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ENSAYO ANALITICO EXPLICATIVO

COMMANDS TO GIVING INSTRUCTIONS FOR SPECIFIC DETAILS

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LICENCIADO EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD
LENGUA EXTRANJERA INGLÉS
PRESENTA:

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P R E S E N T E .

Por las condiciones que debe reunir el Trabajo de Titulación para sustentar el Examen Profesional de la Licenciatura en Educación Secundaria con Especialidad en Lengua Extranjera (Inglés), informo que con base en la normatividad vigente se cubrieron los requisitos para continuar el proceso respectivo del documento titulado:

COMMANDS TO GIVING INSTRUCTIONS FOR SPECIFIC DETAILS

MODALIDAD: ENSAYO ANALÍTICO EXPLICATIVO

A T E N T A M E N T E



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Introduction

This essay is dedicated to giving an account of how the experience was during the last year of the career. This essay has the purpose of showing and allow it to know what it was used, what it was learned, what it was faced, and what it was applied during the teaching practices, all of this in the 2° grade, group B at the Middle High School "Jose Vasconcelos." During practice, it was seen that some teachers could not communicate with the students effectively; they are continually repeating the same instruction, and when they try to explain the topic differently, the students start to feel frustrated, uninteresting and do not pay attention.

At the same time, it was observed that the crucial time in a lesson is the transition period between one activity and another. The students usually move from a group, pair, or individual work to focusing individually on the teacher. Well-thought instructions in these periods are necessary for the smooth flow of the lesson. The way teachers talk to students, how they interact is crucial to both successful learning and teaching.

Perhaps the most crucial point that determines how successful students will learn is the way instructions are formulated, and sometimes it is this point that distinguishes good teachers from bad ones. Therefore, teachers' directions relating to academic activity and behavior must be clear, precise, and useful. The best activity in the world will turn into a disappointing failure if students do not understand the instructions.

Accordingly, to work in this essay it was used and investigation-action methodology, which has four steps, the first one was to observe all the factors that influence the learning

process, such as the context of the school, the infrastructure, and the school organization. Next the students, their behavior, their previous knowledge, their English level, their needs, and their problems.

The second stage was to investigate how the educational system influences students, taking into account that the current program is Aprendizajes Clave (2017) where it establishes that students have to obtain the necessary knowledge to participate in oral and written social practices with native and non-native speakers of English through specific competencies. Besides, taking into account the Ley General de Educacion and other documents to account for the need that exists on the revaluation of education. All of this is to answer the central questions of this essay about giving instructions and how this affects the students' educational process, taking care of their needs, and decreasing the problems.

The next stage was to take action, to put in practice with the students, the aspects already investigated, that is mean to create, and design strategies to decrease their problems, not only for the students, the strategies explained in this essay intended to improve the educational practice of English teachers, proper instruction giving is a challenge for teachers. Taking into account that giving instructions is sometimes neglected for teachers, sometimes teachers think that it is an acquired natural skill, so they face many problems.

New teachers assume that it is a skill that will be naturally mastered; more experienced teachers assume that it is a skill they have already mastered. For all language teachers, instruction giving is an area that deserves attention and practice, as it has a significant impact on how well students can carry out activities and, as a result, how well they learn.

As Glickman (1991) states:

"Effective teaching is not a set of general practices, but rather a set of context-driven decisions about teaching. Effective teachers do not use the same set of practices for every lesson. Instead, what effective teachers do is regularly reflect on their work, observe whether students are learning or not, and then adjust their practice."

The last stage was to conclude with the obtained results if there were bad or good results, the aim of this is showing what it was learned after all, and how this helped to improve the teaching practices.

Thematic line

This document focus on giving instructions as an element that interferes with the success or failure of a lesson, it also talks about the factors that should be considered by the teacher for giving instructions effectively. When giving instructions, teachers create an English atmosphere in the classroom. Knowing what to do helps students carry out activities more easily, keeps their motivation and interest in the task, and does not distract them.

During the observation process, the 2° grade group B was selected, because they had several educational necessities, one of their necessities was "the correct follow-up of the instructions to perform different activities." For this reason, the chosen theme speaks about the importance of the correct follow-up of the instructions, due to the great importance that it has as a teacher in front of the group to carry out the activities correctly. This thematic is immersed within the thematic line II ANALYSIS OF TEACHING EXPERIENCES.

According to the document Orientaciones Academicas Para La Elaboracion Del Documento Recepcional (2002), this theme includes topics related to some experience that the student has developed with one or several secondary education groups and who wishes to analyze in detail, whether about any particular content or some component, area, topic or language function.

This thematic line is related to some experiences that the trainee teacher has developed with the selected group, in this case, the second-year group B at Middle High School Jose Vasconcelos 0629, in addition to this point, this thematic line provides more resources about how to work in an English classroom. The knowledge, initiative, and the pedagogical imagination is reflected in this essay, as a significant instrument for the trainee

teacher has to develop during the work process, this line allows to recognize the ease or difficulty of encouraging adolescents to learn.

It worked with the topic of "COMMANDS TO GIVING INSTRUCTIONS FOR SPECIFIC DETAILS" because it is a primary part of being a teacher in front of the group. Many times a teacher in front of the group asks why students do not achieve the expected learning and that the student brings many problems, which cannot be easily seen. According to the experiences as a trainee teacher, sometimes the problem is that the students do not understand what they have to do, and the problem appears when they just follow and copy the work to their peers.

As mentioned before, "Giving instructions" is a part of being a teacher, and is the most demanding competence to develop, due to not all the teachers can communicate effectively in the classroom during the work proses. As a trainee teacher was spending much time telling students what to do and how to do it. However, if the students do not understand what the teacher saying, all the instructions are going to be meaningless; most of the time teachers cannot be clear when they try to say the instructions and the students do not know what to do during the activities because they are not able to understand it.

The analysis carried out in this document is the process of follow-up and the way to carry out the instructions, how it affects the students how the instructions are dictated and what kind of instructions are more suitable for the students according to their English level (orally or in writing). In this document, the previous observation has a significant influence during the realization of the classes using diverse materials and academic, pedagogical, and strategic resources.

Besides, the development of the difficulties, challenges, or achievements that represent the learning of the subject Foreign Language English and the teaching methods used. The primary purpose of working with this thematic line is to have more tools when applying the teaching strategies during the performance of the proposed activities. Besides, different points are taken into account, such as:

- The purposes of the secondary education curriculum.
- The didactic strategies used and their relationship with the approach.
- The use made of the educational resources of the school and the environment.

In addition to the previous point, it has taken into account aspects of the generic and professional competencies that define the graduation profile, such as:

- Specific intellectual abilities
 - Express ideas clearly, simply and correctly, in written and oral form; In particular, it has developed the abilities to describe, narrate, explain and argue, adapting to the development and cultural characteristics of his students.
- Mastery of the purposes and contents of secondary education
 - Establish an appropriate correspondence between the nature and degree of complexity of the educational content with the cognitive processes and the level of development of the students
- Teaching skills
 - Know how to design, organize and implement strategies and didactic activities, appropriate to the needs, interests, and forms of development of adolescents

- Know and apply different strategies and forms of evaluation on the educational process that allow you to effectively assess student learning and the quality of their teaching performance

Taking into account the previous points, it was intended to meet in deep the needs presented by students in group 2 ° B to reach the objectives of the English Foreign Language course so that students can understand and perform different instructions depending on the activities. At the same time, as a trainee teacher, it was managed to develop different competencies, skills, and attitudes to improve professional practice.

Topic description

Commands to giving instructions for specific details.

According to Aprendizajes Clave (2017), students have to obtain the necessary knowledge to participate in oral and written social practices with native and non-native speakers of English through specific competencies. In other words, the focus of the English subject for secondary education promotes and encourages the reflection of language, in addition to its functions and communicative uses, since both are necessary to achieve the active and successful participation of students in social practices of language.

One of the most efficient ways of learning a language is when learners are undoubtedly involved in a lesson. The success or failure of a lesson depends on several factors, but the most relevant factors are:

Activities: the activities teachers add to their lessons must be interesting enough to keep students' motivation. As Ur (1996) emphasizes, motivation is strongly related to achievement in language learning.

Explanations: they make a big difference in the success or failure of a lesson. One important kind of explanation and the essential qualities of a good teacher is giving instructions, which can be given orally or written.

The way teachers talk to students, how they interact is crucial to both successful learning and teaching. Perhaps the most significant point that determines how successful students will learn is the way instructions are formulated, and sometimes it is this point that distinguishes good teachers from bad ones. It is primary, that teachers' directions relating to academic activity and behavior are clear, precise, and valid. The best activity in the world will turn into a disappointing failure if students do not understand the instructions.

The four skills, listening comprehension, oral production, reading comprehension, and writing production, are taught and improved in the Basic Mexican Educational Levels (Aprendizajes Clave, 2017). Students can learn and acquire English as native speakers; the primary specific purposes are that the students:

- Identify the main idea and some details, using their knowledge of the world.
- Understand and use information
- Adapt their language to unexpected communicative needs
- Understand instructions to interact in different situations.
- Infer the meaning of expressions in texts related to familiar and known topics

It is required to cover that opportunity area for professional practice; and this topic is of interest to the educational community because when giving instructions, teachers create an English atmosphere in the classroom. Knowing what to do helps students carry out activities more easily, keeps their motivation and interest in the task, and does not distract

them. Traditionally teachers have focused on the cognitive and motor parts of the students without taking into account the understanding of the different activities.

Besides, PISA (Program for International Student Assessment, 2015) shows that students have difficulty understanding what they have to do to solve specific activities and how to interpret the information, it is because the teacher only focuses on the theoretical knowledge and forget to direct students to understand the keywords that will help them to solve the different activities correctly.

Instructions must be as brief and transparent as possible to keep students concentration. Teachers must think carefully about what they are going to include or omit when giving instructions, having in mind that meaningful chunks are better than long sequences of instructions. They must also know how they are going to give them: a transparent way would be to give an overall idea of the sequence of tasks first, and then, before each step, teachers remind students of what they have to do. (Parrots, 1993)

Teachers must get concrete evidence from students that they know what they have to do and should never act as if they have understood everything. "Do you understand?" is not enough to check instructions because students say yes when, in fact, their answer is no. Regarding the misunderstanding of instructions, an excellent suggestion to overcome the problem is to ask some questions such as "What do you have to do first?", "And then?" "Are you going to....?"; to ask the students to repeat what they have to do and to paraphrase or, depending on the level, allow students to use L1.

Central questions.

It is necessary to take into account the need and the importance of how the teachers giving instructions to carry out the different activities in school education. According to the previous difficulties, some solutions applied to solve them were:

- Communicative competence in the foreign language is required to exercise the skills systematically, to understand what is heard and read to express themselves in oral and written form in context and several situations.
- Practice systematic reading and listening instructions, as a habit as a source of knowledge of other cultures, English-speaking
- Didactic competition to design and implement strategies and resources that contribute to the development of communication skills with teenagers.

Throughout this essay, it is intended to be reflective, find, and offer innovative solutions, focused on the cover of the students' educative needs, proposing useful strategies to improve teaching and learning. According to the pedagogic activities during the professional training and the realized observations during the intervention inside the classroom, the results of the diagnostic exam, it was possible to identify the opportunity areas in how to present the information to the students to do a specific activity.

By having had the previous information, the following questions are asked:

- How can an instruction failure?
- What knowledge do students need to do the tasks?
- What is the core command I am trying to convey?

In addition to these questions, another question arose:

- How the way of working affects the follow-up of the instructions?
- What kind of instructions is more suitable for the students according to their English level (orally or in writing)?

These questions serve as a guide and reference to develop this document so that they are a reference to improve my professional practice.

Context

External context

Escuela Secundaria General No. 0629 "José Vasconcelos".

According to Fierro (1999), it is fundamental to examine the school context because it is necessary to know the social dimension, cultural and socioeconomic conditions, and advantages that a school presents according to the place where it is situated. In addition to this, it is essential to know how this context could affect the educational process of the students.

The Middle High School 0629 "José Vasconcelos" with school identification code 15EES0941I is located in the street Paseo de Las Villas 298, Villas de la Hacienda, postcode 52929 López Mateos, Estado de Mexico. The school belongs to the General system that follows a schedule where students start classes at 7:00 am and finish classes at 1:10 pm.

It is immersed in an urban area, according to INEGI (2014), an urban context that has the location of 5,000 and more inhabitants and has available pavement, sidewalks, wheelchair ramp, sign with street name, public telephone, and public services as a street lighting, drainage, public transport, 50 or more houses, water and public equipment and services, such as communications, commerce, food supply, health, and educational services as well as the existence of cultural and sport spaces.

In addition to this, Villas De La Hacienda neighborhood is belonging in Atizapán de Zaragoza, State of Mexico, and covers an area close to 110 hectares, that area has more than 14,200 inhabitants in 4,520 houses. Villas de la hacienda have up that year an average of population aged, the groups under 14 are 3,000 people, the groups between 15 and 29 years

old are 5,000, ages of 30 and 59 years old are 7,000 and the population aged +65 years were 1,400 people. (INEGI, 2014)

It has a medium socioeconomic and cultural level. Most parents have professional studies, are employees, or have their own business. It is observed that 50% of mothers are dedicated to home, while the other 50% work outside. The school belongs to a residential area, where the majority of students live, according to the counselors up to 50% of the students come from nearby neighborhoods while the other is from Tepalcapa, El Jaral, and Hogares de Atizapan.

Near the school, it is located several public services such as malls (bodega Aurrera, Comercial Mexicana, Elektra, Coppel) other public services such as health centers, sports areas, entertainment and recreation spaces, schools such as primary schools and high school, stores, markets, restaurants, etc.

It has roads infrastructure and ways of transportation, as it is not far from main avenues; besides, the school has the following essential services: electricity power, water services, drainage, cistern, internet service but only in the principal's office and the computer room, the school has the necessary services to be fully functional.

As stated by SEIEM (2010), it is a General high school because it receives students from all social strata in an age range from 12 to 16 years, including those with special educational needs. In this modality, a large number of schools have courtyards, laboratories, auditoriums, libraries, telematics classrooms, which are equipped with various educational and technological resources, which encourages new and motivating learning environments.

Around the school, the students are safe; when the entry time there are police officers, students can cross the street without any car accident since the middle-high school is in an area heavily traveled by cars. As in the departure time, there are police officers in the surrounding so that students can cross the streets and take their public transport.

Students arrive at school by car, public transportation, on foot, or the school bus. Their parents drop off most of them in the school, and other students arrive alone. The counselors check students to wear the uniform, the haircut, or if they brought any summon signed, sent to their parents. In the morning, counselors and principals, usually check students' uniforms because, in some situations, they arrive with different pullovers and they are checking if they have a proper haircut, but the essential task is to find out if they do not have summons.

When the students leave school, some of them walk home accompanied by classmates; others go on the transport, which their parents pay to take them home; this transport waits in the school to avoid risks, such as a student being run over and outside the vehicle. Besides, some parents wait outside the school for their children to leave, but it is approximately 40% of parents who do this.

Internal context.

Talking about the characteristics of the building, the school has: (Appendix 1)

- Six classrooms (two per grade)
- Principal administration
- Sub-administration
- Laboratory
- Computer room (with 40 computers)
- Media classroom (with 50 chairs for the students)

- Library (with 30 chairs and ten tables for the students)
- Teachers' dining room
- School control office
- A school store
- Bathrooms (seven toilets for boys and girls)
- Two small sports courts (a dome covers one of those)
- The school supervision is located within the school

The students' learning process is not only schools' work; school and family must work together to be better. Disseminate, explain and generate the interest of teachers, mothers and fathers, the community-academic and other sectors interested in public policies for education Basic of our country (Plan, 2011)

In general, the facilities of the school comply with the objective of providing the tool to the students for their learning. Having classrooms and learning spaces in the right conditions is crucial at the moment of achieving that the students obtain the expected academic results, but there is a problem; most of the students do not have cleanliness awareness to keep their classrooms in the right conditions.

This problem directly impacts the students, because they do not worry about maintaining their classrooms clean and at the end of the classes the classrooms and the furniture were in bad condition, for that reason some times the students do not have a piece of functional furniture inside the classrooms to taking their different classes.

As Mayorga (1999) says, the physical state in which many of the junior high schools are located in Mexico is another factor that influences the type of service offered to students. It also should consider laboratories, spaces for technological activities, physical education, the library, and other annexes, to generate more favorable environments for teaching work.

Sandoval (2000) Establishes that the school has a pyramidal organization; it has a carefully organized structure, where all the participants have specific activities or commissions, and everybody has to do their work and helping each other. The Middle School Jose Vasconcelos has an organization made by The principal, vice-principal, one secretary, three counselors, and fourteen teachers; also, the school has one door attendant, one janitor, and approximately 313 students (50-54 per classroom). The school also receives help from some high school students that are doing their social service.

The principal is at the top of the school organization. She is in charge of the teachers that they work with plans and programs approved by Secretaria de Educacion Publica (SEP) to attend the school's needs and problems. She guides and motivates school staff to carry out their duties and responsibilities, provides the school with different elements as materials, approves the teacher's lesson plan as well as students' exams, and, keep the contact with higher authorities.

The vice-principal with the principal are charge of the organization and evaluation of school activities, to replace the principal in his temporary absences, assuming his responsibilities, oversees the development of all school documentation, elaborates a schedule of complimentary activities of the school and evaluates the teachers' performance in the school during the morning. In addition, he supervises that all students have teachers, and if the teacher is not there, he asks a counselor or a trainee teacher to cover for absent teachers.

Teachers are responsible for leading the teaching and learning process depending on the area or subject that they teach; they make their lesson plans for the students in accordance with specific study programs in each grade, evaluate the students' learning as a keep up to

date the students' attendance records and present them to the school management. Finally, they are on a change to maintain contact with the parents and with the students.

Teachers should consider the different characteristics where the students live, their interests, resources to giving classes knowledge, stage, and so on if the teacher wants to create a productive learning environment because this depends on the students' learning.

The counselors are assigned to check the students' attendance, uniform, haircut, school credential, attend to students' necessities, do their school commissions, uniform, help the principal, they also have to be tutors of two groups per counselor, and they must help the students, if there is an academic problem with the students, it is they who attend to this problem. The teachers and the management staff are well prepared and compromised with the school goals like harmonic, communicative reputable, and respectful relationships among the students-teacher-management staff.

Door attendants and janitors are in charge of reporting to authorities the damages and irregularities that they can observe in relation to the school building. In addition, the janitor cleans the classrooms and other spaces of the school building, such as sports courts, teachers' room, and restrooms. The high school students who do their social services in the school, help with different commissions, for example, taking care of the people who enter to school, sometimes they help the secretary or vice-principal to write scholar documents or help the teachers with their didactic material.

Every two months, the councilors have to organize a meeting with the students' parents where they talk about their achievements, grades, and behavior during classes and with the teachers, homework, school attendance, and extra activities (special celebrations like

mothers' day, students' day). In these reunions, councilors, and parents agree on standards about behavior to facilitate better communication among them to improve their children's educational goals.

Another meeting is Consejo Tecnico Escolar (CTE) which are carried out every month, because this year it was agreed to change the dates of these meetings, due to La Secretaria de Educacion Publica (SEP) considers that 13 School Technical Councils are held, but they will no longer be held on the last Friday of each month. During these meetings, the teachers follow a program. In each CTE, they have to identify, analyze, share experiences, and strategies to develop and make agreements about the specific students' necessities or with specific problems to improve their learning process and well behavior.

The organization is essential, and when an institution is well organized, and there are people in a collaborative learning process, students can reach the level expected to this educational level. The organization and orientation are the components that play an essential role in the school. "Considering that is the concern of a school, to provide educational institutions that provide a middle High School education has an order that regulates their working, to achieve greater efficiency in the development of the work under its change" (Acuerdo No.98)

Classroom environment.

Classrooms are set up for fifty students, all students have a desk, and the students who are lefties have their unique desk, a whiteboard, in each classroom there is a table and chair for teachers, three lamps, six windows, and a door. There are also two classrooms with computers because those classrooms are not able to contain the whole group.

Classrooms are not suitable, in the different grades, there is less space because there are 45 or 50 students and do exist some problems if the teachers walk around the classroom with the purpose to see if the students are doing activities of the subject or to know what they are doing during the classes. In addition to this, the different groups are challenging to work in teams because there is not enough space to work in that way.

There are 5 to 7 lines, and in each line, there are six students, this situation occasions that in the lines are more than six students. It is impossible as a teacher to walk bylines and to be able to walk in front of them to explain any topic on the board if we want to change the way to work, for example as teams, or change the place to work in the classroom it is complicated.

However, having many students in a classroom is challenging to maintain group management during different classes. As well as knowing the personal problems and needs of each student as mentioned by The Organization for Economic Co-operation and Development (OECD, 2012) “A large class size seems to be associated with a higher percentage of students with behavioral problems and the need to spend more time maintaining order, rather than teaching and learning.”

There are six groups in each school shift (in the morning and the afternoon: two in 1^o grade, two in 2^o grade, and two in 3^o grade) with a student population of 313. The students' number in each grade is different; in first grade are more students than the third year. The school dropout is low (around 7% percent a year) because the school receives 80% of support from the parents of the students during the educational presses of their sons; only 20% of the parents do not get involved in this process.

According to Aprendizajes Clave (2017), the participation of the family in education is crucial because parents most support, make opinions about the school, and being part of the problems that the school faces, see the performance of their children.

Group characteristics

2nd-grade group B

During the teaching practices at Middle High School 0629 "José Vasconcelos" it had the opportunity to work in three different groups (1°B, 2°B and 3°B) during the morning shift, in English subject through the school period 2019-2020. This essay focuses to work on commands to give instructions for specific details, in the group 2°B because it was observed that it is a constant problem that they present and this cause the students do not understand and attend to the different indications that the teacher gives them to be able to perform the different activities.

Established in Aprendizajes Clave (2017), the purpose of teaching English as a second language is: Students have to obtain the necessary knowledge to participate in oral and written social practices with native and non-native speakers of English through specific competencies. In other words, the focus of the subject of English for secondary education promotes and encourages the reflection of language, in addition to its functions and communicative uses, since both are necessary to achieve the active and fruitful participation of students in social practices of language.

In this group, there are fifty students: twenty-three are boys, and twenty-seven are girls; within the 12-13 age range, there is not much difference between the number of boys and girls. It is fundamental to describe human development, whereby they are "puberty." Knowing the general characteristics of students is always an essential issue for teaching

practice. This will determine, in the first instance, the educational objectives, the conditions of the didactic proposals to be developed, and the patterns of social interaction in the classroom (Meece, 2001)

The WHO (World Health Organization) defines adolescence as the period of human growth and development that occurs after childhood and before adulthood, between 10 and 19 years. It is one of the most critical transition stages in the life of the human being, characterized by an accelerated rate of growth and changes. Various biological and psychological processes condition this phase of growth and development.

In this stage, they only want to experiment with all their curiosity leads with them. This one is difficult for them because they are worried about their appearance; they feel strange about their height, weight, and physical attraction. Both genders feel grumpy, rebellious, and anxious. Children have independence from adults; they develop a more profound sense of good and evil. Begin their perception of the future. They have a greater need to be loved and accepted by their peers. They develop a sense of group, and it is time to strengthen collaboration skills. They show great potential to develop their cognitive abilities (Aprendizajes clave, 2017)

They can display low or high self-esteem; they do not know why their bodies are changing being a physiological impact because they are not ready. Besides, the effects an early mature has more influence on women's sexuality. It is primary that parents and teachers help them to pass on this process by teaching and talking to them about all the things that they are going to live through (Meece, 2000)

The students at this group had the right attitude during English classes because the learning environment is peaceful most of the time. Based on the observation analysis and the students' comments during the classes, most of them did not like to study English, and they did not take into account the importance of learning this language. It was identified as a teaching challenge achieve that those students found the importance of English based on the new program Aprendizajes Clave 2017, so that, it could be easier for them to improve their skills.

As stated by WHO, Teenagers depend on their family, their community, their school, their health services, and their workplace to acquire a range of essential skills that can help them cope with the pressures they experience and make a successful transition from Childhood to Adulthood. Parents, community members, service providers, and social institutions have a responsibility to promote adolescent development and adaptation and to intervene effectively when problems arise.

However, last year it was seen that this group had good attitudes when the activity was interesting for them, such as ludic strategies where they had to compete with each other. They tried to do their best while doing the activities well because they wanted to be recognized by others. Another characteristic is that they do not have a specific leader; all of them work on their own.

For that reason, there are many smalls groups, but when they work in teams, the team leaders were easy to identify; it could be man or girls, but the characteristics were; the leader was very sociable, has a right attitude, gave orders and shut up their teammates. However, that does not mean that they do not have a good relationship as a group; on the contrary, they have a good relationship between them as a group, they quickly related. Numerous studies

indicated that positive relationships with peers improve the feeling of competence, efficiency, self-esteem.

Social aspects.

Giró (2011) mentions that the teenagers the friendship is based on the construction of peer groups or friends, those who become a crucial element in the development of social skill, fundamental for personal growth and the development of their self-esteem, consequently, they need to feel accepted by their classmates and find someone whom they could interchange their interest.

Usually, teenagers join groups with similar tastes. With the group, there is a kind of "group therapy," they tell their problems, and this helps them to communicate. The teenager feels good to notice that others feel and think like him. Having effective relationships with friends helps them develop a positive self-image and develop better social styles. It also allows them to interact with people of the other sex.

The identification with the group is, then, a cornerstone to achieve personal identity. The relationship with the group leads them to discover themselves as separate and independent from the parents, thus emerging the third concept of social development: autonomy. In other words, friendship is a particular part of this stage because the teenager has someone to share his or her ideas. Their friends can help if they have problems, and they talk about their interests, music, TV program, singers, football teams, books, magazines, YouTubers, and social networks.

The principal characteristics in the group 2°B, is that they do not pay attention in class because they are more interested in what is happening outside. They use their cellphone in class to check their social media or talk with other friends, during English class is very

common that they use a translator because sometimes they do not understand the meaning of some words.

Affective aspects.

The emotional development of young people, based on their emotions and feelings depend on the satisfaction of needs, these vary depending on the situation or experience. At this stage, the adolescent has an overestimation of himself, he believes himself to be an extraordinary person disparage for his abilities and skills, and it is ubiquitous for them to be compared with other young people. (Chomsky,1986)

Some factors intervene in affective development. The way they interact and the degree to which they intervene in each teenager. The main basic concepts are:

- **Need:** It is the lack of physiological and psychological aspects.
- **Interest:** When an individual focuses his attention on a goal.
- **Emotion:** This encompasses the neurological, psychic, inherited and acquired, stable and changeable, and collective and individual aspects of said reaction.
- **Feeling:** results of an emotional reaction, which is the form of emotional experiences.

If the affective aspects are promoted during the classes, the students have new perspectives, were open to new ideas, felt confident, and fearless to say whatever they wanted or asked to solve doubts because they wanted to learn even they made mistakes.

Cognitive aspects.

According to Piaget (1969), the students are in the last stage of cognitive development, which is the formal operations stage, this stage starts from eleven or twelve years old to over including adult life.

The main characteristics in this stage that begin to think abstractly and reason about hypothetical problems; think about the thing they have never had contact, a thing more about moral, philosophical, ethical, social and political issues that require theoretical and abstract reasoning; as well learners begin to use deductive logic or reasoning from a general principle to specific information. In addition to the stage of Piaget's theory involves an increase in logical thinking, the ability to use deductive reasoning, and an understanding of abstract ideas.

When the students are in this stage, everything is different because they can imagine, create, reason, and defend their own ideas. When a teacher knows her group, it is helpful because she controls the rhythm of the class, and she has the opportunity to help others, particularly when someone is learning a new language, and it is complicated to understand it, so it is the moment when she has to use appropriate teaching strategies in order that her students learn.

Motor aspects.

This is a basic aspect of adolescence because the students control their movements. Meece (2000) identifies that the motor aspect is divided into two motor skills, which are the gross motor skills and fine motor skills:

The gross motor skills are necessary when a kid starts to move his head, hands, body. It is when he uses his body to do activities that are not complicated, depending on the stage, but

in adolescence, the body is mature, and a teenager can run and do more complicated activities. Sometimes, the students have to do some activities with their bodies; an example of this is "Simon says" or "face to face." For students, this activity can develop their physical aspects because they have already had excellent coordination following a continuous process.

Thin motor skills for teenagers allow them to use their muscles correctly, although writing, which is not a complicated task, is something they do not like, it was identified that their writing was difficult to understand and read. About calligraphy, 17% need improvement while the remaining 83% have no problems. About the order given to jobs, 17% of students do not have an order in their notebooks, while 60% keep all their tasks and jobs in order.

English level diagnosis

The English level in the group is not heterogeneous, being difficult to teach them. Most of the students get lost in the activities, and those who have an excellent English level do not want to help them. It recognized that they could understand better if the teacher in front uses some images or pictures with bright colors, where they could see the symbols or when it showed them flashcards with the vocabulary or when it taught them grammar structures and easy questions to elicit their previous knowledge.

As mentioned before, for them, everything is current, but especially in middle high school for most of this group, the English subject is difficult to understand. Inside of the group, just five of them understand English subjects although they do not take extra classes, and are the students who participate the most. Their intentions to participate during the classes are very noticeable, they have the confidence to do it, however, the situation is that they are accustomed to translating English to Spanish.

On the other hand, most of the students do not have the confidence to participate or do their tasks on their own, they deem that mistakes are not accepted so they do not want to show how "little knowledge" they have in other cases English is difficult for them. Some of the students feel nervous when they have to participate or when they have to give some examples of their activity, although they do not dare to participate unless their participation is conditioned with extra points or something similar.

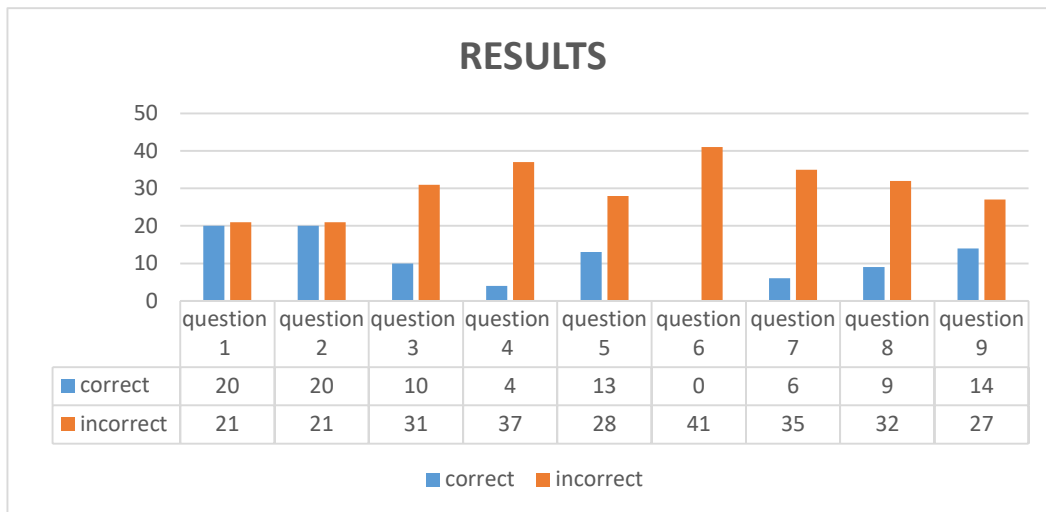
The diagnostic test was designated with the purpose of to know what their previous knowledge was in English subject, some students feel nervous because they did not understand the exam and were afraid to fail, but they knew it was only a diagnostic. The

English diagnostic test was applied on August 2019 (Appendix 2), which allowed having data about the students' English level.

The diagnostic test was divided into four sections, each section for a specific skill and each section had a goal, besides putting into practice the four primary skills of the English language: writing, listening, reading, and speaking. (Appendix 3) The scale used in this diagnostic test was based on the Common European Framework (CEFR) and conforms to the guidelines proposed as a suitability scale in the acquisition of a second language (English level) the Common European Framework establishes a scale of six standard references levels for the organization of language learning.

During the test just 48 students made the diagnosis the rest of them were absent, after that the following English level results were obtained: thirty-eight students obtained a PRE-A1 level where they can understand and use everyday expressions, can present themselves and others, ask for and give necessary personal information about the home. It can be related simply as long as the speakers speak slowly and clearly and are willing to cooperate.

Ten students had A2 where they can understand phrases and expressions of frequent use related to areas of experience that are especially relevant for them. In addition, they identify the vocabulary, and they know the meaning of some words. They know how to communicate when carrying out daily and straightforward tasks that do not require more than simple and direct exchanges of information, describe in simple terms aspects of their past and their environment, as well as issues related to their immediate needs.



According to the obtained results, could observe, identify, analyze, and assess that:

- Nine students can communicate fluently in English with a little assistance for the pronunciation of some words or expressions. They understand text with the simple phrase, but they are accustomed to translating English to Spanish.
- Five students can write complete sentences quickly and understand the text and identify specific ideas.
- Five students have essential communication in English. They can understand simple sentences with the vocabulary that they know.
- Twenty-nine students speak slowly; they have problems writing simple sentences because they do not know the vocabulary; they also have a wrong pronunciation in many words, and they need assistance.

After analyzing the results obtained, it is possible to determine how will be worked with the group.

Specific topic

Direction test.

Giving instructions is an integral part of being a teacher. As a teacher, is common spending much time telling students what to do and how to do it? However, if the students do not understand what the teacher is saying, all the instructions are going to be meaningless. When giving instructions, teachers create an English atmosphere in the classroom. Knowing what to do helps students to carry out activities more efficiently, keep their motivation and interest in the task, and do not let them get distracted.

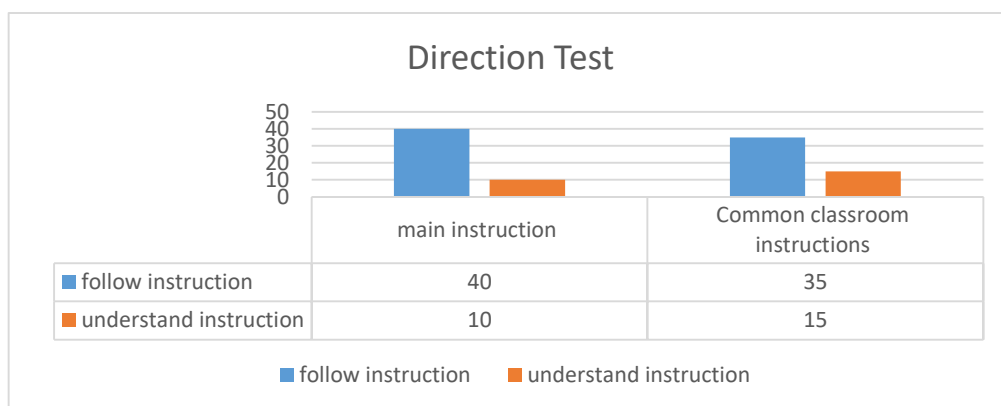
Teachers also benefit from proper instructions:

- They avoid discipline problems because students will be concentrated on what they have to do
- It helps them achieve their aims.
- It helps them keep to the time set for each activity of the lesson because re-explanation will not be necessary.

Their monitoring will be much more effective since they will be available to help students with problems related to the activity itself rather than being busy giving instructions repeatedly. Aprendizajes clave (2017) can be a great tool since establishes English is not present in many of the students' social environments; the school is quite often the only space where they have a chance to learn a non-native language. As a result, the school must create the necessary conditions to foster oral and written communicative situations where English is used for academic, social, literary, and ludic purposes.

On the other hand, teachers responsible for teaching English in Cycle 4; face the challenge of guaranteeing the use of suitable teaching strategies that enable students to access and interact with the English language through "The exercise of one's communicative language competency in a specific domain in processing (receptively and/ or productively).

Teachers must make the classroom activities attractive and exciting for learning so that all students can share their experiences and knowledge about reading, writing, and oral exchanges in the English language. By doing so, they will identify linguistic aspects and uses of English, as well as similarities and differences between English and their mother tongue. (Aprendizajes clave, 2017)



Parrott (1993) mentions a critical fact, which reinforces the importance of the English atmosphere mentioned above: The giving of instructions in the classroom is one of the few genuinely communicative acts, which takes place. The teacher should thus exploit this opportunity by making her instructions as natural as possible. If they are complicated and challenging for the students to understand, learners and the teacher are consequently obliged to 'negotiate to mean' to achieve an authentic communicative purpose.

The Direction test was applied on September 25th (Appendix 4) which was about instructions to do simple activities in the classroom, the principal aim was to identify how students solve different problems that are presented for them. It was noticed that exists a difference between follow instructions and understand instructions to carry out the different tasks in an oral and written way.

After applying the diagnosis, it can identify, analyze and interpret that most of the students cannot understand the instructions; the problem is that those students do not have the necessary vocabulary to understand keywords that helps them to do the activities well. When a teacher gives an instruction, the students often need to understand all the words to follow. That problem occurred because those students just look to their partners, those students develop an understanding of single words, but if they find a word that they do not know the meaning, they do not know how to solve the activity.

According to Cambridge Dictionary, following means, to move behind someone or something and go where he, she, or it goes, to happen after something or come, in other words, if you follow someone who is going somewhere, you move along behind them without their knowledge, just to catch them or find out what they are doing. On the other hand, understanding is a psychological process related to an abstract or physical object, such as a person, situation, or message whereby one can think about it and use concepts to deal adequately with that object.

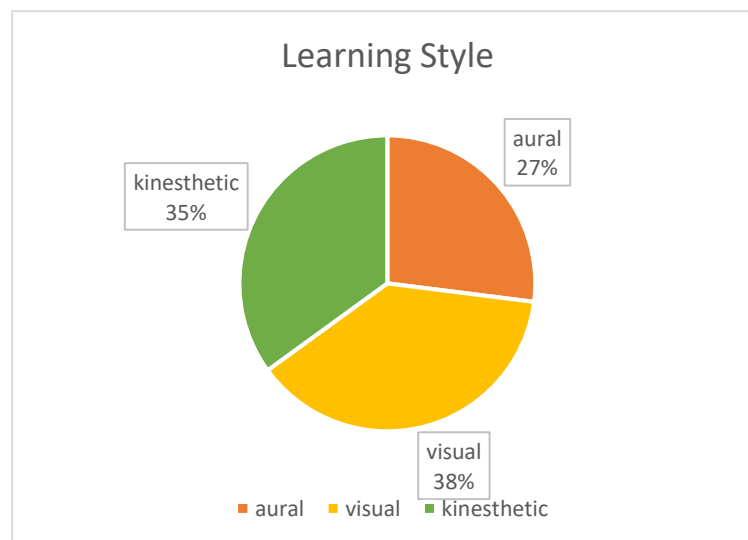
Miller (1956) and Simon (1974) say that the ease with which the students understand instructions and procedures is likely to be influenced by two general factors: the intrinsic complexity of the information and how the information is presented. For that reason, just some of the students can understand what they have to do during different activities. These

two factors interact both with each other and with relevant characteristics of the human cognitive system.

Learning styles diagnosis.

On August 28th, 2019, a test was applied to know the learning style of each student and to know their English level. The term "learning style" refers to the fact that each person uses his or her method or strategies to learn. Although the strategies vary according to what one wants to learn, each one tends to develop specific preferences or global tendencies, tendencies that define a style of learning.

These cognitive, affective and physiological features serve as relatively solid indications of how students perceive interactions and respond to their learning environment, that is, they have to do with how students structure content, form and use concepts, interpret information, solve problems, select means of representation (visual, aural, kinesthetic).



Therefore, a VARK test was applied (Appendix 5), where the three primary sensory receptors are used: visual, aural, and kinesthetic, the result is the following: 13 students are aural, 19 students are visual, and 18 students are kinesthetic. The predominant learning styles in the group are kinesthetic and visual, which means that the students process the information associated with sensations, movements, images, and graphic elements. They use this system, naturally, when they have learned a sport, but also for many other activities.

The kinesthetic learners need to move when they study many times they walk or swing to satisfy that need for movement in the classroom; they look for an excuse to get up or move. The kinesthetic person is sentimental, sensitive, and emotional; they show their sensitivity and spontaneously express their feeling, they related very quickly with other people, according to O'Connor and Seymour (1995)

On the other hand, "The visual person understands the world as he sees it; the appearance of things is the most important. When he remembers something, he does it in the form of images; they transform words into images, and when he imagines something of the future, he visualizes it his posture is somewhat rigid, with his head tilted forward and his shoulders raised" (Manual de Estilos de Aprendizaje, 2014)

In general, in a classroom, these students like to see; the ideal class for them is full of images, videos, photographs, pictures because it is what most attracts their attention. As they need visual stimuli, they look at the pages of the book, take notes, underline, make points, even the most skilled in this style, and make mental or conceptual maps to be able to have something to review or study later.

However, although there is a more significant number of visual and kinesthetic students does not mean that all English classes are going to be carried out in this model, but since we are in a group with different learning styles, the classes should be developed covering these three different styles, multisensory classes.

Empirical and theoretical references

The importance to understand the educative process in Mexico is an indispensable element by trainee teachers, since teachers have to know about the effective functioning and organization inside of the educative system are. The previous questions are going to be answering to clarify the topic to be developing in this essay connecting it with some agreements and educations laws. On the education's history, there is a lot of important basis such as official documents of why the education has been reformed, that include how the education system has to work, and why education has to be non-religion and free.

As stated by the Ley General de Educacion (2019) in its second article mentioned, "The State will prioritize the best interest of girls, boys, adolescents and young people in the exercise of their right to education. To this end, it will guarantee the development of programs and public policies that make this constitutional principle effective."

In other words any person has the right to get a quality education, owing to education is the way to acquire, increase and transmit the culture, and is a continual process, which contributes to the development of any person and in society's transformation. Besides, the Ley General de Educacion (2019) in its third article mentioned that; states must provide quality education services that guarantee the maximum learning of the students is one of the state's obligations, so all the society can access to the kinder garden, elementary school, middle high school and high school.

The middle school "Jose Vasconcelos 0629" where teaching practices realized includes all the aspects mentioned above. The principal's leadership focused on achieve and comply with the obligations that the school has to provide quality education to all the

students, despite the problems presented by the community and the education system in general.

Even so, this is not enough because, as stated by the Plan Nacional para las Evaluaciones de Los Aprendizajes (PLANEA, 2017) test applied in the scholar period 2017-2018 showed that, the school had some weaknesses in communicative language and Math. That is the reason for the teachers to started to promote some strategies, where students had to read texts, did summaries, identified the main idea; in the case of mathematics, teachers had to start with some basic operations like additions, subtraction, multiplication, and division.

According to Ley General de Education (2019) mentions, all the people have to receive a quality education, for this reason, everybody has the opportunity to study and have the same regardless of their economic status. On the middle-high school "José Vasconcelos 0629" it was observed that all staff worked on a solution to provide opportunities to pay for re-enrollment or uniforms for students who could not afford to continue studying.

On the other hand, Aprendizajes Clave (2017) establishes that the main objective of the Educational Reform is that public education, basic and high school, in addition to being secular and free, is of quality, with equity and inclusion. This means that the State must guarantee access to school for all children and young people, and ensure that the education they receive provides them with meaningful, relevant, and useful learning and knowledge for life, regardless of their socioeconomic background, ethnic origin, or gender.

It means, the education system mobilizes resources and initiatives in the public sector to give equity and quality to the society, to favor opportunities on the individual and social

development for the present and future, but does this happen? Does the education system give enough resources and promote enough initiatives for the society's development?

To improve education quality, innovate with new strategies is necessary. However, there are many challenges in Mexican education; the Organization for Economic Co-operation and Development (OECD, 2010) searched strategies for action in Mexico, the objective was to help our education system that is, optimize teaching, leadership, and school management to improve children's results in basic education, this information was based on public education.

In our system, we have to pay attention to some fundamental aspects ensure that the actors and the proposed structures to turn their attention to train their personnel, the development and support of the educator's workforce. In the school, Jose Vasconcelos the students have a teacher who specializes in the subject and it is important because teachers know their areas so they have to teach differently.

For this purpose, the school has to promote and encourage the conscious of living in an international world, with challenges and big opportunities, but the most important to make our country a multicultural, multilingual, and democratic nation (Aprendizajes Clave, 2017). That is why, we as a teacher must commit to with the education of our students, to give them enough tools and resources so they can face easily the future, achieve their dreams, get their goals and make their nation a better place, such as everyone says, the future is them and they are in our hands.

When we learn, we realize it through the senses (hearing, touch, taste, smell and sight), for it, the models commonly used in education are the auditory, visual and kinesthetic.

Aprendizajes Clave (2017) mentions that focusing on language acquisition "There are two processes by which it is possible to achieve bilingualism at some point: acquisition and learning."

The first one refers to an unconscious process where the need for communication and the constant exposure to a specific language allows the learner to communicate in that language, called the target language; this happens with people who migrate to another country and acquire the language in a similar way to that of their mother tongue. Learning, on the other hand, is a conscious study of the target language, usually with fewer opportunities of exposure to it and informal environments, like school.

Moreover, the skills related to the language (speaking, reading, listening, and writing) are emphasized in the familiar and community environment; reading comprehension is particularly practiced in the same literary and ludic environment, while written production is addressed particularly in the academic and educational environment.

That is why teachers need to make classrooms attractive and interesting places for learning. The third pedagogical principle, "Promote learning environments" mentions that a learning environment is a place where communication and interaction promote the learning. To promote a learning environment we can use different things like audiovisual, printed, and digital resources, keeping in mind what do students have to achieve.

It means in a great teacher's classroom, each person's ideas and opinions are valued. Students feel safe to express their feelings and learn to respect and listen to others. In other words, the teacher creates an excellent learning environment for all students. In this way, all students can have the opportunity to share their experiences and knowledge about reading,

writing, and oral exchanges in English language. By doing so, they will identify linguistic aspects and uses of English, as well as similarities and differences between English and their mother tongue.

As a teacher we have to frequently review how we use our time, the didactic material, the classroom resources, and how we management the whole class to encourage children's learning. It is very easy to devote more time than necessary to things that should be the responsibility of a well-organized environment. If a trainee teacher wants to comply with these purposes, the students' cognitive skills have to be clarified, so it should ask and answer the following questions:

How can an instruction failure?

Not long ago during English classes, it was evident that it was a waste of time to read and reread the instruction for the whole class, so, the students were assisted individually; that was another failure because explain students by the student was more exhausting that was planned. As teachers, we make mindful efforts to comprehend different perspectives from different situations. Having in mind that we cannot become a reflective teacher if we do not have those three characteristics (open mind, responsibility, and honesty) that are the basis for improving our teaching practice.

Most of us can recall a similar experience where the teacher delivered instructions, but we were unclear about what we were expected to do. Moreover, as teachers, most of us have had experiences of giving instructions that were misunderstood or incomprehensible to our learners. Instruction giving has a direct effect on learning; a lesson or activity becomes chaotic and fails when students do not understand what they are supposed to do.

Nonetheless, good instruction giving is a challenge for both native and nonnative language teachers, as well as for both seasoned and novice teachers. However, instruction giving is a skill that is sometimes neglected for teachers and teachers-training programs. Parrott (1993) mentions an important fact, which reinforces the importance of giving instructions in the classroom.

“The giving of instructions in the classroom is one of the few genuinely communicative acts, which takes place. The teacher should thus exploit this opportunity by making her instructions as natural as possible. If they are complicated and difficult for the students to understand, learners and the teacher are consequently obliged to ‘exchange the meaning’ to achieve an authentic communicative purpose.”

Instructions are not something to be overlooked given the right sort of instruction is crucial to a good flow of a lesson and performance of an activity. Failing to do so can result in a huge waste of time, not to mention a series of interruptions with the very same questions or, what it is called ‘interrogation mark faces’.

A short time ago during teaching practices, the opportunity to teach a specific topic came up; which involved communicating with a reasonable number of students to request, developed, and presented a specific task. After writing the instructions on the board, it had to be read, reread, and reread to ensure it was not misleading. This time the basic rules about giving instructions were followed:

1. Get students’ attention.
2. Be clear.
3. Use short sentences.
4. Be chronological.
5. Support students.
6. Check to understand.

Most of the students seemed to have understood it, but when the students started to do the activity, only a very small number of those students were able to realize all the requests. At first, the instructions needed to be reread in a try to improve them. This second time, more students were able to complete the task as demanded, but still, some were not done the activity correctly. Frustration was feeling, but it was necessary not to give up.

Reading authors talking about giving instructions, two basic rules seem to be present in most of them:

- Instructions need to be kept as simple as possible; and
- Instructions need to be logical.

So, contrasting what the authors say and what happened in the real-life most of the students have a struggle with following instructions this impacts their ability to reach the desired ‘purpose’ or ‘outcome’ and thus complete tasks effectively. When the students know that they have to learn something is harder for them, because this involves work, practice, responsibility, and other things that most of the students reject, and this makes harder and stressful the learning process.

What knowledge do students need to do the tasks?

Perhaps the most important point that determines how successful students will learn is the way instructions are formulated and sometimes it is this point that distinguishes good teachers from bad ones. It is important, therefore, that teachers' directions relating to academic activity and behavior are clear, precise, and effective. The best activity in the world will turn into a disappointing failure if students do not understand the instructions.

Once again, a problem arose and this time, the trainee teacher did not know how to explain the instructions without translating because there were some difficult and new words

that students did not know. By the way, it was supposed that students had learned those words last year but for many difficulties and personal students' problems, they did not know the meaning of those words. Therefore, the trainee teacher had to found new strategies to teach the students; reflecting on it, a great teacher has no fear of learning new teaching strategies or incorporating new technologies and material into lessons and always seems to be the one who is willing to share what he has learned.

Recent research from Chi, M. T. H. & Wylie, R (2014) has shown that students can learn more deeply from failure-based instructional approaches. In contrast, direct instruction such as receiving the “textbook” conceptualizations of topics via lectures or other forms of explicit instruction might merely lead to surface learning. Generally involving the presentation of correct information, direct instruction tends to be teacher-centered rather than learner-centered.

When the outcomes of direct instruction are compared to learning activities that allow students to generate their solutions, ideas, conceptualizations, and representations before being formally taught, the evidence favors the latter for conceptual understanding and ability to transfer knowledge (Kapur, 2016). Amazingly, while some students may remain focused on tasks, others may appear to be distracted or confused.

That’s why, if instructions are not effectively and formulated, there will be several students who will simply not have assimilated what is to be done or have only caught part of the information. Any failure to hear or understand teachers’ directions will undoubtedly result in much-unwanted behaviors:

- Failure to do the tasks.

- Because of this failure, teachers will need to use reminders, reprimands, sanctions...
- Repeating things all the time will teach students not to bother listening as you always repeat things.
- Both students and teachers will feel frustration, a deadly feeling for any learning and teaching process.
- Learners get angry because they feel helpless.
- Teachers get angry because learners fail to comply.

Good instruction giving begins in the preparation stage. Although teachers may feel they can easily improvise, instructions “are often not as clear to their students as they are to themselves” (Ur, 1996). A good way to make sure your instructions for an activity are clear and concise is to write them out as you develop your lesson plan (Woodberry and Aldrich 2000). Scrivener (2011) suggests sticking with words that are familiar to your students, trying to write one sentence for each main point, and—if your instructions seem too long—deleting as many words as possible while still keeping the original meaning.

As a trainee teacher, it is a constant struggle to teach the students what they have to do to complete an activity; many teachers are in the same situation. During teaching practices is a constant problem that causes the students do not understand and attend to the different Teacher' indications, learners also need to be able to understand the language and the keywords that will help them in the proper resolution of the different problems.

By contrasting the authors mentioned above with the experience during teaching practices, when students have trouble following directions, they often encounter the annoyance and frustration of others. A true misunderstanding can even result in ridicule and punishments that can leave the students confused and dejected. The key is to be patient and to make the process fun and engaging. In the classroom, we can play games like "Simon

Says," or create a scavenger hunt that can help to teach this needed skill, but finding the time to do this can be difficult.

What is the core command I am trying to convey?

For many students, learning to follow directions and instructions is a complex task that requires explicit instruction, and the mastery of this skill involves vocabulary development, mental flexibility, attention to details, listening skills, receptive language skills, verbal reasoning, and expressive language skills. Planning the instructions until feel confident is important because after to achieve that skill the delivery of the instructions is acceptable without planning previously (Scrivener, 2011).

Even with sufficient practice, you might find that you sometimes need to plan instructions, especially for complex or multistep tasks and particularly for beginners. When a teacher gives instructions, the point is to make sure your students know what they are expected to do. This can best be accomplished by using simplified language common in instruction-giving, which often includes imperatives and short sentences.

According to Doff (1988), “most of the language we need for organizing the class consists of simple expressions which can be used again and again.” Avoid difficult colloquial language, challenging grammatical structures (especially structures that have not been introduced to students), and complex jargon.

Benjamin Bloom (1956) created a taxonomy of measurable verbs to help us describe and classify observable knowledge, skills, attitudes, behaviors, and abilities. The theory is based upon the idea that there are levels of observable actions that indicate something is happening in the brain (cognitive activity.) By creating learning objectives using measurable verbs, you indicate explicitly what the student must do to demonstrate learning.

The terminology has been recently updated to include the following six levels of learning. These six levels can be used to structure the learning objectives, lessons, and assessments of the course. :

1. **Remembering:** Retrieving, recognizing, and recalling relevant knowledge from long-term memory.
2. **Understanding:** Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
3. **Applying:** Carrying out or using a procedure for executing, or implementing.
4. **Analyzing:** Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
5. **Evaluating:** Making judgments based on criteria and standards through checking and critiquing.
6. **Creating:** Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

Like other taxonomies, Bloom's is hierarchical, meaning that learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower levels. In the case of 2^o grade group B students, the use of Bloom's Taxonomy was fundamental to create discussion questions and lesson plans that guarantee students' thinking progress to higher levels. The students' level was within the first stage of Blooms' Taxonomy, which is REMEMBERING. It means that students are able to memorize a poem, recall state capitals, or remember math formulas.

The next table contains a few examples of how the questions and activities for the students were planned, taking into account the students' level according to Bloom's Taxonomy:

Remembering

Useful Verbs	Sample Question Stems
Tell	Can you tell why...?
List	How many...?
Describe	Who was it that...?
Relate	Can you name the...?
Write	What happened after...?
Find	Find the meaning of...?
State	What is...?
Name	Which is true or false...?

Bloom's taxonomy is a powerful tool to help develop learning objectives because it explains the process of learning:

- Before you can understand a concept, you must remember it.
- To apply a concept you must first understand it.
- To evaluate a process, you must have analyzed it.
- To create an accurate conclusion, you must have completed a thorough evaluation.

To comply with the objective that is the second-grade students will be able to understand the instruction that the teacher give them and also follow correctly the processes to do different tasks, the authors of the revised taxonomy suggest a multi-layered answer to this question, to which the author of this teaching guide has added some clarifying points:

- Objectives (learning goals) are important to establish in a pedagogical interchange so that teachers and students alike understand the purpose of that interchange.
- Organizing objectives helps to clarify objectives for the teachers and students.

In this case, if it is intended that second-grade students create a story, they should have the necessary knowledge about the grammatical structures used to write a story, characteristics of the type of story they are making, important elements, etc. Not only vocabulary. During professional practices, it has observed that when let the students do activities that do not according to their cognitive level, they have many difficulties when following the instructions, so to improve this situation is must look for strategies that allow students to improve little by little until reaching the highest level according to Bloom's taxonomy.

Exploring Activities

Educating does not refer to teaching and learning throughout schooling a set of data, figures or information linked or not linked to people; What current Education seeks is to ensure that they can understand life, enrich it and share with other experiences and knowledge that promote human coexistence, care for the environment, peace and equality.

Education, from the school space, pursues that students enjoy learning and are happy to do so through educational processes that do not lose sight of the personal characteristics and of the social, cultural, and linguistic contexts of those who attend school. In this way, considered that teaching could not be limited to study plans and programs, but rather to use curricular contents as a reference and a means to approach the wealth of communities and enhance the capacities of students so that they learn and develop fully in any area of their life. In this sense, considering that:

"Education is an activity inherent in the development of the human being that allows him to display his potentials, cultivate his capacities, train and make proper use of his free will, dream and execute personal life projects, and thus expanding their options to transform their environment. Organize, participate, and build with others the quality of life in a society that they value. It is an activity that naturally occurs throughout existence, in different spaces, through a variety of experiences, in endless moments, to satisfy the needs and aspirations of families and individuals. As such, it is a permanent right that national education systems cannot satisfy the mere provision of a few years of obligatory schooling during childhood and teens. "(OEI, 2008)

Effective teaching involves the ability to provide instruction that helps students to develop the knowledge, skills, and understandings intended by curriculum objectives. Create

an instructional climate that causes students to develop positive attitudes toward school and self. Adjust instruction so that all students learn, irrespective of their ability, ethnicity, or other characteristics, manage the classroom so that students are engaged in learning all or most of the time, make sound decisions and plans that maximize students' opportunity to learn, and respond to initiatives for curriculum change so that the new curriculum's intents are fully realized. (Acheson and Gall, 2003).

The opportunity to put into practice what was learned during professional practices was significant. It could be considered that giving classes are not a simple task, as teachers we need to know our students, their context, and other specific things such as their abilities, capacities, values, and what they are interested in, all of this allow linked Aprendizajes Clave (2017), with the study topic that is "commands to giving instructions for specific details"

Be a teacher in front of the group is not an easy job; as a teacher, if you pretend to stand up in front and start to talk without considering your students and what they have to learn, probably the class failed. While we plan our lessons, we need to consider many things about the school organization, the building, materials, the classrooms, the schedule, and our students, to contribute to building an educational service that guarantees the right of all girls, boys and teenagers to receive an excellent education, taking into account their physical, economic, social, and cultural conditions and characteristics.

Since a renewed educational institution is required, in which there are new ways of teaching and being a teacher. For teachers to transform their practice and adequately fulfill their role in the educational process by implementing the above objectives, Aprendizajes Clave (2017) sets out a set of pedagogical principles, which are part of the Educational Model of 2017 and therefore guide obligatory Education, they are:

1. Put the student and his learning at the center of the educational process.

2. Take into account the student's prior knowledge.
3. Offer accompaniment to learning.
4. Know the interests of the students
5. Stimulate the intrinsic motivation of the student.
6. Recognize the social nature of knowledge.
7. Promote situated learning.
8. Understand evaluation as a process related to learning planning.
9. Model learning.
10. Value informal learning.
11. Promote interdisciplinary.
12. Favor the learning culture.
13. Appreciate diversity as a source of wealth for learning.
14. Use discipline to support learning.

The most significant pedagogical principle is "Put the student and his learning at the center of the educational process." "Learning" is intended to help people develop their cognitive potential: the intellectual, personal, and social resources that enable them to participate as active citizens, contribute to economic development, and prosper as individuals in a diverse and changing society.

Doing this broadens the vision about learning outcomes and the degree of development of competencies that should be promoted in school, and it is recognized that teaching is essential if it generates meaningful learning. Linked this pedagogical principle with the study topic, it could be said that, sometimes, as students, we do not understand what we have to do to complete a specific task.

As an example of this situation, imagine that the teacher gives some instructions, and you have a vague notion of what you are supposed to do, but you do not want to ask the teacher to clarify because you are sure you are the only one who has not understood. After the teacher tells you to start working, you turn to the person next to you and ask, "What are we supposed

to do?" That person says, "I'm not sure. I thought you would know." Soon you realize that almost everyone in the room is confused while the teacher is standing in front of the class, wondering why no one has started engaging in the activity she just explained.

To try to solve this situation, some strategies were implemented in 2^o grade group B that allowed to achieve a specific purpose; that is, the students to understand what they had to do during an activity. To explain the strategies used with the group, it necessary to explain what was done, how was done, and why was done, the results obtained by the students will be explained retaking the practice diary, as an important element to reflect and improve the practice.

According to Porlan and Martin (1997) the diary has to provide the most profound development on the dynamics' classroom description through the writing of different situation, also promotes the development of the observation capacities and the objective is to give a panoramic of what happens during a class, describing the activities and relating the process.

The way to assess the next strategies was based on Aprendizajes Clave, 2017 to implement them to modify the way the students analyze, infer, understand, and follow a specific instruction. In addition to this, the teacher had to observe, design, and implement the strategies that could be either functional or not, but first, the teacher had to investigate and find the best strategies according to the students' knowledge and comprehension needs.

The strategies used to improve the students' comprehension about following specific instructions were implemented for several months and it was found that the group had some difficulties understanding and following instructions, but after applying the strategies the students had a significant improvement on the way they understood and followed instructions for a task. The order to present the following strategies goes from general to specific.

The strategies are based on different teaching methods, and maybe some of them may not even be entirely a didactic strategy due to could-be a series of steps to follow and elements to consider to achieve the purpose stated at the beginning of this essay. There were four strategies applied linked to three different methods they are about two different ways to say an instruction in the classroom that are written instructions and spoken instructions, the methods were Instructional Method, which is the fundamental method and the basis of this document, TPR (Total Physical Response) and Audio-lingual Method.

It is important to mention that not all strategies were satisfactory; below the strategies will be explained, taking into account what was applied during the classes, what was the reason for each strategy, and finally how and what was the result of it.

Written instructions

The first strategy applied allowed students to understand the instruction while they are reading; the next lesson plan will be presented as an example of a topic worked with 2° grade group B, It has to be emphasized that this strategy was implemented with many activities as possible independently of the topic worked (Appendix 6)

Cycle:	2019-2020	Grade:	2°B	Social Learning Environment:	Family and community
Communicative Activity:	Exchanges associated with information of oneself and that of others			Social Practice of Language:	Comment on one's own experiences and those of others in a conversation
Unit:	3	Product:	Draft about central ideas that they want to write in their anecdote		

At the beginning of any activity, it was tried to write the general instruction on the blackboard such as, **Make a list of activities about what you did on your last vacations.** Maybe it is something many teachers use in the classroom, but it was observed after writing the instruction, that many students did not understand. What was the activity? What did they

supposed to do? What was the purpose of the activity? Were some of the students' commentaries about the instruction, some of them completed the activity in the correct form; the rest just copied the activity done by their classmates.

After this situation, the instruction was rewritten differently. Using chunks, it was possible to promote student understanding, besides instruction was explained step by step. To illustrate this, the next table is using with the same instruction wrote before explaining part by part of its intention. First, make sure you have your students' attention before you start your instructions. If they are not listening to you, the quality of your directions is irrelevant (Scrivener 2012; Ur 1996)

Make a list of activities you did on your last vacation.	
Make a list	It is the central part of the instruction the student has to follow; the student has to focus on this part because, if the student does not pay attention, the student may end up doing another activity than the one the teacher has requested.
Activities you did	<p>After explaining the primary instruction, the teacher should explain what they are going to work on; in this case, it is to make a list but, about what topic? The teacher has to be specific in this part because, if the students do not understand the topic they work on, they end up making a list about whatever they want.</p> <p>Explanations of the topic before the activity make a big difference to the success or failure of an activity. One important kind of explanation is clear and precise when you explained the topic and grammar rules. In this case, the list is about the activities they did, so they have to write the activity using the past simple; for example, I went to the beach. If it is necessary, give them some examples of how they would solve the activity.</p>

Last vacations	Finally, to end up the instruction, the students have to know and understand that in this activity they have a specific time, they will not write about activities students used to do when they were children or about the last year or three years ago. The students have to write about their last vacation, and that is all. In most cases, modeling one or two examples will be sufficient to help students understand what they are supposed to do.
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Parrott (1993) mentioned that Instructional skills are the most specific category of teaching behaviors. These are continuously used as part of the whole process of instruction. They are necessary for procedural purposes and for structuring appropriate learning experiences for students. No matter how experienced or how effective a teacher may be, the development and refinement of these skills and processes is a continual challenge.

A variety of instructional skills and processes exist. Some factors that may influence their selection and application include student characteristics, curriculum requirements, and instructional methods. The instructional skills are planning, presenting, demonstrating, direction-giving, questioning, and evaluating.

While we teach a lesson, it is essential to know how to write instructions for the students, and it does not matter the material that you use, for example, the blackboard or worksheets, giving instructions the teacher should consider several factors. (Ur, 1996)

- ***Keep it simple.*** The student does not care about how much the teacher knows; if the instruction is complicated to understand the student cannot do the activity. They are reading the set of instructions for a specific reason. Avoid vague words or technical jargon. If a technical term must be used, be sure to define it the first time you use it.

- ***Remember your audience.*** If the student were an expert, he or she would not need your instructions. No matter how clear you think you are, somebody will misinterpret the directions.
- ***Classroom management.*** Teachers have to put different kinds of management strategies into practice to create the best conditions in which learning can occur. These strategies must be valid and efficient. Although there is not only one correct way to follow, there are some ways that may, in the end, show they are more efficient than others are. For these reasons, teachers have to decide carefully on the actions to take, when to do them, how to do them, who will do them, etc.

Teachers have to have in mind that some students might have missed an essential part of the explanation and should, therefore, repeat or paraphrase it. This is an excellent procedure to reinforce the instructions differently. The evaluation of this strategy was formative because it was continuous. Apendizajes Clave (2017) establishes that, the evaluation aims to improve student performance and identify their areas of opportunity while being a factor that drives pedagogical transformation, learning follow-up, and metacognition.

Another important factor was the evaluation, because allowed observing if students caught the primary information about different instructions. To assess them, different rubrics were designed to evaluate their progress during the activities and the different final products. The results obtained were satisfactory because it was noticeable that students acquire the necessary knowledge to solve an activity on their own. It could be considered that this strategy is helpful to teach better and it is helpful for students develop their comprehension.

Planning and evaluation are undertaken simultaneously; they are two parts of the same process. When planning an activity or didactic situation that seeks the student to achieve

expected learning, one must also consider how that achievement will be measured. In other words, a didactic sequence will not be complete if it does not include the way to measure student achievement.

The teacher's role should be a direct influence on the development of students' thinking. The teacher must help students learn, understand, and develop critical thinking skills and in the acquisition of their learning. During this time, the trainee teacher adopted the role of guide, because the student was the one who was building its knowledge, while they do the activities the trainee teacher was monitoring and checking the development of each activity.

The 2nd-grade students showed better behavior and responses about the strategy used it; however, some problems were faced by maintaining classroom management. In the beginning, it was difficult for the students to understand what they had to do; as a result, some of them were distracted during the classes. However, that strategy was kept using as many times as possible. Finally, students got used to how the activities were explained.

Spoken instructions.

As already mentioned, all activities must be explained and must have instructions on how to do it, regardless of the topic to be worked on. After writing the instructions on the board, instructions were explained step by step to improve the students' comprehension about what they had to do; then, the students were asked the following question "Do you understand?" With this question was observed that the majority of the students had not understood, finally, it had to be explained again.

It could be observed that when the trainee teacher started to talk and explain the instructions, the students did not pay attention; eventually, they end up with an activity

completely different than the teacher requested, some of them just copy the work made by their classmates. For that reason, the second activity implemented was about how the teacher can explain the instructions during classes. At first, it was a difficult task because it is common to assume that students understand as same as you try explained, after all, it is necessary to translate for better comprehension.

To avoid this situation, the instructions were explained gradually. Besides, different supports were used to explain the activities; one of them was to model the instructions using body language. The next table was put by way of illustration by using other instructions that were used during another activity.

Wordy Instructions	Concise Instructions
<ol style="list-style-type: none"> 1. Now, I would like for you to get out a piece of paper and put it on your desk. 2. Once the paper is on the desk, could you please write down five questions using the present continuous tense? 3. Now that you have written five questions, I would like for you to fold the paper in half. 4. Now, when I turn on the music, please pass your paper to the person on the left, and I would like for you to continue passing your papers until the music stops. 	<ol style="list-style-type: none"> 1. Take out a piece of paper. 2. Write down five questions using the present continuous tense. 3. Fold your paper in half. 4. When the music starts, pass your papers to the left. 5. Continue passing your papers until the music stops.

Good instruction-giving begins in the preparation stage. Although teachers may feel they can easily improvise, instructions "are often not as clear to their students as they are to themselves" (Ur, 1996). An excellent way to make sure your instructions for an activity are

clear and concise is to write them out as you develop your lesson plan (Woodberry and Aldrich 2000). Scrivener (2011) suggests sticking with words that are familiar to your students, trying to write one sentence for each main point, and—if your instructions seem too long—deleting as many words as possible while still keeping the original meaning

When body language was used to explain principally tried to use a good posture, not just stand up in front of the classroom. Using hands to emphasize some explanations or actions. In that way, students not only focus on, what was writing on the board, they also paid attention to the teacher and the movements to increase their comprehension. Besides, model the activity with a student or a group of volunteers to come to the front of the room and demonstrate part of the activity for the whole class, only when the activity requires more than one person.

When a teacher gives instructions, the point is to make sure the students know what they are expected to do. This can best be accomplished by using simplified language common in instruction-giving, which often includes imperatives and short sentences. According to Doff (1988) "most of the language we need for organizing the class consists of simple expressions which can be used repeatedly."

Instructions must be as brief and transparent as possible, in order to keep students concentration. Teachers must think carefully about what they are going to include or omit when giving instructions, having in mind that meaningful chunks are better than long sequences of instructions. They must also know how they are going to give them: a transparent way would be to give an overall idea of the sequence of tasks first, and then, before each step, teachers remind students of what they have to do.

Avoid difficult colloquial language, challenging grammatical structures (especially structures that have not been introduced to students), and complex jargon. Do not use exceptionally polite and complicated language, such as "It would be great if you could open your books now if you don't mind."

Avoid foreigner talk, the register we use when speaking to those perceived as nonnative speakers, such as "All learners—talking to partner—make conversation" (Thaine, 2010). This unnatural language is confusing to students; it also models incorrect structures that they might adopt into their speech (Brown and Larson-Hall 2012). Aim your instructions to be a level or two below your students' current level (Scrivener, 2011) and pause after giving an instruction, allowing learners time to absorb the message (Gardner and Gardner 2000; Proctor 2014; Scrivener 2012).

The evaluation allowed not only to assess the extent of their knowledge but also to evaluate their attitude towards work and their reaction during the process. Two different strategies were used to evaluate the progress of the students when they finished their presentations. Judgments about the quality of data used in the evaluation are based on validity, reliability, cost-effectiveness, absence of unwanted side effects, long-term significance, and justice or fairness to participants (Scriven, 2011).

To evaluate the students' progress two different rubrics were designed, those rubrics considered some aspects of students' behavior during the classes, while they made their project, how they worked individually, some aspects they have to improve during the process, and finally how they supported their classmates while presenting the final products.

Personal assessment used as a critical element in the evaluation process, in other words, is the ability of the student to judge their achievements concerning a given task: it means describing how they achieved it, when, how they place their work to that of others, and what they can do to improve. Therefore, it is not only part of the evaluation process but also an element that allows learning to be produced. The personal assessment is proposed to have the necessary information to formulate agreements on how to improve learning jointly. (SEP, 2011). (Appendix 7)

Peer assessment is the evaluation made himself in collaboration with his classmates about some production or evidence finished. In this way, he learns to value the processes and actions of his colleagues with the responsibility that this entails. It also represents an opportunity to share learning strategies and learn together (SEP, 2011). (Appendix 8)

It has to be emphasized that, the classroom environment was a little bit interactive between the teacher and the students; the students felt comfortable in the classroom and worked; they had a good working relationship with the trainee teacher during the classes. Dean Joan (1993) mentions, "The teacher's task is to provide an environment and learning opportunities that are challenging for the child without being out of reach." The development of comprehensive teacher evaluation systems requires an understanding of the evaluation process, its products, and the different evaluation formats.

This occasion, the trainee teacher can support the students when they had doubts because when she explained the activities and the instructions for them, they understood what they had to do. In some cases, when the instruction was not completely clear, they could get close to the teacher to solve their doubts, that way the teacher could guide them, eventually it was a great help for the students when presenting their final products.

Additionally, instructions were improved, being clearer for the students and precise so that students could better understand the activities they would work and what they had to do in each one. In the same way, the materials, explanations, and the resources used were adapted according to the English level of the students so that there were no complications during the sessions that worked with them.

Vocabulary drill.

The third strategy was Vocabulary Drill, and the principal purpose was students acquire the necessary vocabulary about commands to follow instruction, in that way, they will follow up the instructions in the correct form. This strategy was supported by flashcards about the main commands tried to convey, the next commands were using to illustrate and helped the students to infer the meaning of each one without using translation. These are some of those examples:



Drilling technique is a technique for teaching language through dialogues which emphasize on the students' habit formation by repetition, memorizing grammatical structures, and tense transformation, using the target language and the culture where the language is spoken (Setiyadi, 2006). Besides, a drill is part of the audio-lingual method (ALM). According to its creator, this method is primarily an oral approach, and therefore the teaching process entails extensive oral instruction.

Vocabulary is a fundamental element to learn English because it is the foundation to learn other skills. Richard and Renandya (2002) state that vocabulary is a core component of language proficiency and provides many bases of how the learners speak, listen, read, and write well. As a foreign language, learning English vocabulary mastery is very important to support other English language skills, especially for students of junior high school.

However, many students do not seem to find themselves comfortable with the foreign language in the classroom. They think that English is a hard subject to study because of their limited vocabulary and poor knowledge or mastery of the language component. The problems make it difficult to understand the words. The Vocabulary Drill consists of a technique that is still used by many teachers when introducing new language items to their students. The teacher says (models) the word or phrase, and the students repeat it. The following sequence is an example of a Vocabulary Drill.

- ***Teacher: match***
- ***Learners: match***
- ***Teacher: circle***
- ***Learners: circle***

This is especially useful for picking out those students with pronunciation problems and acquire new vocabulary. Into the technique is vital to catch the attention of the whole class, then make two coral repetitions, when you choose someone to repeat the word try not to go around the class in a circle; instead pick students in an unpredictable, random order, then the student has to repeat the word. In some cases, if there any problem, the teacher can have control; leave another student repeat the word or modeling the same word.

The objective of teaching is to produce a precise, immediate discourse, devotes very little time to grammatical explanation, and the target language is used as a means of instruction and translation whenever possible. Thus, the audio-lingual method refers to the method that is compressed on the chain drill to mastery the target language by memorizing and repeating, and the wrongness of speaking is avoided.

On the other hand, drill means forcing the students to use the target language. There are several types of drilling techniques in ALM (Setiyadi, 2006), which are repetition drill, substitution drill, transformation drill, replacement drill, response drill, cued response drill, rejoinder drill, restatement, completion drill, expansion drill, contraction drill, integration drill, and translation drill. In this study, the writer chose three of them: repetition drill, substitution drill, and translation drill.

Additionally, for drills to be meaningful, learners need to understand what they are being asked to say. The monotonous chanting of decontextualized language is not useful to anyone.

- This means that work on the meaning of the language must come before drilling.
- Drilling can be comfortably and effectively incorporated into many types of lessons - a task-based approach, for example.
- Drilling may follow a language focus stage, mainly if you are dealing with spoken language. It may be too much, however, to expect learners to get it right immediately, so you may want to introduce drilling later for remedial purposes. Alternatively, you may do it after a fluency task as a correction strategy.
- It should not be used too much; however, if boredom sets in, it is unlikely to be useful at all.

Schon (1987 in Ferraro, 2000) defines reflective practice as a crucial process to perfect our work. As teachers, we constantly renew ourselves as a professional on our purpose to provide students with the highest quality of education possible. We always had to reflect on the daily practice using the Practice Diary and Smith Cycle (1991) those instruments allowed realizing if the strategy was right or not and what had to modify to achieve the aims.

Reflecting on the practice was meaningful because helped to identify the real situation of the group and how different difficulties that they presented could be faced. The strategy was useful for the students who had low English levels because they acquired new vocabulary, and at the same time, they were able to follow the instructions well without so much difficulty. When they presented problems to solve an activity, the way to explain the activity was changed, according to their English level, their understanding and their vocabulary to improve their comprehension, listening, and reading skills.

During this process sometimes, it was difficult to pay attention to all the students' competencies because it had to work at the pace of the group. Taking into account that motive the evaluation was continuous and subjective; it was continuous because all the activities and the products were evaluated class by class, eventually students can noticed when they learned new words and meanings, what eventually caused students could identify their opportunity areas. Besides the evaluation was subjective because the progress was externally observed, it means, how much they understood and how they followed the instructions was observed and monitoring.

After wrote an instruction on the board or while told students what to do, most of them could follow the instructions. They mentioned that they felt better when they know what to do, also they mentioned that they understand better while the trainee teacher explained to

them, those commentaries were significant because was demonstrate the functionality of this strategy.

Simon Says.

Last but not least, the next strategy was chosen because, in this game, learners must only respond to the command given if it is preceded by "Simon says." If the word "Simon says" is left out, then learners should not obey the command, and anyone who does is out of the game. Simon says is an action game linked to Total Physical Response (TPR) is an English teaching method developed by Dr. James J Asher (1969), whose aim is to draw learners' attention and encourage them to respond to the given commands.

TPR teaches vocabulary by using psychomotor systems. Thanks to the combination of tracing and rehearsal activities, the probability of receiving a strong effect in teaching rises. The method consists of the coordination of two elements: speech and action, is useful for teaching children and for using it as an additional technique during lessons. According to Asher, Total Physical Response is a natural way of teaching English, as children play; they will learn the names of body parts and how to give instructions.

In addition, there are many reasons that games deserve a place in the language classroom. First, games are fun, which is extremely important, because they can help activate students who may have been inactive before, due to lack of interest. Keeping students active is vital because teachers will never be able to teach students anything unless they can get them to participate in their learning process. Even though games are usually started to have fun, they can sometimes end badly, for example, if someone gets carried away with all the fun and says or does something that hurts someone else or his feelings.

When games are used in the classroom, the teacher must keep this in mind and control the game in the right way. In addition, he or she must make sure that every participant has a positive experience because the classroom must not become a place where students feel vulnerable or picked on. Furthermore, it is essential to create a positive atmosphere to improve their English language.

According to Roth (1998), playing is a child's natural way of learning. Since birth, play—constructive play—constitutes the fundamental aspects of children's intellectual, emotional, social, and physical development. By exposing to the learning environment in which there is an existence of constructive play, children are confirmed to expand their intelligence, for instance, their knowledge and understanding of the world around them.

In this sense, play thereupon helps prepare children for their academic learning once they begin their school years and even at each step along the academic journey. However, the most common misconception about learning is that it is supposed to be serious, intense, and, no doubt, solemn (Kim, 1995). If a person is experiencing fun or is exposed to hilarity and laughter, it is assumed that he or she is not learning.

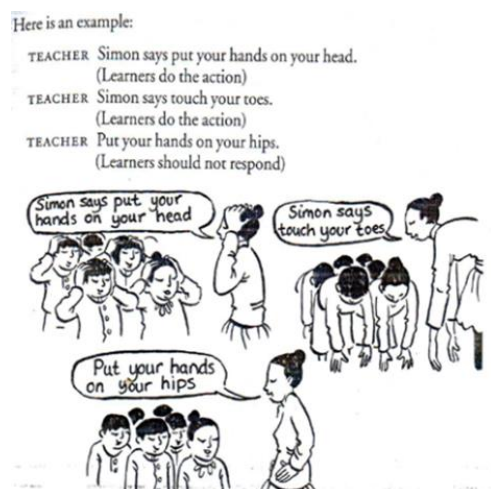
Another point teachers need to keep in mind is to choose wisely, when it comes to selecting a game to use in the classroom because; although one game might be perfect for one teacher or a particular group of students it can be terrible for another teacher or group of students (Ingvar Sigurgeirsson.1995). First, the teacher has to look at the group that will be participating in the game, and he or she then has to set out a goal for the group that the game should aim towards (Alanna Jones. 1998)

Being reflecting on the practice that strategy was harder than thought because the students must respond quickly and correctly, the objective was to avoid students' difficulties while they are listening, at the same time, helps students to develop their listening comprehension skill. The most crucial problem was to know how to use games in the classroom to increase students' English level; first, the learning environment in the classroom was not adequate. Students feel unmotivated, they did not know the parts of the body, so, model the movements was an important element to develop the game, even so, they felt unmotivated and frustrated.

Another problem was how to carry out the activity. The commands used with the students were the next.

- **Stand up**
- **Raise your arms.**
- **Touch your toes.**
- **Touch your head.**
- **Touch your shoulders**
- **Stand on one foot.**
- **Blink your eyes.**
- **Hug yourself!**
- **Sit down**
- **Take out your notebook**

The following example explains how to play this game:



The first command used was “stand up” to start the activity, and after all the commands, students were asked to “sit down and take out their notebooks” to start to work. In the beginning, students did not want to play this game; some of them said that the game was boring, and finally when they were asked the final commands, they expressed disgust at the activity carried out as a warm-up.

As Tapia (1999) mentioned, students, feel unmotivated when they do not know what are they learning and how to learn. Not all the activities or strategies have to be successful, and when this happens, you have to make a decision and redirect the aim's activity or suspend, leaving out your emotions or how you feel. Besides, you have to manage the situation; it does not matter what it is about; you have to handle it to keep or develop learning environments.

During another session, it was intended to change the place to carry out the activity because if the students do the activity in another school's space than the classroom it would be good for them. However, when they were in the yard, they started to make a mess, and the time gets lost. Finally, the teacher supported the activity, to calm the students and take them back to the classroom. Dean Joan (1993) mention, “The teacher's task is to provide an environment and learning opportunities that are challenging for the child without being out of reach.”

Although the teacher's attitude changed during the activity process, but was a very forced attitude that the students noticed from the beginning. After several attempts, that game left out because this strategy was stressful and hard to carry out. It is indispensable to know how to use games in the classroom and how to create an atmosphere where the students learn while playing, The strategy was not adequate for the group and was unsatisfactory for them

due to; they did not get what they were expected to learn they did not understand the mechanic of the game.

The intervention and how that strategy was applied, were considered adequate, to promote a learning environment and increase the students' interest, but it was essential to find other strategies according to the group's characteristics. Besides, to maintain group management, it was important to be clear about the purpose and why the students had to do that. If the teacher organizes the work before the class, the students have a good response, but when the teacher does not organize the activities, the material, or the time for the different activities, the students do not understand and do not want to work.

Discussion

Beyond the shadow of a doubt, giving instructions is one of the essential competencies for all the teachers. In my opinion, is one of the most complicated competency to develop because as a teacher we have to focus on several things such as the didactic material, the lesson plan, the different activities to promote knowledge, the learning environment where we want to promote the knowledge, and many things about the school and the context of our students.

It is worthwhile stopping and listening to what and how we are saying things in the classroom because many times, we, teachers, are unaware of the way we are giving instructions in our lessons. We should become aware of our giving of instructions since this is an essential tool for active language learning and, therefore, plays a vital role in the language classroom. While occasional foibles in giving instructions are understandable, mastering instruction giving is a fundamental aspect of excellent classroom teaching practice.

Assuredly, as teachers, we never think about us, what we need to improve our daily practice, we never think about our students, and why they do not learn, it is easy to blame others like the educative system, but we never think about that the solution is more accessible than we think. We have to know how to communicate with our students, not only outside the classroom. While we teach, we have to know how to transmit our knowledge in a better way. Achieve excellent communication with our students; it is not difficult if we consider in our classes how we explained and how we are giving instructions; our lesson does not have to fail.

It is not enough to assume that giving proper instructions is a naturally acquired skill. Both trainee teachers and in-service teachers need to be attentive to good instruction-giving practices and become aware of their methods of delivery and how they can be improved. However, along with my practices, I had the opportunity to learn about how to promote excellent communication with my students, how to give instructions for them, and how the strategies I chose helped me to achieve my goals. From my point of view, I think that I can improve in several aspects with the help of this document and my research about that topic.

I recognize that I still need to improve on more aspects because I still cannot obtain the results that I want. Sometimes I will do it well, sometimes I will do it wrong, maybe sometimes I will give proper instructions, and my students achieve the expected learning, sometimes I will not know how to communicate to my students, and the lessons would fail. I mean that I continue learning about my mistakes; I continue to improve; it does not matter what. Nevertheless, I realize that as for most studies, the present study also has several limitations that restrict the results to be generalized, not only for me, I mean for the teachers because they thought for a long time that giving instructions was something manageable, something they had already mastered from the first moment they appeared in front of a group.

Teachers using English for giving instructions in the classroom creates an opportunity for students' learning a second language. Building such an environment is very useful for learning English. Therefore, it can be said that for successful communication to happen between teachers and students, instructional practices should be addressed in the classroom. Teachers require extensive training in using English for instructional purposes. This can assist the learners, in the long run, to produce correct English in the classroom as well as in their daily life.

Teacher quality and efforts are not always directly tied to student learning. For example, a lack of student effort can thwart the effects of the most brilliant teachers. So that all this could be achieved Teachers need to carrying out an evaluation and pertinent feedback, considering the students as the center of educational practice and taking into account the limitations they present as a group.

These include classroom resources, number of students, and learning environments, such as the size of the room. Finally, teacher effects vary in their potency according to the age of students and the nature of the material which is to be learned; it is not fair to compare teachers who have different teaching assignments. The benefits of evaluation data for other audiences need to be coordinated with teacher benefits.

In other words, students are not just one more number in schools they are also not just a database to know which school is the best. The purposes, needs, and techniques for evaluation have to be clearer. A variety of approaches and strategies may be combined to result in evaluation which satisfies a good number of audiences. The main objective of the evaluation is to help teachers improve their daily practice, if the results are not the as expected, it is up to us as teachers to rethink our strategies, taking into account our failures and considering the results that we obtained will help us develop better teaching practices.

I consider that the content of this document can contribute significantly to rethinking the teaching of English from different angles is the possibility for the teacher to venture into new ways to improve every day the work he does. It is, then, accepting the difference and, at the same time reflecting on the other, an element that enriches the didactic teacher training because instead of contrasting one methodology with the other, more integration and complementary processes are sought to carry out the end last. This is to reach the student in

various ways through the use of the English language, which allows him to recognize himself as an inserted person in a globalized and multicultural world.

Conclusions

The original purpose of this essay was to demonstrate the importance of excellent giving instruction in the classroom and how this helps teachers to developed other skills, such as communicating with the students. I began this essay by indicating that giving instructions is one of the essential parts of a lesson, students do not have to follow the instructions as the teacher command, and students have to understand what they have to do on their own. It could be easy for the students to just follow what their classmates are doing, but if they do not understand what they are doing and why they will not learn.

According to this essay and as to conclusions, I could say that, first, the cognitive process is fundamental to develop in adolescence because it influences the way that students learn, understands, applies the knowledge, and creates new knowledge that will be useful for they live. During this stage, it stats to develop a bigger capacity for abstract thought. All of this helps the students to learn a second language.

Teachers using English for giving instructions in the classroom creates an opportunity for students' learning a second language because it is not the same using a second language during all the class time, as to translate part by part what you are saying. If you translate the explanations or the instructions for your students, they probably have difficulties learning a second language and not forgetting that by translating what you are teaching, you place the students in a comfort zone where they do not need to learn during class long as you translate.

Therefore, it can be said that for successful communication to happen between teachers and students, instructional practices should be addressed in the classroom. Teachers

require extensive training in using English for instructional purposes. This can assist learners, in the long way, of producing correct English in the classroom as well as in their daily life. No matter how well a teaching and learning session is planned, or how well a teacher may feel at the conclusion to the session, the main point is how the teacher can communicate with the students.

Secondly; I consider that, the educational purposes of secondary education in teaching and learning a foreign language, have often been interpreted from a perspective that exceeds the real possibilities of the achievements that can be given at this educational level (not only for the time available but for the complexity involved in the process of learning and mastering the foreign language). Thus, it is usually interpreted that students, finishing high school, will be able to speak, listen, read, and write in a foreign language.

The experience and results that students obtain upon graduating from secondary school, and especially at later times, when they need to use the acquired knowledge, show that in reality, secondary school has not provided the essential elements of knowledge and skills to use a second language for the practical purposes that adolescents require.

The purposes of teaching a foreign language in secondary school have been reformulated to overcome the problems. Focusing on the real learning needs that students at this stage of their life can satisfy: to understand what someone says in English, understand what they are reading, produce written articles, and use the English language are necessary skills that adolescents must develop to better access the mastery of a foreign language, and also be beginning users of it.

Thirdly, it is crucial to take into account that for this reorientation of teaching to be possible, different training of secondary education teachers is necessary, in such a way that it guarantees the improvement in command of the foreign language, as well as the development of educational competencies that work with teenagers at school. Therefore, that trainee teacher has to be able to design and apply innovative strategies, taking into count the students' knowledge and their needs increased their motivation to develop their comprehension.

I implemented different teaching methods and strategies that are not common to use in the classroom, it has helped me realize that as a teacher we thought that we know how-to tech, how to communicate with our students, or how to transmit our knowledge, but the reality it is entirely different. Working with giving instructions as a skill that teachers have to develop was vital for me because I focused on how to teach, how to speak and how to write instructions to the students understood what they have to do.

It is not enough to assume that giving proper instructions is a naturally acquired skill. From my point of view, this is the most important skill that teachers have to develop first than others. After implementing and applying the strategies that I mentioned in this essay, I noticed that teachers need to be attentive to good instruction-giving practices and become aware of their delivery methods and how they can be improved.

It may be after sufficient elements of a proper giving instruction have been incorporated into the classes that enough capacity is available to integrate other strategies with a novel and practical application. Regarding my vocational training, I realize that it is vital to have an approach to the reality that faces the adolescence. It allowed me to think about how I could solve it searching, investigating, applying, and assessing different

strategies according to my group's characteristics, the school's context, and the teenagers' needs.

Teaching teenagers seems to be more challenging but equally rewarding. During the transition between childhood and adulthood, adolescents look for their identities and want to be as independent as possible. Thanks to the strategies that I applied, students can understand activities almost wholly, what they know what they have done in each activity, and above all, not to depend on entirely on their peers, so they become more independent and increase their self-esteem. Finally, I realized that the evaluation, in this case, let me know if the strategies applied achieved its goals. This has the finality to analyze and improve their comprehension of instructions and how they solve the activities.

From my point of view, teaching is presented as the act of establishing a relationship between people, a relationship that introduces the other on the path to build their knowledge in a specific discipline. It is a very peculiar kind of relationship: a relationship that helps to learn. Because what is taught is always done for the student to learn. Teaching is not a simple transmission of content, it is the organization of support methods that allow students to build their knowledge based on the knowledge model of the different school disciplines.

Teaching is not comparable to an exhibition. As you can see, teaching is not as simple a task as it is sometimes meant to imply. I have never considered that "Teaching" is a simple task; it was difficult for me to carry out the realization of this document. However, despite all the difficulties, I could say that along with my practices and with the support of the strategies applied, I improve and managed to develop my way of teaching, this document managed to support me as a guide. Therefore, I can say that I have accomplished some aspects of graduation profile as follow:

Specific intellectual abilities.

- Express ideas clearly in a written and spoken way; especially developed the description, narration, explain, and argue focusing on the students' development and characteristics
- Propose, analyze, and solve problems, face intellectual challenges though their answers based on their knowledge and experiences, in consequence, can guide the students to make them accomplish the ability to analyze and solve problems

Secondary education purposes and contents' domain

- Know the purposes, contents, and approach of the subject, and recognize the contents' work help the achievement of the secondary school's purposes
- Has domain on the contents to manage with fluency and security the included topics, and recognize the sequence of the contents on the third grades

Didactic competences

- Knows design, organize and put into practice didactic strategies and activities, based on the students' needs, interest and development
- Recognize students' differences that influence their learning styles and based on this, applies didactic strategies to motivate them

Professional identity and ethical

- Knows the principal problems, needs, and weaknesses of the Mexican Educational System

- Assume their career, knows their rights and obligations to use it as a resource to improve their professional capacity
- Perceptive and ability to respond to the social conditions of the schools' environment
- Appreciate and respect the cultural, social, and regional diversity as a national treasure component

In summary, instruction (the purposeful guidance of the learning process) is complex and can take many forms. It is the main classroom activity, but must be considered in the context of such factors as measures of desired student learning (including overlapping objectives taught to objectives tested), controlling student behavior (classroom management activities), individual differences among students, and school processes and characteristics.

Under the best conditions, it takes many years of experience for most teachers to meet the ideals of instructional practice that they set for themselves as trainee teachers. Even so, a teacher never stops learning, because every single day the people are changing, there are new challenges, new things to learn, new people to meet, new ideas to develop, so you have to be prepared to manage each challenge.

"Find what you love and let it kill you"

In other words, Teaching is one of the worst paid employed but is one of the most satisfactory jobs.

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Appendix 1 observation instrument

“Observation instrument for the internal and external school context”

Datos de identificación de la escuela.

Nombre: _____ Tipo: _____
 Turno: _____ Horario: _____ Zona escolar: _____
 Localidad: _____
 Municipio: _____
 Director: _____ Subdirector: _____
 Número de profesores: _____ Número de alumnos: _____

Características del espacio externo

Pautas para la observación	Si	No	Comentarios
Pavimentación			
Calles de fácil acceso			
Servicio de iluminación en las calles			
Servicio de drenaje			
Transporte			
Fabricas			
Instituciones escolares			
Instituciones culturales			
Centros comerciales			
Otras instituciones			

Contexto escolar interno			
Pautas para la observación	Si	No	Comentarios
Biblioteca			
Salón de computo			
Aula de medios			
Sala de profesores			
Salones			
Baños			
Dirección			
Subdirección			
Áreas verdes			
Lugar de esparcimiento/ patio escolar			
Laboratorio			
Plaza cívica			
Talleres			
Espacios administrativos			
Otro			

Equipamiento del salón de clases		
Pautas para la observación	N°	Comentarios
Computadoras		
Ventilación		
Pizarrón		
Mesa bancos		
Escritorio		
Lámparas		
Materiales educativos		
Distribución de los alumnos		
Limpieza		
Otro		

Claridad de las normas		
Pautas para a observación		Comentarios
Los alumnos saben cómo llevar las actividades y con qué criterios		
Los alumnos saben a “que atenerse” a cada momento		
Los alumnos se ayudan unos a otros		
Se percibe un ambiente cooperativo		

Nombre del docente titular: _____ Edad: _____
 Preparación académica: _____ Años de servicio: _____

¿Cómo se organiza a los estudiantes para entrar a las aulas, para el receso y los actos cívicos?

¿Cómo está organizado el grupo?

¿Cómo están distribuidos los alumnos en el aula?

¿Cómo el docente presenta la información para que el estudiante lo recree y lo convierta en conocimiento?

¿Cómo enseña el docente?

¿Qué método de enseñanza utiliza?

¿De qué forma organiza el trabajo con los alumnos?

¿Qué tipo de evaluación realiza y que instrumentos utiliza?

¿De qué modo enfrenta los problemas académicos en el grupo?

Appendix 2 “English diagnosis”

“English diagnosis which was divides into Reading, Writing, Listening and Speaking”

Diagnosis test School: Escuela secundaria general No.0629 “Jose Vasconcelos” Shift: Mornig Period: first trimester Date: _____ Time: _____ Teacher: _____ subject: Lengua Extranjera Ingles Student name: _____ Student age: _____ Grade: 2 Group:B			
Percentage: %	Section 1: reading 25%	Section 2: writing 25%	Score:
	Section 3: listening 25%	Section 4: speaking 25%	

- General instructions:
1. Read the questions carefully, proceed to answer them with blue or black ink
 2. Easement, amendments, answers with pencil or corrector are not accepted if so, they will be not counted for the qualification o this exam
 3. The use of electronic devices is not accepted

Section 1: reading

Read the information about Paula and answer the questions.

- 8. 30 Am. I get up and wake up my daughter Isla, I always have a drink and a snack while giving Isla her breakfast.
- 9.30 am. I take Isla to nursery and then I start my training.
- 12.30 pm. I pick up Isla from nursery, we go home, and I eat a big lunch of cereal and fruit.
- 2pm. I have a nap in the afternoon, and Gary usually takes Isla out while I sleep.
- 5pm. I go running again. In total, I run about 145 miles every week
- 7pm. In the evening, I do my exercises, when I finish my exercises; I cooked dinner while Gary gives Isla her bath.
- 7.30pm. Gary and I eat our dinner.
- 8pm. We put Isla to bed and relax. I check my emails and watch TV or chat with Gary
- 10.30pm. I brush my teeth and finally I go to the bed.

1 Usually a) Paula wake up Isla. b) Gary wakes up Paula and Isla. c) Isla wakes up Paula and Gary. 2 After training, Paula... a) has lunch, then collects her daughter. b) bathes, collects her daughter, then has lunch. c) collects her daughter, then has lunch.	3 After lunch, Gary looks after Isla while Paula... a) trains. b) sleeps. c) eats. 4 In the evening a) Gary bathes Isla, and then Gary and Paula eat. b) Gary bathes Isla, then Isla goes to bed, then Gary and Paula eat. c) Gary and Paul eat, then Gary bathes Isla, then Isla goes to bed
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Section 2: writing

Change the following sentences in affirmative, negative and interrogative according to the case.

1. My father watches TV in the evening (interrogative)
2. She doesn't go out on Sunday (affirmative)
3. I always go to school on at 6:00 am (negative)
4. We can drive a train (interrogative)
5. My mom can't bake cookies (affirmative)

Write in the correct order the next sentences

1. Go/ school/ by/ we/ to/ bus/ always
2. I/ to eat/ like/ ice cream/ my friend/ with
3. And I/ from/ John/ Canada/ are not
4. Do/ you/ do/ what/ ?

Section 3: listening

Listen to a man registering with a doctor. Complete the form with the man's details

- First name:
- Surname:
- Address:
- Nottingham
- Date of Birth:
- Home phone:
- Mobile phone:
- Nationality:

Appendix 3 Purposes about the main skills

“Purposes about each section: reading, writing, listening and speaking in English diagnosis”

Section	Purposes
Section 1: reading	Understand words, familiar names, and very simple phrases, for example daily routine.
Section 2: writing	Able to write short and simple postcards, for example to send congratulations. I can fill out forms with personal data, for example my name, nationality and address besides writing sentences in simple grammatical times.
Section 3: listening	Recognize very basic words and expressions that are commonly used, relating to myself, my family and my immediate environment when speaking slowly and clearly
Section 4: speaking	Use simple expressions and phrases to describe situations, emotions, feelings in a basic and understandable way.

Appendix 4 Direction test

“Direction test to identify how the students follow and understand instructions”

DIRECTION TEST

Instructions: read all the numbered steps below before you begin. Read the directions carefully and do exactly as they say.

<ol style="list-style-type: none">1. Use the back of this paper to complete steps 2-62. Write your first name in the middle of the paper3. Draw a heart above your name4. Circle the second letter in your name5. Draw a square below your name then color it in your favorite color6. Draw a fish in the bottom of this paper7. Draw a circle around the letter D in the word DIRECTION8. Cross out the word TEST on the top of this paper9. Stan up and do 3 jumps10. Smile at the person next to you and say “hello my dear friend”11. Staw up and say the name of your favorite animal12. Underline the world READ in the instructions13. Color the word THE green every time you see it in this paper14. Circle all the nuns in the next sentence15. The boy ran quickly to catch his dog before she ran into the street	<ol style="list-style-type: none">16. Stand up and say to the teacher “may I go the bathroom?”17. Sit back down and write at the top of this paper the teacher’s answer for you.18. What is your teachers’ name?19. Draw a picture on the back of this paper20. Draw a stick figure of yourself on the back of this paper21. Answer this question: $10+25$ _____22. Clap your hand 4 times23. What time is it? _____24. When you get to this point in the test, stand up and say your name out loud25. If you think that you have followed directions carefully to this point, say to your teacher “I did” doing a sad face26. Raise your hand when your teacher calls on you and say “I am number 8”27. Do not any of the steps 2-26.28. Please only write your full name, list number, grade and group at the top of this paper.29. Put your pencil dawn and quietly wait for others to finish. Do not speak to your classmates
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Appendix 5 Learning style instrument

“The instrument to identify the students learning style”

Instrucciones: elige una opción con la que más te identifiques de cada una de las preguntas y márcala con una X

¿Cuál de las siguientes actividades disfrutas más? a) Escuchar música b) ver películas c) bailar	¿Cómo te orientas más fácilmente? a) Mediante un mapa b) Pidiendo indicaciones c) Usando la intuición
¿Qué programa de televisión prefieres? a) Reportajes de descubrimiento y lugares b) Entretenimiento o cómico c) Noticias del mundo	¿En qué prefieres ocupar tu tiempo en un lugar de descanso? a) Pensar b) Caminar en los alrededores c) Descansar
Cuando conversas con otra persona tú... a) La escuchas atentamente b) La observas c) Tiendes a tocarla	¿Qué te halaga mas? a) Que te digan que tienes buen aspecto b) Que te digan que tienes un buen trato c) Que te digan que tienes una conversación interesante
Si pudieras adquirir uno de los siguientes instrumentos ¿Cuál elegirías? a) Un jacuzzi b) Un estéreo c) Un televisor	¿Cuál de estos ambientes te gusta más? a) Uno en el que se sienta un clima agradable b) Uno en el se escuchen las olas del mar c) Uno con una hermosa vista al océano
¿Qué prefieres hacer un sábado por la tarde? a) Quedarte en casa b) Ir a un concierto c) Ir al cine	¿De qué manera se te facilita aprender algo? a) Repitiendo en voz alta b) Escribiéndolo varias veces c) Relacionándolo con algo divertido
¿Qué tipo de exámenes se te facilitan más? a) Examen oral b) Examen escrito c) De opción múltiple	

Appendix 6 Lesson Plan

“Lesson plan using as an example, to illustrate the strategies using during the professional practice”

Cycle:	2019-2020	Grade:	2°B	Social Learning Environment:	Family and community	
Communicative Activity:	Exchanges associated with information of oneself and that of others			Social Practice of Language:	Comment on one's own experiences and those of others in a conversation	
Unit:	3	Product:	Draft about central ideas that they want to write in their anecdote			
Timing (minutes)	Day 1			Day 2		
5'	Warm up (Activating Pauses): Vocabulary drill <i>Listen, Answer, Read, Underline, Match, check</i> Presenting the Language Topic (Language in Use):			Warm up (Activating Pauses): Did you...? Put in a bag some questions Take one questions and ask to the students Students answers the question using “ Yes I did /No, I didn't ” -eat turtle eggs, -play baseball, -find money on the street, -speak English with a native speaker, -swim in the sea		
10'	Students listen a conversation twice Students answer some questions about the conversation -how many people participate in the conversation? -Are they talking face to face? How do you know? -What anecdote does the boy share?			Presenting the Language Topic (Language in Use): Students read out loud the next expressions and try to show the emotions they refer to -I was consternated that I was late for school -I was surprised you decided to take a shower -I was nervous and worried -I was surprised and upset about what I did		
15'	Mingle work (Peer Interaction): Gives a text about a conversation Students read and listen the conversation Students identify the underline sentences Students match the sentences to the parts of the anecdote they think they are: -how Carlos felt -how it all started (introduction) -when it happened			Mingle work (Peer Interaction): Students work in pairs and do a role-play with the conversation using last class, try to show the intention of the speakers with the speed and volume of their voice Students read the conversation using in the last class and do the next activities: -Circle in red the lines that use emphasis and faster speed -Circle in blue the lines that sound neutral		
15'	Further Practice (Evaluation): Students think about the experience that they want to share to the class Students make notes about it using questions as a guide -when and where did it happen? -what was the experience about? -How did it begin?			Further Practice (Evaluation): Students copy on their notebooks the next text: “Emotions like surprise, excitement or anger are better expressed with an emphatic volume and increasing speed a little. Calmer emotion use a more neutral tone of voice and normal speed” Students think about the anecdote that they want to share to the class. Students make a list of emotions that they felt during that experience (no more than 5 emotions) -How I felt: happy, tired, a little upset, angry, glad, loved, surprise, boring, worried...		
5'	Closure: PERSONAL ASSESSMENT. Students check the aspects that describe what they need to focus on more			Closure: PERSONAL ASSESSMENT Students complete the table with what they learned		

	<ul style="list-style-type: none"> -Describe an experience in English -Understand what other people tell me in English -Give details about something that happened to me -Work collaboratively with a partner 	ASPECTS What main elements does an anecdote have? What can you do with your voice to express emotions when sharing an experience?	
Resources		Achievements	
With the board, markers, flashcards, notebook, pencil or pen, speakers, audio, colors, photocopies		Listen to and review conversations about personal experiences	
Assessment and Learning Evidences		Observations, comments and notes	
Personal assessment Draft about their experience			

Appendix 7 Personal assessment

“The personal assessment is proposed to have the necessary information to formulate agreements on how to improve learning jointly”

Initial assessment

In this unit, you will role-play a complaint about a product. Discuss in small groups the following aspects. Then check () the answer that best describes how well prepared you are to...

	I'm already and I can help other	I think I'm ready	I might need help	I'm sure I will need help
Express emotions in English				
Work in pairs to prepare a conversation				
Retell an experience in English				
Role-play a conversation in English				

Appendix 8 Peer assessment

“The evaluation made by the student in collaboration with his classmates about some production or evidence of de-finished performance”

1.- Now that you have finished this unit, check () the answer that best describes your performance, so you can recognize those aspects where you need to improve.

My performance	1	2	3	4
Decide what product or service to talk about				
Identify the reason for a complaint and who is involved in it				
Identify the solutions to a complaint and the attitudes of people involved in it				
Identify expressions to request information, offer solutions and show empathy				
Share a complaint using reasons and solutions				
Be polite and empathetic when complaining				
Repairing communication when it fails				

KEY

1 I still need help	2 it's not easy, but I can do it	3 I can do it very well	4 I can help others
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2.-Now that you have participated in the role-play of a complaint, answer the questions to evaluate your final product.

1. Was my complaint planned and well organized?
2. Did it include all its components?
3. Was I polite when asking and offering solutions? Why?
4. Did I offer solutions to the complaint?
5. Did I express clearly my emotions and reactions with my voice and my words? Why?

3.-Get together with classmates you worked with as group during the unit and tell each other how you performed as part of them. Check the statements that describes you according to you classmates.

Do I help my partners? <ul style="list-style-type: none"> ○ I never try to help them ○ I help but with no enthusiasm ○ I help but I don't let anybody help me ○ I help as much as I can 	How do I participate in oral exchanges like complaints? <ul style="list-style-type: none"> ○ I refuse to participate ○ I participate very little ○ I participate actively ○ I participate so much that I don't let others speak 	How do you give to your partners? <ul style="list-style-type: none"> ● I don't give feedback to my partners ● I am very rude when I give feedback ● I say the first thing that comes to my mind and I don't try to be helpful ● I am respectful and try to help when give feedback
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Appendix 9 Evidences

“Activities done by the students during the Professional practice”

