students prefer to work with crafts, others with games, etc.

In my case I have groups that are active and others that are more passive, and I have to modify the way I carry out the activities with each group so that they can not only carry out the activities, but also learn and help them develop skills, it is true that I do not Different activities can be done for each student, but if it is important to work the activities differently for each group, attending to their needs, interests and abilities, it will be easier to attend to special cases in each group.

Regarding the outstanding students and those who are a little behind, it has cost me a little more work since in each classroom there are at least two students who are the first to finish the work, for them I have decided to work through extra participations, if they do another activity or if they help their laggards they get extra participations as a reward.

2.The school and community: Good speaking is often influenced by good drilling. More practice is better than only learn from theory. By often practicing, the students are expected to be able to speak English fluently. The length of English program, various curriculum, good facilities in the school, the existence of instructional material and testing program are also maintain the ability of students. The other consideration comes from the community.

English environment is very needed by students to learn spoken language. Related with community, the concerns are about the large number of community, the existence of facilities, kinds of community whether it is rural or urban community, and people who are able to be requested to speak English. It is very important that students have a good context for them to learn, however the reality of many schools and many students is that in many occasions there are not enough resources to have a quality education; At present there are many useful resources for teaching and learning English, however, some schools are not qualified to have this type of technology, such as computers, internet, etc.

Sometimes the context can also determine the attitude that students have towards learning a new language, many times students think that learning a new language is not important or relevant for their future plans, or conversely students see a opportunity to start working on their future, if they want to study a career, if they want to travel, even if their favorite artist speaks in English they see a motivation to learn the language.

Although the “Cuitlahuac” school is part of an urban community, it does not have many resources to help students learn a second language, in the same way the context where the school is located is a bit insecure and some students They have serious problems at home, this makes learning in school a bit more difficult

3.Teacher: should be able to make students active. The most important thing from teacher is his or her role in process of teaching and learning. The best role is called as facilitator. The teacher only needs to present the theory well then

asks them to practice more. Make various patterns in process of teaching and learning grows their enthusiasm.

That is why teacher preparation is an important part, because if the teacher, in addition to having the necessary knowledge to teach English, is prepared to facilitate this process, students will have the opportunity to easily learn a second language. However that is not everything, I have observed that the teacher's attitude towards the language and the class he teaches is essential for some students, since the teacher can spread to the students enthusiasm and curiosity to learn the English language.

2.1.5 The Purpose of Encouraging Students To Do Speaking Task

According to Harmer (2001:87) there are three basic reasons why giving speaking task is a good idea because it provokes them to use all and any language at their understanding.

1.Rehearsal: Rehearsal is a way for students to „get the feel" of communicating in the foreign language like as real. It can be done by getting students to have a free discussion in the outside classroom, such as let them to take part in a role-play at an airport check-in desk, allows them to rehearse such a real-life event in the safety of the classroom.

2.Feedback: Teachers can see how well their class is doing and what language problems they are having (that is a good reason for „boomerang" lessons) by giving feedback. Students can also see how easy they find a particular kind of speaking and what they need to do improve. Speaking activities can give them enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study.

3.Engagement: Good speaking activities can and should be highly motivating. It can be done if the students are participating fully and if the teacher has set up the activity properly. Then, it can give understanding and useful feedback; they will

get great satisfaction from it. Many speaking tasks (role-playing, discussion, problem-solving etc) are intrinsically enjoyable in themselves.

2.2 Fluency

Hedge (2000) defines it as the ability to respond coherently within the turn of conversation, to link the words and phrases of the questions, to pronounce the sounds clearly with appropriate stress and intonation and to all these quickly in 'real time' (Johnson ,1979). And it is called 'fluency'. Hedge (2000) also includes fluency as a component of communicative competence. In the classroom, particularly grammatical errors are tolerated during fluency-based activities. However, it does not mean that CLT does not aim for a high standard of formal correctness. According to Larsen-Freeman (2000), the teacher will note the errors during fluency activities and return to the learners later with an accuracy based activity.

Fluency is the flow and efficiency with which you express your ideas, particularly when speaking. A few grammar mistakes may appear here and there in the explanation, but it should be delivered in a way that is easy to understand and shows how comfortable you are with the language.

In an academic or even professional setting, this is one of the skills to focus on for an oral presentation or debate. The way you explain your topic or prove your point – smooth, clear and concise without too many pauses or hesitations – is as important as the content of your presentation. Outside of the classroom, fluency can help you socialize with native English speakers and avoid misunderstandings.

To improve your fluency in English, practice speaking every day by engaging in a conversation with someone. Every now and then, throw in the new word or phrase you have just learned. But remember, don't let the fear of making grammar mistakes hold you back.

2.2.1 Accuracy

Accuracy, on the other hand, demonstrates your ability to use the necessary vocabulary, grammar and punctuation correctly, such as verb forms (past tense, present tense, and so on), articles (a, an, the) and prepositions (in, on, from, at).

This skill is particularly important for written assignments at university, such as essays and lab reports. It is also an absolute necessity in the work place, where an email or report that is riddled with grammar or punctuation mistakes may be viewed as unprofessional.

Aside from taking a course, one very easy way to improve your accuracy in English is to read any type of English material on a daily basis. Whether it's a novel, a non-fiction book, a newspaper or magazine, reading is an easy yet effective way for you to absorb the nuances of English grammar and punctuation.

2.2.2 Types of fluency

According to Wolfe-Quintero there are four commonly discussed types of fluency: reading fluency, oral fluency, oral-reading fluency, and written or compositional fluency. These types of fluency are interrelated, but do not necessarily develop in tandem or linearly. One may develop fluency in certain type(s) and be less fluent or nonfluent in others.

Reading fluency refers to the link between the recognition of words while reading and reading comprehension, which manifests itself in the speed and accuracy that one is able to read text. Research on reading fluency aligns concepts of accuracy, automaticity, and prosody. To achieve reading fluency, readers must have knowledge of the content of the language as well as the vocabulary being used. Interventions designed to help children learn to read fluently generally include some form of repeated reading, but this process may differ for children with learning disabilities, who may struggle with reading fluency.

During the intervention days I have worked with the students with reading fluency as a support to develop oral fluency, in each intervention day we work with at least one reading related to the topic to be developed; To work with readings, it is necessary for the teacher to correctly select the material to use, since it must be according to the level of English that the students have, it must be attractive to the students and it must help to fulfill a purpose.

The readings were worked with the pre, pra, pro approach, where at the beginning an introduction to reading was made and vocabulary or key words that could help students to understand the text were revised, in development the students read the text aloud, thus developing fluency in reading, and at the end there was an activity on reading comprehension, in which students answered questionnaires about reading and discussed the group response.

Oral fluency or speaking fluency is a measurement both of production and reception of speech, as a fluent speaker must be able to understand and respond to others in conversation. Spoken language is typically characterized by seemingly non-fluent qualities (e.g., fragmentation, pauses, false starts, hesitation, repetition) because of 'task stress.' How orally fluent one is can therefore be understood in terms of perception, and whether these qualities of speech can be perceived as expected and natural (i.e., fluent) or unusual and problematic (i.e., non-fluent).

During the intervention sessions, the students have worked with oral fluency through individual, couple and team presentations where it has been possible to notice apparently non-fluent qualities, for example: fragmentation, breaks, false starts, hesitation, repetition, etc. Usually these types of qualities appeared frequently in the first oral presentations, perhaps because the students had not had such an experience, however, in my opinion, they were improving their oral presentations with the practice and reflection of their past oral presentations.

Oral reading fluency is sometimes distinguished from oral fluency. Oral reading fluency refers to the ability to read words accurately and quickly while using good vocal expression and phrasing. Oral reading fluency is often linked to Schreiber's Theory of

Prosody, which places importance on the tone, rhythm, and expressiveness of speech. As I mentioned before, I have worked with the students with reading fluency as a support to develop oral fluency, however at the beginning the students read as they could and tried not to correct them so that they did not feel bad and then they no longer wanted to participate, after the corrections on intonation and pronunciation of the words began to be noticed little by little with words that were used in the classroom frequently, thus helping the fluency of the students when they read aloud, in this way the students did not They felt bad and continued with the same enthusiasm to participate in reading aloud.

Written or compositional fluency can be measured in a variety of ways. Researchers have measured by length of the composition (especially under timed conditions), words produced per minute, sentence length, or words per clause. Ratio measures (e.g., words per clause, words per sentence, and words per error-free sentence) have historically been most valid and reliable; This type of fluency was not worked with the students of the "Cuitlahuac" secondary school, since in my opinion this type of fluency was not very related to the other types of fluency.

2.2.3 Factors that Cause Speaking difficulties to EFL Learners

Zhang (2009) argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English.According to Ur (1996), there are many factors that cause difficulty in speaking, and they areas follows:

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

2.Nothing to say. Students have no motive to express themselves.

3.Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.

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

I agree with the author since I have observed that the students are worried about making mistakes, either in pronunciation or grammar, they fear criticism from their classmates or they make fun of them for not knowing how to pronounce a word well or for making a grammatical error , some other students are simply shy and prefer to be silent in class or not participate, they may know the correct answer or how to express themselves correctly but they prefer to wait for someone else to participate.

On the other hand, I have noticed that some students have nothing to say, either because they do not have any experience related to the topic, or because it is not relevant for them to talk about that topic or a specific topic, this could also be related to the inhibition since the student may be afraid that his classmates will mock his way of thinking or the comments he or she may say.

It is common to meet students who are outstanding or who have greater ease for certain subjects, in this case it is not different since with the groups I work in second grade, there are at least one or two students who have a higher level of English than their classmates, usually these students with a higher level constantly participate in class, this means that the other students do not want to participate or prefer not to make an effort to participate in speaking activities and let those with more experience or develop a better role participate in class, that is why it is important for the teacher to develop a good role as a mediator when giving participations to the students, since there must be a balance between the students who participate continuously and those who are a little shy.

Some students tend to despair while they are expressing their ideas in English, resulting in starting to speak in Spanish because they do not know how to say their ideas or even they forget what they were going to say because they were thinking about how to say it, for students the use of their native language is the easier way out when they start to get stuck or they do not know how to continue expressing their ideas in English.

In addition, Rababa'h (2005) pointed out that there are many factors that cause difficulties in speaking English among EFL learners. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep the interaction going.

Some learners also lack the motivation to speak English. They do not see a real need to learn or speak English. Actually "motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he preservers" (Littlewood, 1984, p.53). The development of communicative skills can only take place if learners have the motivation and opportunity to express their own identity and relate with the people around them (Littlewood, 1981).

Teaching strategies also contribute to this problem as they are inadequate, and they do not put emphasis on speaking, which results in a meagre development of this skill. Besides, vocabulary items are taught in isolation, and listening materials are not used by the majority of schoolteachers because of the large number of teachers compared with the number of cassettes available. Teacher-training programs were found to be not very successful in changing the teachers 'methodology (Rababa'ah,2005).

Furthermore, "language is best learned when the learners' attention is focused on understanding, saying and doing something with language, and not when their attention is focused explicitly on linguistic features" (Kumaravadivelu,2003,p.27). It is worthy to mention that researchers recognize that learners can improve their speaking ability by developing learning strategies that enable them to become independent learners(Nakatani,2010). Littlewood (1981) argued that some teachers use L1 for class management. Nevertheless, this can be another factor that contributes to the problem of speaking difficulties. This is because using L1 means sacrificing valuable opportunities for well-motivated foreign use. In addition, it tends to devalue the foreign language as a vehicle for communication. Learners see it as allocated to communicatively nonessential

domains such as drills or dialogue practice, while the mother tongue remains the appropriate medium for discussing matters of immediate importance.

2.3 How to use CLT to develop fluency

Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.

According to Littlewood, Grammatical competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of the building blocks of sentences (e.g., parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed. Grammatical competence is the focus of many grammar practice books, which typically present a rule of grammar on one page, and provide exercises to practice using the rule on the other page. The unit of analysis and practice is typically the sentence. While grammatical competence is an important dimension of language learning, it is clearly not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication. It is the latter capacity which is understood by the term communicative competence.

One of the goals of CLT is to develop fluency in language use. Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns. Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use.

2.4 Activities to develop fluency

Task-completion activities: puzzles, games, map-reading, and other kinds of classroom tasks in which the focus is on using one's language resources to complete a task.

Information-gathering activities: student-conducted surveys, interviews, and searches in which students are required to use their linguistic resources to collect information.

Opinion-sharing activities: activities in which students compare values, opinions, or beliefs, such as a ranking task in which students list six qualities in order of importance that they might consider in choosing a date or spouse.

Information-transfer activities: These require learners to take information that is presented in one form and represent it in a different form. For example, they may read instructions on how to get from A to B, and then draw a map showing the sequence, or they may read information about a subject and then represent it as a graph.

Reasoning-gap activities: These involve deriving some new information from given information through the process of inference, practical reasoning, etc. For example, working out a teacher's timetable on the basis of given class timetables.

Role plays: activities in which students are assigned roles and improvise a scene or exchange based on given information or clues.

Discussions: After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions.

Simulations: Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on.

Brainstorming: On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

Picture Narrating: This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

Storytelling: Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

2.5 Group work in the language classroom to improve fluency

Emphasis on pair and group work most of the activities discussed above reflect an important aspect of classroom tasks in CLT, namely that they are designed to be carried out in pairs or small groups. Through completing activities in this way, it is argued, learners will obtain several benefits:

- They can learn from hearing the language used by other members of the group.
- They will produce a greater amount of language than they would use in teacher-fronted activities.
- Their motivational level is likely to increase.
- They will have the chance to develop fluency.

Teaching and classroom materials today consequently make use of a wide variety of small-group activities.

2.6 Assessment

As established in the 2011 curriculum, you must "evaluate to learn." Currently, the importance is stressed that the purpose of the evaluation in the classroom is to improve student learning and performance by constantly creating better opportunities to learn, based on the results they obtain in each of the evaluations that they present during a school year, that is why the booklet number four "Strategies and instruments of evaluation from the formative approach" was taken into account, where different strategies and instruments of evaluation are presented as established in the programs study and suggestions are given on how to elaborate them, it is also identified what it is that allows evaluating each one of them.

Assessment for learning requires obtaining evidence to know student learning achievement or support needs. Defining an evaluation strategy and selecting from a variety of instruments is a job that requires considering different elements, including consistency with the expected learning established in planning, relevance to the time of evaluation in which they will be applied, the measurement of different aspects of progress and support in student learning, as well as teaching practice.

Assessment techniques are the procedures used by the teacher to obtain information about student learning; Each evaluation technique is accompanied by its own instruments, defined as structured resources designed for specific purposes. In Basic

Education, some evaluation techniques and instruments that can be used are: observation, student performance, performance analysis, and questioning. In this case I use observation instruments such as the anecdotal and daily work log and performance analysis such as the heading and checklist.

The anecdotal record is a report that describes specific facts, events, or situations that are considered important to the student or group, and accounts for their behaviors, attitudes, interests, or procedures. For it to be useful as an evaluation instrument, it is necessary for the observer to record significant events of a student, some students or the group. The anecdotal record is recommended to identify the characteristics of a student, some students or the group, in order to systematically follow up to obtain useful data and thus evaluate a certain situation.

The work diary is another instrument that the teacher develops to collect information, in which a brief narration of the day and the events or school circumstances that have influenced the development of the work is recorded. It is about registering those data that allow us to mentally reconstruct the practice and reflect on it.

The rubric is an evaluation instrument based on a series of indicators that allow locating the degree of development of knowledge, skills and attitudes or values, on a given scale. The design of the rubric must consider a descriptive, numerical or alphabetical scale of value, related to the level of achievement achieved. Generally, it is presented in a table that, on the vertical axis, includes the aspects to be evaluated and, on the horizontal, the evaluation ranges.

The checklist is a list of words, phrases, or sentences that accurately indicate the tasks, actions, processes, and attitudes that you want to evaluate. The checklist is generally organized in a table that only considers the aspects that are related to the relevant parts of the process and sorts them according to the sequence of implementation.

CHAPTER III

PROPOSAL AND RESULTS

3.1 My Proposal

During my observation practices in the Secondary School Cuitlahuac I was able to observe that the students learn better if they participate in class, they also develop the speaking ability more if they practice it in class, the teacher should give the students the opportunity to participate and express their opinions in class, that is why my responsibility was to design activities according to the age, tastes, and characteristics of my students where they not only learned the contents of the program, but in turn these activities will also help them develop the speaking skill.

For that reason I had to research the topics to be reviewed in class and design activities that would help me achieve these two objectives, even though I only did a planning for the four groups, the classes were not always the same, since each group is different. Sometimes it was very difficult to adapt or modify the activities for my chosen group because they had a different attitude every day, they were distracted and they did not carry out the activities as sensuous as they were, it is worth mentioning that this group not only had this behavior in the subject of English, but in all of them and despite the fact that the school took measures against this problem, the students continued with the same attitude, that is why in my opinion this was the most difficult part.

I can also say that even though the students found it difficult to make the activities, the students had a good retention of content, because in the exams they were the ones who did better than the other groups, including their speaking and fluency skills. It was higher than in other groups, however in other aspects such as creativity, material design, organization, cleaning, systematicity, etc. they were not as interested.

My purpose was that through speaking activities, the students could develop the subskill fluency, for that reason during the teaching periods I modify and design some activities according to the characteristics and needs of the students with the intention of developing the subskill fluency and at the same time give them the opportunity to develop the speaking skill because most of them were not used to speaking in English.

I decided to work with speaking skill because in my opinion it is the skill that helps us express our ideas with others, most people think that speaking is the most difficult skill to develop, and perhaps for some students it is more difficult. expressing their ideas orally, however it is very useful for life and that is why I chose to work with this skill, speaking of fluency, it seemed important to me to work with students from the beginning since most of the students do not speak in English for fear of being wrong, having a bad pronunciation, etc. and those aspects are part of accuracy, which affect the fluency since the students, thinking that they are going to be wrong or making fun of them, tend to have long pauses or stop talking because they forget the information.

I think that the students behavior and their attitude influenced the results, because as I mentioned before, second grade group "C" is a group with various problems, I try to adapt the contents and activities for them as much as possible, although other factors such as the schedule also had an impact on the classes, behavior and their learning, for example, on Fridays I had class with them almost the last hour, they were more tired and annoyed than normal.

However, almost at the beginning of the second semester a pandemic surprised us all, bringing with it many consequences, one of which was the temporary closure of schools. This situation forced us to leave the job unfinished. The closing of the schools makes it difficult to continue carrying out the work, since in this case the main teachers are the ones who assumed full responsibility for the students, so they are the ones who will continue to work remotely with the students. students.

I would have liked to continue working with the students at a distance, since in my opinion it would have been an enriching experience for us as teachers in training, from which we could learn many things, however, as I mentioned before, it was not possible to continue and finish the job.

As part of the consequences of this pandemic, and the suspension of activities, there were no closure activities that resulted in the progress that students had at the end of the school year, however there is evidence of the progress that students had during the days that were covered in the secondary school. Based on these evidences, I could dare to say

that the results would have been favorable if the activities had been completed and a final assessment, since despite the multiple factors that could affect the performance and learning of the students, they demonstrated each class. An advance, the degree of satisfaction varied, however in the final presentations the students demonstrated what they had learned throughout the classes, of course they were not used one hundred percent in all the students, but in each of them I saw an advance.

During the last two months of work at the secondary school, I planned to continue with other activities such as: Reasoning-gap activities: These involve deriving some new information from given information through the process of inference, practical reasoning, etc. For example, working out a teacher's timetable on the basis of given class timetables, also role plays: activities in which students are assigned roles and improvise a scene or exchange based on given information or clues.

Discussions: After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree / disagree discussions.

Picture Narrating: This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating, or Storytelling: Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students

to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

3.2 Designing Activities

As I said, it was difficult to design and adapt the activities for each group, but especially for my chosen group, second "C", some aspects that I considered for the design of activities were:

A) Contents: Despite the fact that in each class the contents were different, always try to put some activity related to speaking, be it some participation of the students, a warm up, review of the activities, etc. Sometimes it was difficult to find simple speaking activities related to the topics, that is why I implemented those strategies.

B) English Level: As I have already mentioned, the students were not used to speaking in English, most of them were not yet prepared to speak fluently, so the speaking activities had a basic level of English, in some cases it was necessary to modify the vocabulary, or the difficulty of the activity so that the students could do it.

C) Characteristics of the group: We as a teacher had to take into account the needs of the students, their tastes, their learning style, level of English, etc. In chapter one I mentioned that I applied a test to know the level of English of my students, however I also applied an "all about me" which helped me to know the characteristics of each of my students, this information was very useful Since the some students took importance of the activity and wrote relevant information about them, this helped me to understand a little better the problems that they sometimes presented. Not only did these tests help me get to know the second "C" better, because during each class I passed between the rows not only to

check that the students were working to control their behavior a little, but it also helped me to observe the students, their way of working, their friends, etc.

D) Main aims: I try to adapt the main aims not only to the content that we saw in each class, but also that the students work with different skills, especially with speaking skill, but consider it important to vary the way of working so that the students do not take the Same rhythm of work always, since that could bore them and affect the learning process of the students.

E) The management: I think that the way that I organized the activities was helpful for the students because first I tried to activate their curiosity with a question or review their previous knowledge, then we reviewed the contents and at the end the students carried out an activity where It demonstrated what was learned in class, in addition to the fact that although each intervention saw new content, I tried to relate the contents of each class with others seen in previous classes, this helped students to relate and organize the information that was already They learned and helps them better understand the new content.

F) Pair and group work: I tried to carry out activities where the children could practice speaking skill with their classmates, however this depended a lot on the behavior of the students, since sometimes the activities had to be done in pairs to maintain control of the group and some other times you could do the group activities, it was a little difficult and you had to explain the rules very well, especially being aware that the students are doing the activity.

3.3 Difficulties

In chapter two I mentioned the factors that Cause Speaking difficulties to EFL Learners, Zhang (2009) argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in

English. According to Ur (1996), there are many factors that cause difficulty in speaking, and they are as follows:

1.Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy. In this part, in my first class with the students, we made some agreements where disrespect or teasing in class were not allowed, at the beginning I thought it would be a little difficult because I did not think that all the students respected the agreements, however During the entire time I was with them, only two such cases appeared, and they were not very serious. As I told my students at the beginning, nobody is perfect and we all make mistakes so we should not make fun of others since we are all learning, personally the agreements were very helpful to attend this factor.

2.Nothing to say. Students have no motive to express themselves. In this part I tried to relate the contents with things familiar to the students, since in this way the students showed a great interest, they had more creativity when carrying out the activities, and above all it helped me to investigate on the subject and have to say, since if you saw things that were unfamiliar to them or that were not of interest to them, they would not participate and that would be the perfect excuse.

3.Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. Definitely in each group there are students who want to participate all the time, and it is not that this is bad, but in class it tries that all the students have the opportunity to participate, in some classes the participation was voluntary, but sometimes I gave them the participation to certain students who most of the time were silent. One way to get all the students to participate was to do competitions in the classroom, the students are very competent and that was a strategy that helped me attend this factor.

4.Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue. It is difficult for students not to use their mother tongue and only use the English language, especially at this level since they are not prepared to do it, however in class it was necessary to say some phrases in English that had already been seen in class

(classroom language) at the beginning it was very difficult for the students to use these phrases because they were not used to using them although I had already seen them, however in the end I could see a great advance, since most of them mastered these little phrases and used them in class, this I also help students memorize vocabulary they use later.

I think that in addition to these factors, there are also others that influence the development of this subskill such as the behavior of the students, the experience they have learning the language, since in this case the second grade group "C" students have not yet they were prepared to speak, this was their first approach and just as it influences not having had an experience of this type, this first approach could also have repercussions in future experiences related to this ability; The vocabulary that the students have is limited, and this makes the students cannot express their ideas because they do not know many words, in my opinion listening also affects a little, since the information that was discussed in class was in English, at the beginning The students had a hard time understanding the content and the instructions, that is why at the beginning I tried not to speak the whole class in English, however in the end most of the things I explained in English, the students understood it, since They were familiar with the vocabulary that he usually used to give instructions.

3.4 Repertoire of activities

A) Task-completion activities: puzzles, games, map-reading, and other kinds of classroom tasks in which the focus is on using one's language resources to complete a task. During the practice periods, try to use these activities since the students find the materials to carry out this type of activities attractive, also the students are competitive so with the competitions and games they showed greater commitment and interest in the activities that we perform in class. This type of activities helped the students to learn new vocabulary that we used in class, it also helped the students to remember some grammatical times and above all these games helped the students to participate in English

in order to complete the activity, these activities were definitely My favorites because, like the students, they were attractive and fun for me too.

B) Information-gathering activities: student-conducted surveys, interviews, and searches in which students are required to use their linguistic resources to collect information.

These types of activities were also very useful for both me and the students, the surveys for example, helped the students to use the language to collect information and do the activities, in my group it was a little difficult to do activities where everyone would interact each other because they were a little restless and do not carry out the activities as they should be, that is why they could only ask a maximum of 3 or 5 people, depending on the body they had on the day the activity was left, as well as the interviews, I tried to make the activity more controlled so that the purpose of this activity was fulfilled, even at the end of some presentations that I and the students themselves asked the teams about the information they presented, enriching the work and the activity. .

During the practical sessions the students made some presentations on the topics seen in class, as I mentioned earlier, where the students made searches to collect information related to the topics, in fact I found the work that some students did very interesting, since who showed a lot of interest and effort in the search for information, they even approached me or the main teacher to ask questions related with the topic.

C) Opinion-sharing activities: activities in which students compare values, opinions, or beliefs, such as a ranking task in which students list six qualities in order of importance that they might consider in choosing a date or spouse. At the beginning of the classes, I liked to ask the students questions, which helped me to know if they knew something about the subject or to arouse their curiosity. In the same way, at the end of the classes the students could express their opinion on the subject. or related information, students find it

attractive and interesting to express and make opinions in class about something they know or like, for example talking about their holidays, Valentine's Day, Christmas, etc. These types of dates that are meaningful to them help them to participate more in class and use the language since they feel the need to use it to express what they think about it.

D) Brainstorming: On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective, and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas. As I said before, this type of activity is like the previous one because it helps to know if the students know something about the subject in a fun and easy way, it is not necessary for the students to be experts in the subject or to say a lot of information to do the activity, since that words or short sentences are enough to help form general or main ideas of the topic.

3.5 Social Service Activities

Social service activities were also linked to the development of my general objective, an example was the images that were pasted throughout the school with the vocabulary corresponding to each space, without a doubt this created an impact on the students and made it easier for them to learn the vocabulary related to school in English, some classrooms already had other signs with common sentences that the students use such as "can I go to the bathroom?", "could I repeat it?", "I did not understand", etc.

Another very significant activity was the Christmas carols contest that took place in the school between the second and third years, initially the activity would only be carried out internally in each classroom, however the school authorities noted the effort of the students, the Full-time teachers and teachers-in-training decided that the contest would take place on the esplanade of the school. This type of activities motivates students to

use the language and want to learn more, it was a new experience for me too, since I had never participated in such an event, in addition to the fact that this activity required the development of various skills such as dancing and singing. In addition to the language, we had some complications and observations to continue improving the work, however the work had good results and the stated objectives were met, in addition to the fact that this activity also contributed to helping the students develop their speaking and fluency skills.

On the other hand, on each intervention day, a minimum of reading in English related to the contents was carried out, it was a very good activity and it helped students to learn new vocabulary that they could use later, but so that this activity was also related to speaking and fluency we read aloud, at the beginning the students were a bit insecure and it was necessary for me to give the participations, however afterwards the students already had a little more experience and they themselves asked to read aloud, and not only That, but they were increasingly more confident and fluent.

3.6 Assessment

As established in the 2011 curriculum, you must "evaluate to learn." Currently, the importance is stressed that the purpose of the evaluation in the classroom is to improve student learning and performance by constantly creating better opportunities to learn, based on the results they obtain in each of the evaluations that they present during a school year, that is why the booklet number four "Strategies and instruments of evaluation from the formative approach" was taken into account, where different strategies and instruments of evaluation are presented as established in the programs study and suggestions are given on how to elaborate them, it is also identified what it is that allows evaluating each one of them.

In chapter II I mentioned some techniques based on "Strategies and instruments of evaluation from the formative approach", however I just use some of them, the firs instrument was the anecdotal record, that is a report that describes specific facts, events,

or situations that are considered important to the student or group, and accounts for their behaviors, attitudes, interests, or procedures. For it to be useful as an evaluation instrument, it is necessary for the observer to record significant events of a student, some students or the group. The anecdotal record is recommended to identify the characteristics of a student, some students or the group, in order to systematically follow up to obtain useful data and thus evaluate a certain situation. I used it when the students had to make a presentation, it was useful to register the behavior, advance and work of the students.

The second instrument was the work diary, it is another instrument that the teacher develops to collect information, in which a brief narration of the day and the events or school circumstances that have influenced the development of the work is recorded. It is about registering those data that allow us to mentally reconstruct the practice and reflect on it. Every class I register on my journal the important things that happened in class, the activities, the students' behavior, etc.

The third instrument was the rubric, as I mention before, the students mke some presentations about some topics, that is why I used the rubric to assess that kind of work and activities, the rubric is an evaluation instrument based on a series of indicators that allow locating the degree of development of knowledge, skills and attitudes or values, on a given scale. The design of the rubric must consider a descriptive, numerical or alphabetical scale of value, related to the level of achievement achieved. Generally, it is presented in a table that, on the vertical axis, includes the aspects to be evaluated and, on the horizontal, the evaluation ranges.

Finally, the checklist, it is a list of words, phrases, or sentences that accurately indicate the tasks, actions, processes, and attitudes that you want to evaluate. The checklist is generally organized in a table that only considers the aspects that are related to the relevant parts of the process and sorts them according to the sequence of implementation, I used it to evaluate other kind of work such as manuals, triptych, posters, etc.

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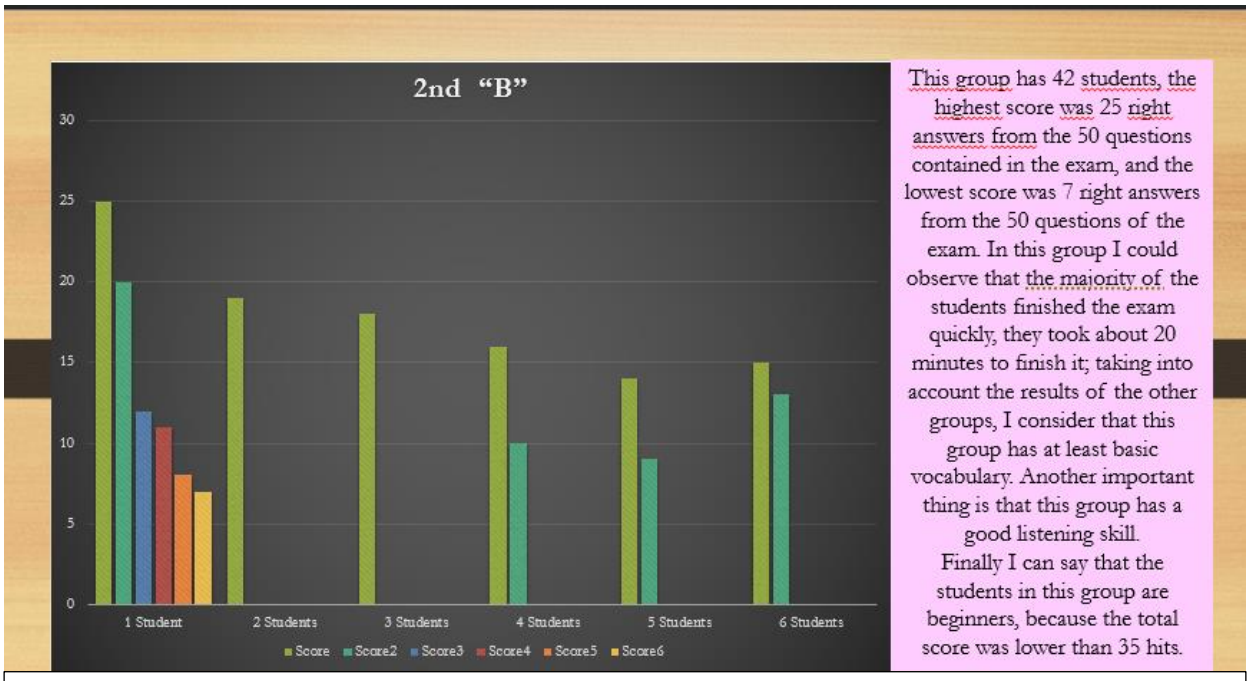
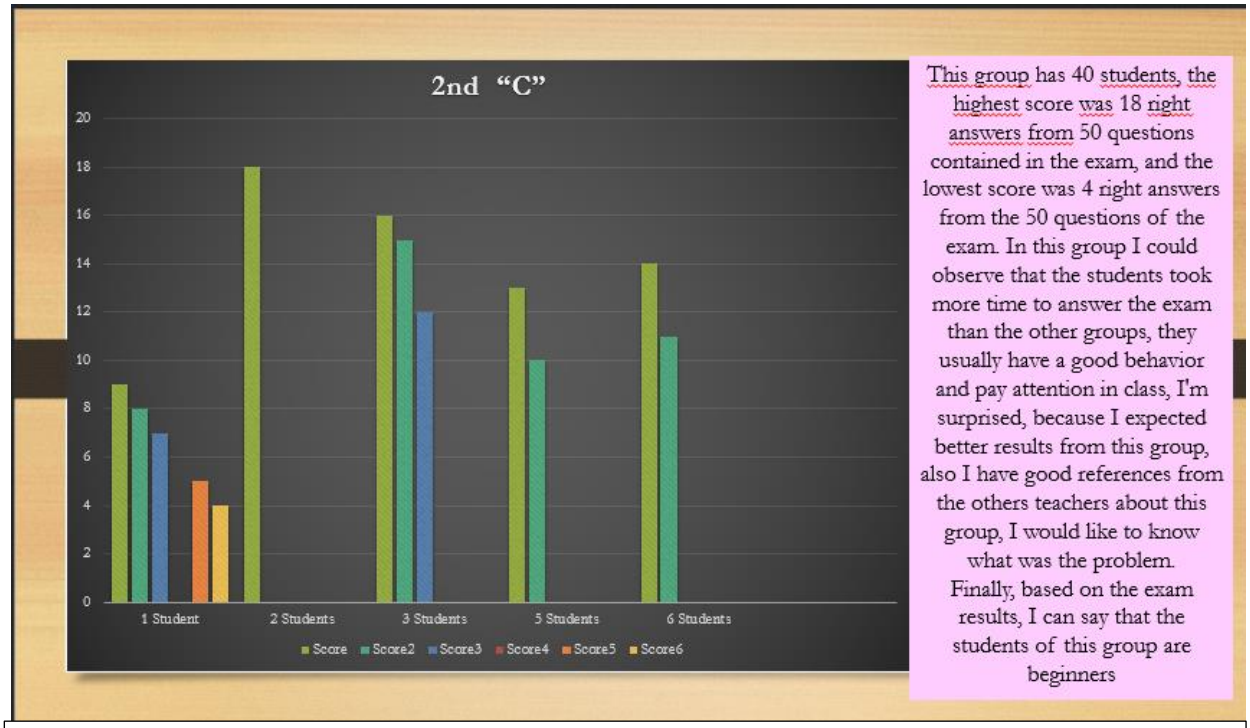
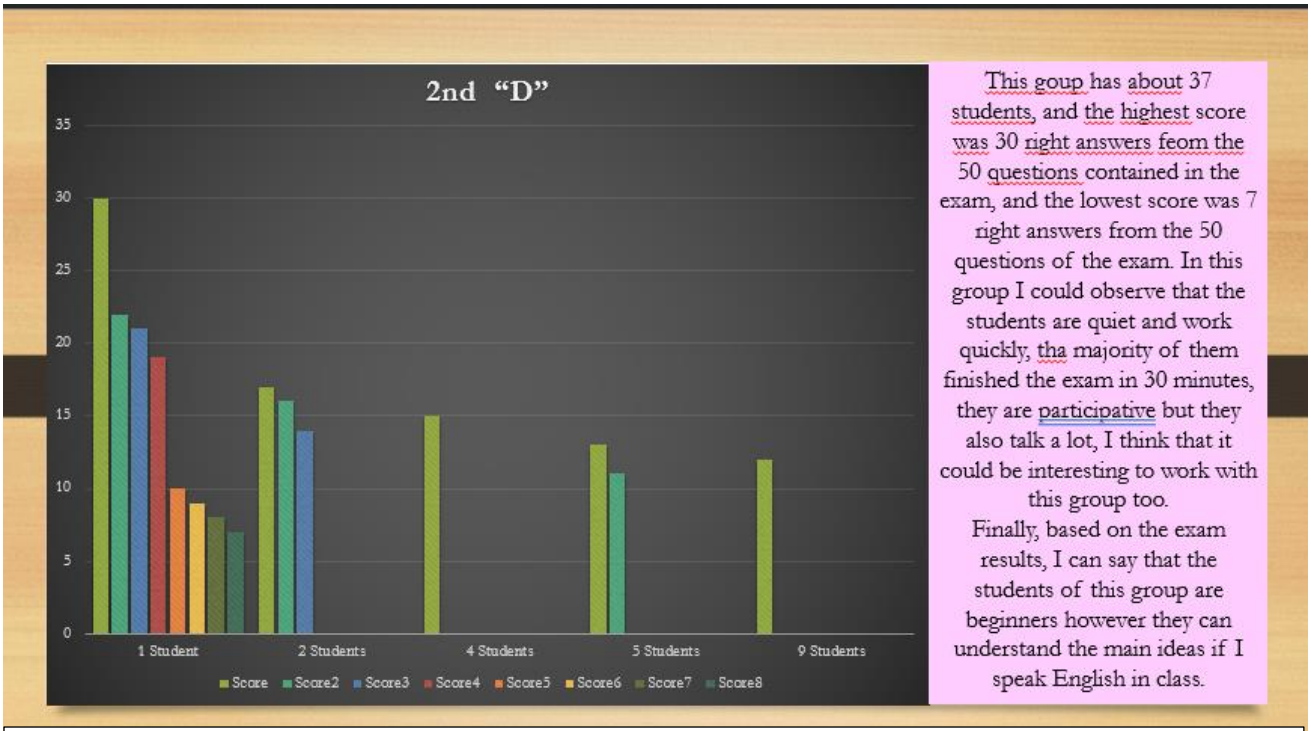
APPENDIX



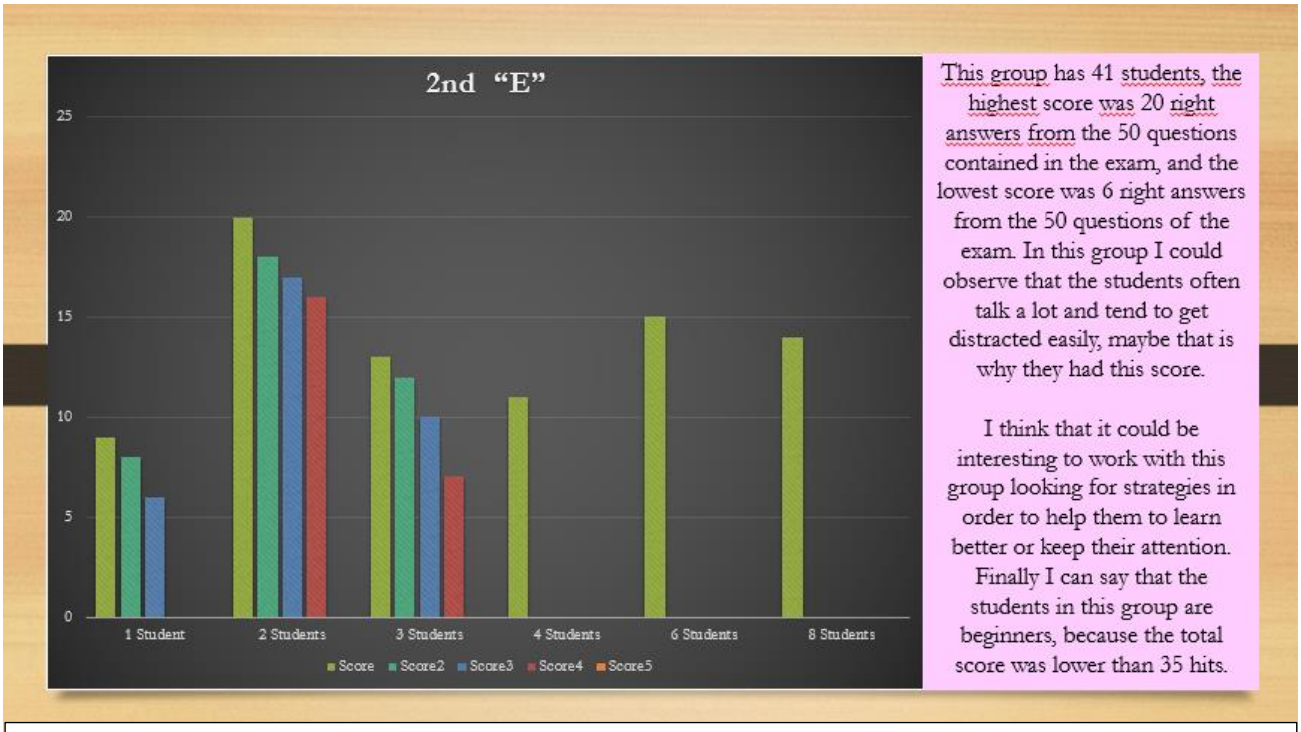
Appendix 1 is about the placement test's results in second grade group "B" and the interpretation.



Appendix 2 is about the placement test's results in second grade group "C" and the interpretation.



Appendix 3 is about the placement test's results in second grade group "D" and the interpretation.



Appendix 4 is about the placement test's results in second grade group "E" and the interpretation.

Appendix 5 is about the final score of the placement test's results in second grade group "B", "C", "D" and "E" and the interpretation of the bar graph.

Straightforward Beginner and Elementary Placement test

Total score	Level
0 – 35	Beginner
36 – 50	Elementary

Grammar

1 ____'s your name? Thomas **Unit 1A**
a How
b Who
c What
d Where

2 This is Lucy and her brother, Dan. ____ my friends. **Unit 1B**
a We're
b I'm
c You're
d They're

3 ____? I'm from Italy. **Unit 1B**
a Where are you from?
b Where you are from?
c Where from you are?
d From where you are?

4 I'm from Milan. ____ is in Italy. **Unit 1C**
a They
b It
c He
d She

5 Excuse me, how ____ your last name? R-I-L-E-Y **Unit 2A**
a spell
b you spell
c do you spell
d spell you

6 Oh, ____ are my keys! **Unit 2B**
a This
b These
c That
d It

7 I'd like ____ omelette, please. **Unit 2C**
a a
b —
c an
d two

8 And here is your ____. **Unit 2D**
a desk
b desks
c a desk
d an desk

9 My name's Pete and this is Sylvia. ____ doctors from France. **Unit 3A**
a I'm
b We're
c She's
d They're

10 Sorry, ____ Paul. My name's Eric. **Unit 3B**
a I isn't
b I is not
c I aren't
d I'm not

11 ____? No, he isn't. **Unit 3C**
a Are they teachers?
b Are you from Italy?
c Is Mr Banning a teacher?
d Is this your phone?

12 ____ is the school? It's 50 years old. **Unit 4A**
a How many years
b How much years
c What years
d How old

13 What is ____? **Unit 4B**
a job Mary
b Mary job
c Mary's job
d job's Mary

14 Your bag is next ____ the table. **Unit 4C**
a on
b to
c in
d of

15 ____ are the keys? On the table. **Unit 4D**
a What
b When
c Where
d Who

16 I go to work ____ train. **Unit 5A**
a with
b by
c for
d in

17 She ____ a dog. **Unit 5B**
a not have
b don't have
c don't has
d doesn't have

18 Stephen ____ in our company. **Unit 5C**
a work
b works
c is work
d working

19 ____ they live in London? **Unit 6D**
a Are
b Is
c Do
d Does

20 ____ to the cinema. **Unit 6A**
a We not often go
b We don't go often
c We don't often go
d Often we don't go

21 When do you play tennis? ____ Mondays. **Unit 6B**
a On
b In
c At
d By

22 What time ____ work? **Unit 6C**
a starts he
b do he starts
c does he starts
d does he start

23 ____ two airports in the city. **Unit 7A**
a It is
b There is
c There are
d This is

24 There aren't ____ here. **Unit 7B**
a a restaurants
b any restaurants
c any restaurant
d a restaurant

25 I'm afraid it's ____. **Unit 7D**
a a hotel expensive
b expensive hotel
c expensive a hotel
d an expensive hotel

26 They ____ popular TV programmes in the 1980s. **Unit 8A**
a are
b were
c was
d is

27 ____ at school last week? **Unit 8B**
a Do you were
b Was you
c Were you
d You were

28 Brad Pitt is a popular actor but I don't like ____. **Unit 8C**
a him
b his
c her
d them

29 We ____ the film last week. **Unit 8A**
a see
b saw
c sees
d were see

30 He ____ tennis with me yesterday. **Unit 8B**
a doesn't played
b didn't played
c not played
d didn't play

31 She was born ____ May 6th, 1979. **Unit 9C**
a in
b at
c on
d from

32 Where ____ last summer? **Unit 10A**
a you went
b did you went
c do you went
d did you go

33 Were you at the shops at 5 p.m. yesterday? No, I ____ **Unit 10B**
a didn't
b am not
c wasn't
d weren't

34 Excuse me, ____ is the T-shirt? It's **€25.99.** **Unit 10C**
a what expensive
b how much
c how many
d how price

35 She's only four but she ____. **Unit 11A**
a can read
b cans read
c can reads
d cans reads

36 This party is boring. We ____ a good time. **Unit 11B**
a don't have
b aren't having
c don't having
d aren't have

37 Sorry, I ____ you at the moment. **Unit 11D**
a can't help
b don't can help
c can't helping
d can't helps

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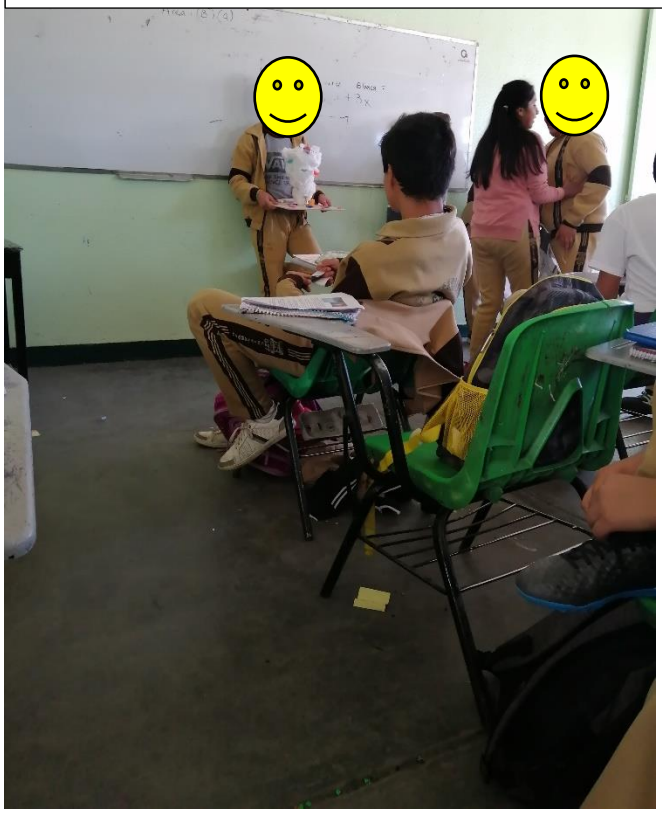
Appendix 6 is about the Straightforward Beginner and Elementary Placement test

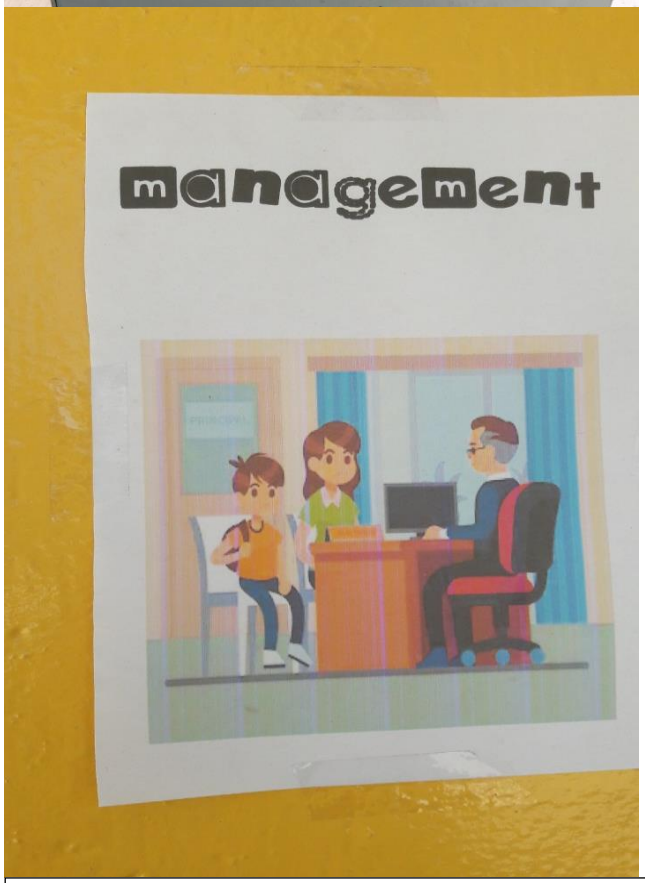
Appendix 7 is about the worksheet called “all about me” which helped me to know more information about my students

Appendix 8. Is about the stickers that I used in class, those stickers helped me to motivate the students to participate in class

Appendix 9. Information-gathering activities in which students are required to use their linguistic resources to collect information.

Appendix 10. Information-gathering activities in which students are required to use their linguistic resources to collect and share information.





Appendix 11. Images that were pasted throughout the school with the vocabulary corresponding to each space in the school.

Appendix 12. Christmas carols contest that took place in the school among the second and third grade.

THE CIRCUS

The Rodriguez Brothers Circus is in town! Every year, the circus arrives and stays for a week. Then they go to the next town.

There are not many animals in the circus. People told the circus that they didn't like seeing animals performing. There is an elephant called Jacob and two old lions, Hattie and Meg.

Most of the performers are human! There is Leopold, The Strongest Man In The World. His father also worked in the circus, but Leopold is stronger than him, he has bigger arms and bigger legs too! Leopold performs his act every night for the town's people who come to watch.

Another performer is Clara. She says she has the longest hair in the world. It's about 4 meters long! She also has a daughter who works in the circus. Her name is Sue-Ellen. Her hair is a lot shorter, but she wants to grow it as long as her mother's. Sue-Ellen helps look after the animals and she's also learning how to juggle.

The highlight of the circus are the three clowns, Pit, Pot and Pat. They all wear long red shoes, but Pat's shoes are the longest and sometimes, he falls over because they're so long! They perform for about twenty minutes and they are always the most popular act with the audience, especially the children. Many people think Pit, Pot and Pat are three brothers, but Pat is older than the other two - he's their father! He's the oldest clown in the country, but he has a lot of energy.

Tomorrow will be the longest day because the circus is leaving town and everything must be packed away into big trucks.

Kahoot! It is a free platform that allows the creation of evaluation questionnaires (available in app or web version). It is a tool by which the teacher creates competitions in the classroom to learn or reinforce learning and where the students are the contestants. Students choose their alias or username and answer a series of questions through a mobile device. There are 2 game modes: group or individual. The question items, once created, are accessible by all users so that they can be reused and even modified to ensure learning. You can change the countdown time, possible responses and you can add photos or videos. Finally, whoever gets the highest score wins.

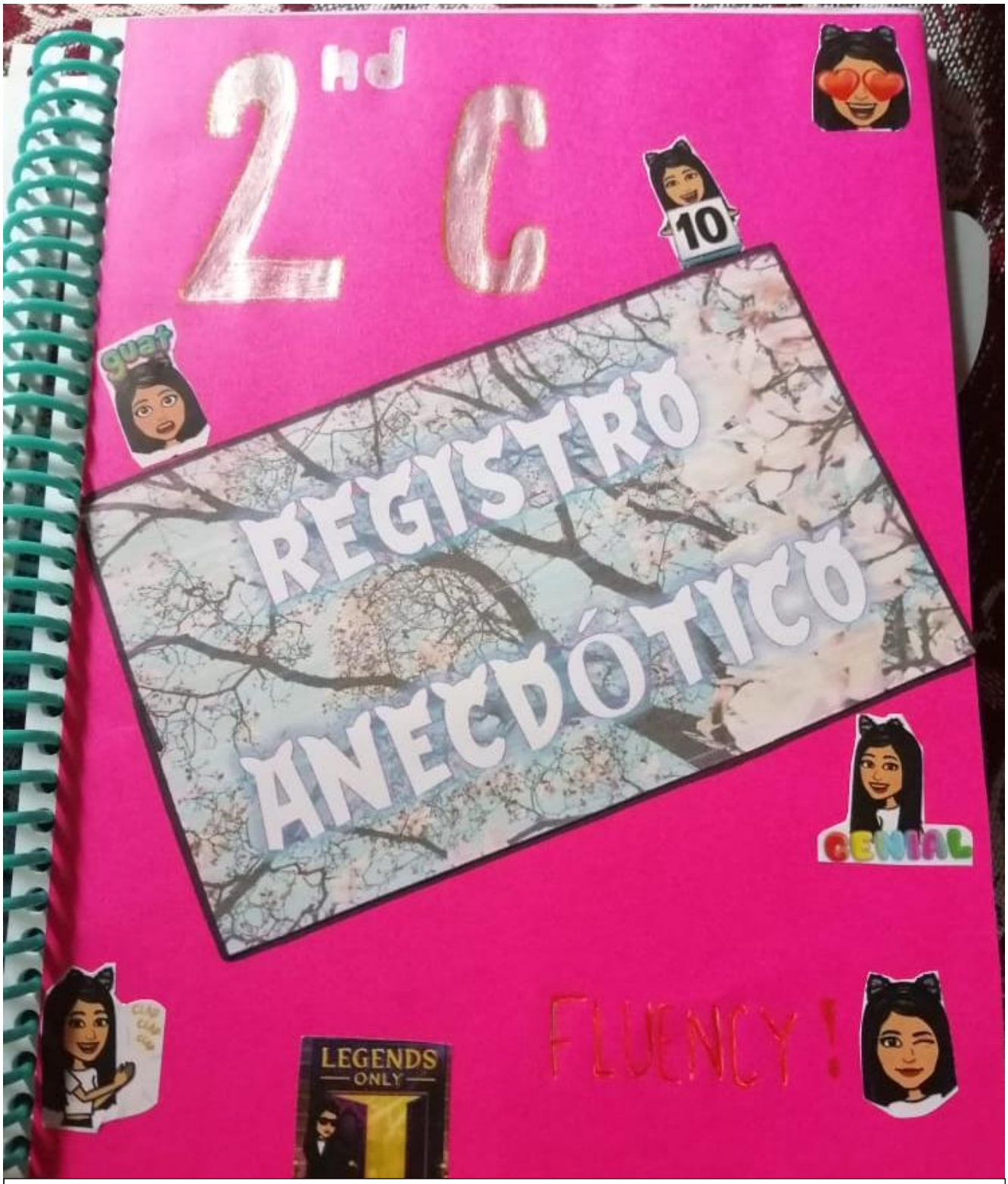
But although it is an application (app) for learning with your personal method for it, there are users who use it as an entertainment method, creating tests on topics related to general culture, video games, logos of famous companies, anime and manga among many other issues, so it has become somewhat multifunctional, fulfilling the educational and recreational functions.

This application is included in electronic mobile learning (M-learning in English) and gamification (Gamification in English), as well as in Bring your own device, allowing students to learn through play but outside a playful context. The idea is for the student to learn by playing inside the classroom so that the learning experience is more motivating

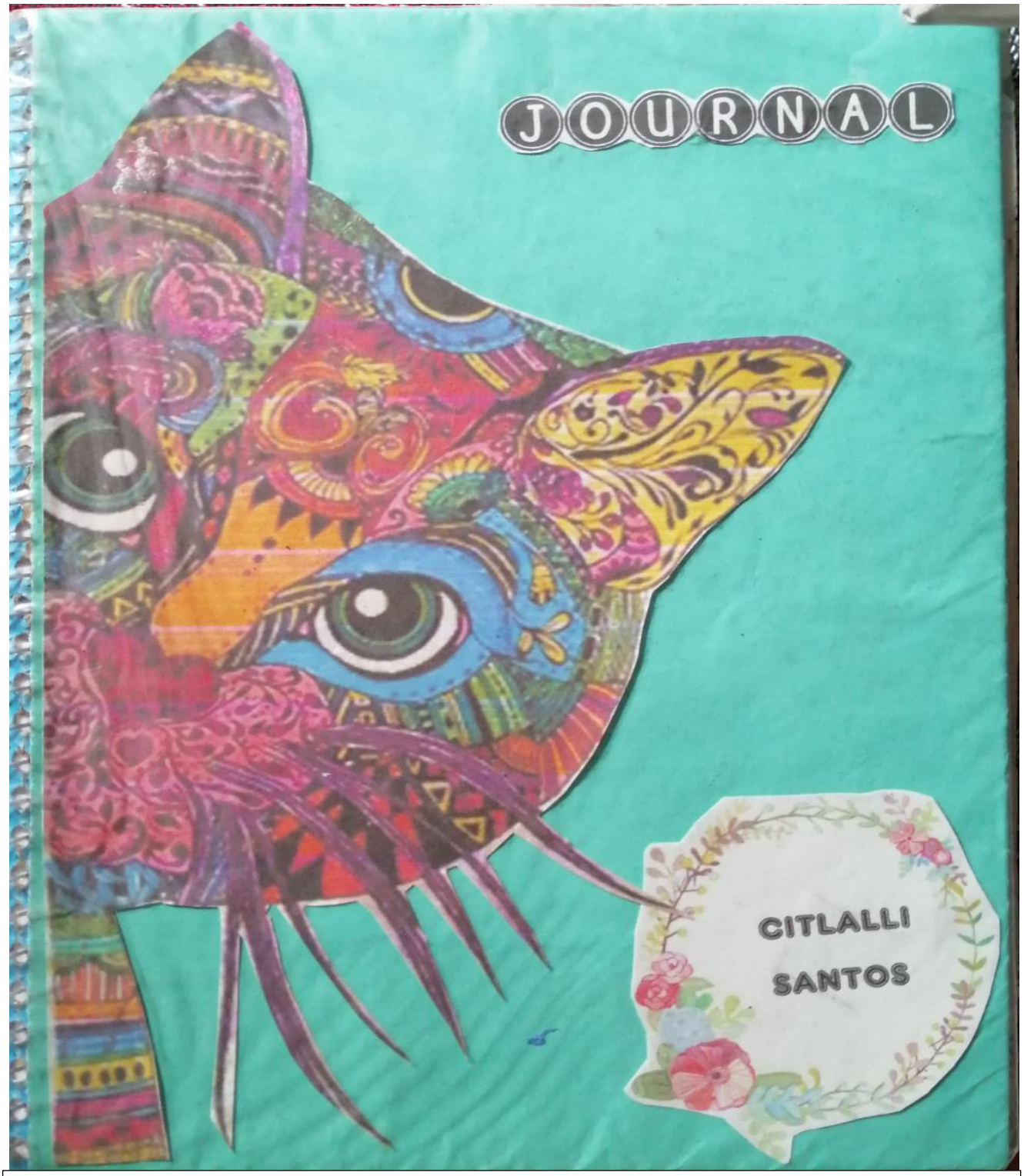
Valentine's Day, February 14, is a holiday that celebrates love and friendship in the United States.Most people think of it as a romantic day to show the one you love how much you care by purchasing cards and gifts. Valentine's Day is also an extremely commercial holiday. People spend money on flowers, balloons, chocolate, stuffed animals, and jewelry. People also go out for expensive dinners. Valentine's Day is even celebrated by school children, who give thank-you cards to their teachers . Some high schools have Valentine's Day dances. Classmates give each other little cards. These cards can be purchased at any store with famous cartoon characters. It is considered much more thoughtful to have kids make handmade cards to give to friends and teachers. Valentine's Day is also a great day to announce your love to someone like a secret crush.

Some people even get married on Valentine's Day. However, you don't have to be in love to share in the festivities. You can say "Happy Valentine's Day" to friends

Appendix 13. Christmas carols contest that took place in the school among the second and third grade. The anecdotal record is recommended to identify the characteristics of a student



Appendix 14. The anecdotal record is recommended to identify the characteristics of the students



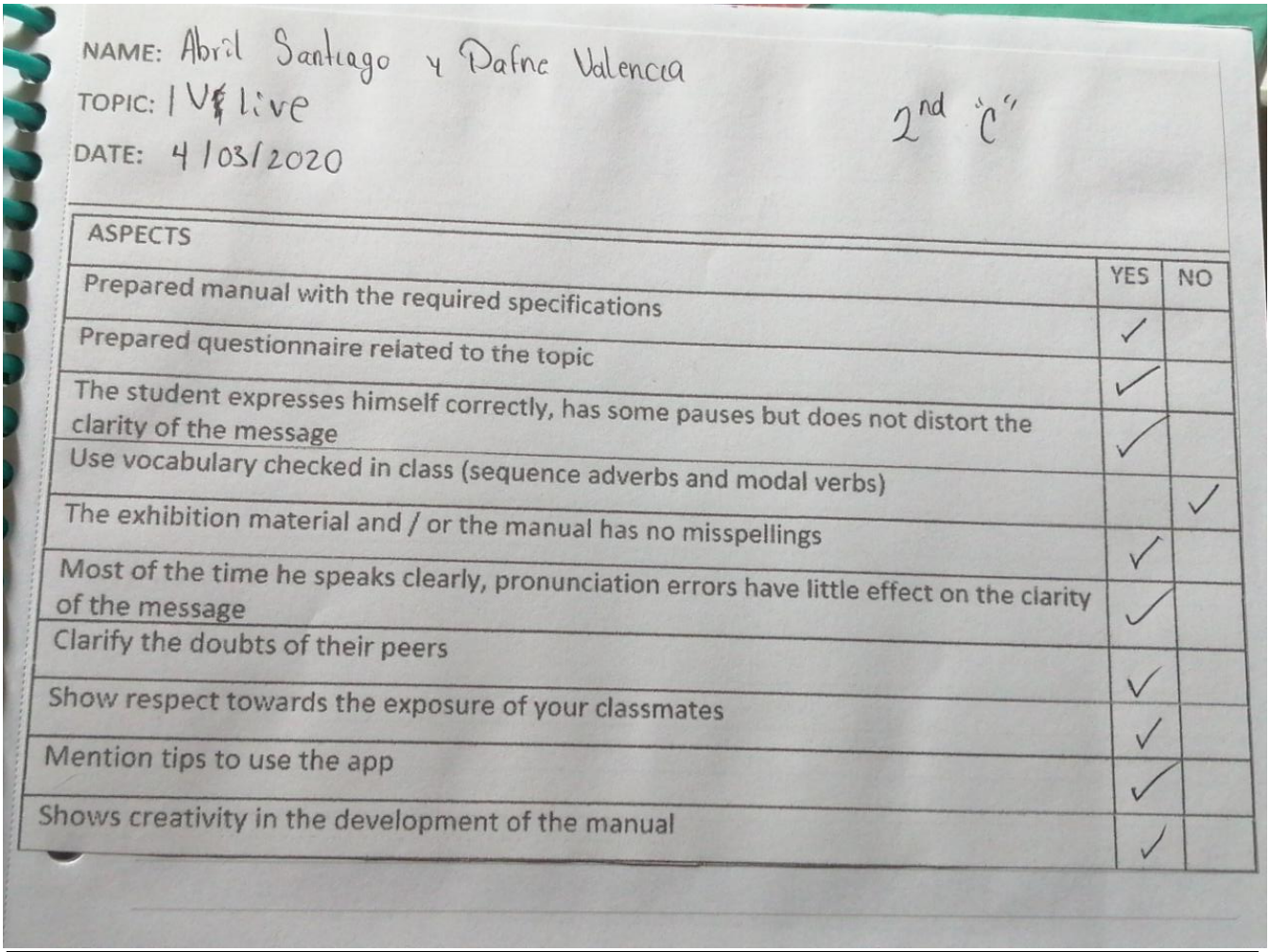
Appendix 15. the journal, it is an instrument that the teacher develops to collect information, I register on my journal the important things that happened in class, the activities, the students' behavior, etc.

Grade: 2nd Topic: tornado

Group: "C" Team: #1

Criterio de evaluación	3 Excelente	2 Buen trabajo	1 Necesita Mejorar	Puntaje Obtenido
Fluidez	Se expresa correctamente con facilidad y espontaneidad sin necesidad de leer la información.	Se expresa correctamente, tiene algunas pausas, pero no distorsiona la claridad del mensaje.	Se expresa con dificultad, necesita leer la información y el mensaje no se entiende.	2
Contenido y Vocabulario	Habla sobre el tema indicado, utiliza correctamente el vocabulario estudiado en clase y explica los nuevos conceptos.	Aunque habla del tema indicado, no aporta nuevas ideas y utiliza el vocabulario estudiado en clase .	Lo aportado no esta relacionado con el tema indicado, no utiliza el vocabulario visto en clase y no conoce el significado de nuevo vocabulario que utiliza en su exposición.	3
Gramática	El material de exposición no tiene faltas de ortografía o puntuación.	El material de exposición tiene algunas faltas de ortografía o puntuación.	El material de exposición tiene faltas de ortografía o puntuación.	3
Pronunciación	Habla claro, casi no comete errores al pronunciar vocabulario estudiado en clase.	La mayoría de las veces habla claro, los errores de pronunciación afectan poco a la claridad del mensaje.	No habla claro los errores de pronunciación afectan la claridad del mensaje.	2
Habilidades de comunicación	Responde correctamente todas las preguntas planteadas por el profesor.	Responde parcialmente las preguntas planteadas por el profesor.	No responde las preguntas planteadas por el profesor.	3

Appendix 16. The rubric is an evaluation instrument based on a series of indicators that allow locating the degree of development of knowledge, skills and attitudes or values, on a given scale



NAME: Abril Santiago y Dafne Valencia

TOPIC: IV Live

DATE: 4/03/2020

2nd "C"

ASPECTS	YES	NO
Prepared manual with the required specifications	✓	
Prepared questionnaire related to the topic	✓	
The student expresses himself correctly, has some pauses but does not distort the clarity of the message	✓	
Use vocabulary checked in class (sequence adverbs and modal verbs)		✓
The exhibition material and / or the manual has no misspellings	✓	
Most of the time he speaks clearly, pronunciation errors have little effect on the clarity of the message	✓	
Clarify the doubts of their peers	✓	
Show respect towards the exposure of your classmates	✓	
Mention tips to use the app	✓	
Shows creativity in the development of the manual	✓	

Appendix 17. The checklist is a list of words, phrases, or sentences that accurately indicate the tasks, actions, processes, and attitudes that you want to evaluate.

OBSERVACIONES:

_____

_____

_____

_____

_____

ATENTAMENTE

ESTUDIANTE

_____

ANGELES CITLALLI SANTOS GOMEZ

AUTORIZACIÓN

ASESOR:

_____

MTRO. DANIEL ROSAS REYES

Vo. Bo.

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. ÁNGELES CITLALLI SANTOS GÓMEZ
P R E S E N T E

La Dirección de la Escuela Normal de Amecameca, a través del Área de Atención y Obtención de Grado, se permite comunicar a usted que ha sido autorizado el trabajo de titulación, con la opción ***ENSAYO ANALITICO Y EXPLICATIVO*** que presentó con el TEMA ***"THE USE OF DIFFERENT SPEAKING ACTIVITIES TO DEVELOP FLUENCY IN THE STUDENTS FROM THE SECOND GRADE, GROUP "C" AT THE SECONDARY SCHOOL CUITLAHUAC"***, por lo que puede proceder a la realización de los trámites correspondientes a la sustentación de su Examen Profesional.

Lo que comunica para su conocimiento y fines consiguientes.

A T E N T A M E N T E

ÁREA DE ATENCIÓN Y OBTENCIÓN DE GRADO

MTRA. OLIVA MARIBEL PONCE MILLA

DIRECCIÓN ESCOLAR

MTRO. ALEJANDRO RODRÍGUEZ CÁRDENAS

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c.c.p. Expediente del pasante