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**Cognitive strategies to develop speaking in first-grade students in  
Secondary Education**

Ensayo

Que para sustentar examen profesional y obtener el  
Título de:

LICENCIADA EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD  
EN LENGUA EXTRANJERA (INGLÉS)

Presenta

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Epigraph

“Learning is not attained by chance, it must be sought for with ardor and  
attended to with diligence.”

**Abigail Adams.**

## DEDICATORY

It is for me a big satisfaction to dedicate my thesis with great love to my parents Hugo Cárdenas Velasco and Judi Edid De La Luz Hernández that with much effort, dedication, and sacrifice of each day finish an important part of my professional scope. You were the base for the construction of my professional and my life engine. Thank you for giving me your unconditional support throughout my training education, each of my achievements I owe to you since you educated me under strict rules, responsibility, and wishes for improvement.

To my little brother Heriberto Cárdenas De La Luz that always motivate me not to give up, thanks for always being present giving me many good things and moments of happiness when I need it more.

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## INTRODUCTION

In this final paper, I present some important aspects that support my topic that is "Cognitive Strategies to develop speaking skill in first-grade students in secondary school", in the rationale I explain what were the key points to develop the research and why I selected the topic.

Part I The topic of study contains the developing topic and the context where I explain how this affects the topic, the information background where you can find all the information that exists about the topic and helped the development of this receptional document, also the topic into the thematic line where I presented the three thematic lines and the one where my topic is located and the explanation why is in this.

To support and continue with this final paper the purposes are divided into general and specifics following by the question to be answered according those at the end of this document. Also, it is explained the methodology used in order to develop the final paper that is focused on three aspects that were qualitative method, ethnographic studies, and case studies. Besides if includes the resources that support my final paper that were lesson plan, didactic material, and reflective journal.

Following these ones on part II The development of the topic is the information about the group of study and the student's profiles that are divided into four case studies, the two first ones are the students selected with a low level of English and the other two the students with a high level of English, both according to their diagnostic test.

And the most important part of this research the teaching intervention strategies that were four: repetition, classification and use of graphic organizer, summarizing and keyword method, those strategies consider different aspects as time of the class, grade, group, a number of students, achievement, social practice, specific competence, purposes, background and the three most important; description of the activities to achieve the strategy, analysis of those activities considering the case studies and contrast with another group that the strategy was applied also and finally the reflection. In every strategy there are some evidential photos and audios that are at the end of this final paper as appendixes.

On part III Conclusions and suggestions the reader will be able to see the results obtained of the four cognitive strategies applied on this research based on, the purposes and the questions raised at the beginning of the research.

Finally, the references used during the research, most of these ones where books and a few English pages like Cambridge.

In all educational levels, we can see many learning strategies, we know that there are a lot of factors which influence every learning situation, however, there is wide evidence that one of these factors is to know how to learn in this case through cognitive strategies, in other words, the proper way to select and apply to the learners adequate learning cognitive strategies. So, in this receptional document is focused on the cognitive strategies that are one of the strategies that help students to develop their skills in a foreign language in an autonomous way, is explained how the students react to the activities, their advances, the problems they presented to develop it. so that is why it is so important to know not only about the cognitive strategies, also easy things like motivation in our students and how to manage this to involve them and have a good work environment in the classroom.

#### RATIONALE

I selected the topic “Cognitive strategies to develop speaking skill in first-grade students in secondary education” because speaking skill is one of the most necessary skills taking in consideration that we use it to communicate with others our ideas, feelings, thoughts and other things. Also, I selected the topic because we need to analyze that without speaking skill we cannot develop anything and maybe our way to communicate will be totally different as it is right now.

I selected that topic considering some aspects according to education, the first one is that every student needs to develop a second language, in this case, English as a part of their education which is gradually develop in levels that in secondary. The speaking skill is one of the most important skills that students need to develop taking in consideration that since first grade some of their final products need to be done and put in practice in that skill.

Learning English involves a lot of opportunities in students that is why I consider this topic important because students can obtain a scholarship, they can participate in scholar exchanges, but how to participate if they do not develop as well as they need the speaking skill so here is why is so important to develop this skill because it does not matter they can obtain those benefits or not but the point is to know the importance of developing it they will communicate better they will have in general a better life a better job in this society in constant grow.



# **PART I. THE TOPIC OF STUDY**

## PART I. THE TOPIC OF STUDY

### 1.1 THE TOPIC AND THE CONTEXT

According to INEGI (2019) in the municipality of El Oro de Hidalgo (in the state of México), there are 34,446 inhabitants, where men represent 48.9% with 16,829 men and women 51.1% which are 17,617 women.

The Secondary school "Ing. Salvador Sánchez Colín" is located near downtown see **(appendix 1)**, so students walk to arrive to school every day, and it is located in an accessible part of the community where students can get easily didactic materials, and food for the school, also the students are safe all the time because there are police officers in the mornings and in the afternoons protecting them.

Transport service is good, taking into consideration that a big percentage of students come to the state of Michoacán and the principal work activity for men is taxi drivers, factory workers, masons, carpenters and women housewives. but also there are a few with a university career.

Actually, we are living in other ages and girls and women have better educational chances to study, in the municipality of El Oro, most of the girl students come to the secondary school at the same way that boys, and that is a positive aspect since education can improve. And principally in the secondary school "Ing. Salvador Sánchez Colín" which is well known to provide opportunities for children with disabilities with the help of USAER.

USAER (Unidad de Servicio de Apoyo a la Educación Regular) is the operational technical instance of support for the care of students with special educational needs and/or disabilities integrated in the SCHOOLS of Basic Education, through guidance for teaching staff and parents.

It is important to mention that in most of the schools of the municipality of El Oro they assume as an important point of education to learn a second language. For that reason, the topic of Cognitive strategies to develop speaking skills seeks the main purpose of students can enhance their language in order to improve their knowledge in it and in the same way they can express their opinions, feelings or ideas.

## 1.2 INFORMATION BACKGROUND

Some of the information that supported and helped to develop the research is the following one, so it is considered as a key point the cognitive strategies to develop all the research considering the characteristics of these ones.

### **Learning strategies**

Are tools and techniques that learners develop as they learn. Learning strategies are an important part of developing autonomy. (British Council, 2019)

### **Cognitive strategies**

Involve the identification, retention, and retrieval of language elements. For example, students may use memory- enhancing strategies to help them to remember new words. (Jack C. Richards, 2016)

### **Cognitive strategies**

Are one type of learning strategy that learners use in order to learn more successfully. These include repetition, organizing new language, summarizing meaning, guessing meaning from context, using imagery for memorization. All of these strategies involve deliberate manipulation of language to improve learning. (British council,2017)

### **Teaching strategies**

Refer to the structure, system, methods, techniques, procedures and processes that a teacher uses during instruction. These are strategies the teacher employs to assist student learning.

### **Learning activities**

Refer to the teacher guided instructional tasks or assignments for students. These are student activities.

### **Sociolinguistic competence**

Knowledge of language alone does not adequately prepare learners for effective and appropriate use of the target language. Learners must have competence which involves

knowing what is expected socially and culturally by users of the target language; that is, learners must acquire the rules and norms governing the appropriate timing and realization of speech acts. (Jack C. Richards, 2016)

### **Strategic competence**

Is the way learners manipulating language in order to meet communicative goals (Brown, 1994, p 228), is perhaps the most important of all the communicative competence elements.

### **Interaction as the key to improving EFL learners' speaking abilities**

The functions of spoken language are interactional and transactional. Therefore, language instructors should provide learners with opportunities for meaningful communicative behavior about relevant topics by using learner-learner interaction as the key to teaching language for communication. (Jack C. Richards, 2016)

Communication in the classroom is embedded in meaning-focused activity.

### **Interactive activities EFL**

A factor in L2 or foreign language development is the opportunity given to learners to speak in the language-promoting interaction and some activities are:

- Aural (oral activities)  
Can be used in some productive activities as background or as an input for interaction.
  
- Visual (oral activities)  
Are the lack of opportunity in freeing language settings to interact with native speakers, the need for exposure to many kinds of scenes, situations, and accents as well as voices is particularly critical.  
This need can be met by audiovisual materials such as appropriate films, videotapes, and soap operas.
  
- Material-aided (oral activities)

Appropriate reading materials facilitated by the teacher and structured with comprehension questions can lead to creative production in speech.

- Culture awareness (oral activities)

Culture plays an instrumental role in shaping speakers' communicative competence, which is related to the appropriate use of language.

General, appropriateness is determined by each speech community. (Jack C. Richards, 2016)

### 1.3 THE TOPIC INTO THE THEMATIC LINE

The present essay was focused on knowing the cognitive strategies for the development of English speaking in second-grade students of secondary education.

The main objective was to develop communicative ability. Since the educational problems in the secondary school showed little development in the communicative ability of English as a fundamental part of the interaction in the classroom to exchange and share points of view and, knowledge. Research activities were focused on the topic of research.

For that reason, in this essay, I am going to explain the different thematic lines and in what one is implicit the topic, also I am going to give some of the reasons why it is in that thematic line.

To develop this receptional document there were proposed three thematic lines:

#### THEMATIC LINE 1. ADOLESCENTS AND THEIR LEARNING PROCESSES

The works inscribed in this thematic line refer to the knowledge that the trainee teachers manage to have of the secondary students during Teaching Work I and II and the ways in which they use this knowledge for the planning and the development of the didactic activities proposed. SEP. (2002). Orientaciones Académicas para la Elaboración del Documento Recepcional. Mexico: SEP.

#### THEMATIC LINE 2. ANALYSIS OF TEACHING EXPERIENCES

This line covers topics related to some experience that the student has developed with one or several secondary education groups and that they wish to analyze in greater detail, either about particular content or a component.

A job in this line demands the student to put into play the knowledge, initiative and pedagogical imagination that has been developed during the initial training, to design, apply and analyze teaching activities related with the purposes of secondary education and the subjects of the teacher training school, in this case, should be a focus in English.

### THEMATIC LINE 3. SCHOOL MANAGEMENT AND EDUCATIONAL PROCESSES

The works that are inscribed in this line have the purpose to find explanations to a situation or concrete problem related to the management in the secondary school and the ways they affect the educational processes. SEP. (2002). Orientaciones Académicas para la Elaboración del Documento Recepcional. Mexico: SEP.

Taking into consideration that my topic is “Cognitive strategies to develop speaking in second-grade students in Secondary Education”. The thematic line that fits the best is the first one “Adolescents and their learning processes” because it refers to the knowledge that learners can develop through the execution of a well-designed class plan with the use of didactic strategies with the sole purpose of knowing how aspect in this case "cognitive strategies" can be used for the development of speaking in second-grade students of secondary education.

This final paper demanded that the students of the firsts grade of secondary education "Ing. Salvador Sánchez Colín "located in the municipality of El Oro de Hidalgo, Mexico put into play their language skills in special speaking to relate inside and outside English classroom activities, generating a dialogue between them, applying certain tools and/or strategies for the development of communicative competence.

Therefore, it is important to say that for the development of the research the needs and aspirations of the students to acquire a second language were considered in order to get more educational opportunities and as part of the curricular content at the secondary level.

Also, it is important to mention that cognitive strategies are going to help them to develop in a proper way the language, that students are going to use in order to learn more

successfully. These include repetition, organizing a new speech, summarizing and guessing the meaning from context, using imagery for memorization. All of these involve the deliberate manipulation of language to improve learning.

It is important to mention that through my topic that is mentioned before, I achieve the learning of my students applying different cognitive strategies that helped them to develop speaking skill gradually according to the different speaking performances that are mentioned by Douglas Brown.

## 1.4 PURPOSES

### 1.4.1 General Purpose

The main purpose of this final paper is to develop the speaking skill applying cognitive strategies with secondary school students.

### 1.4.2 Specific purposes

To identify cognitive strategies for the development of communicative ability in first-grade secondary students.

To apply cognitive strategies to enhance communicative ability in first graders.

To planned appropriate didactic sequences according to cognitive strategies.

To identify the factors that interfere with the learning of communicative ability.

To contrast the speaking development from the diagnostic test to final performances in students.



## 1.5 QUESTIONS TO BE ANSWERED

To develop this research and analyzing the purposes I wondered How to develop the speaking skill? I knew that was an obvious question taking into consideration that the students needed to be in context in order to practice and learned a second language and in this case, the best way to develop it, for that reason I checked that there were three types of strategies that can help to develop speaking skill; so considering that types I selected one that was cognitive strategies that learners use in order to learn more successfully. These include repetition, organizing a new language, summarizing meaning, guessing meaning from context, using imaginary for memorization. All of these strategies involved the deliberate manipulation of language to improve learning.

So, taking into consideration that information a new question arose to my mind that was What are the best cognitive strategies to develop communicative ability? at the end of this final paper I am going to answer that question, also the next question that was about cognitive strategies but it is considered according to the results to the cognitive strategies that are going to be applied Do cognitive strategies enhance communicative ability?

It is important to mention that we needed to use an appropriate didactic sequence but What are the appropriate didactic sequences to apply cognitive strategies? I need to recognize these ones and how they benefit or harm the process of developing speaking skill using them. Although during that process I needed to recognize What are the factors that interfere with the learning of the communicative ability?

Finally, to have a complete analysis I am going to finish my final paper with the next question What is the advance from the diagnostic test to the final performances of students? That question is going to help me know if the cognitive strategies previously selected and applied helped to the successful development of the speaking skill?

## 1.6 METHODOLOGY

### 1.6.1 Qualitative Method

This research was of qualitative cut where we can know that encompasses several approaches that were in some respects, quite different from one another. Yet all qualitative approaches have two things in common. First, they focus on phenomena that occur in natural settings that is, in the "real world" and second, they involve studying those phenomena in all their complexity. (Ormrod, 2005)

So, we can understand that the research was in a real context in a natural setting, in this case on a classroom of a secondary school where all the things that happen there were so unpredictable, for that reason it was important to analyze in his complexity in order to knew more about the topic and the results of the strategies that were applied.

The research was qualitative because it recognizes that the issue of the study had many dimensions and layers, and so it tried to portray the issue in its multifaceted form maintaining and to interpret other making sense of what is critical to understand in any social phenomenon. (Ormrod, 2005)

It is important to mention that objectivity is a key point to had a sense of what was functional or not to improve, in this case, the speaking as a skill selected for the research, included all the information to understand the social phenomenon.

### 1.6.2 Ethnographic studies

The final paper was also ethnographic because the researcher looked at a particular person, program, or event in considerable depth while looking at an entire group, more specifically, a group that shares a common culture in-depth in a natural setting for a lengthy period of time, often several months or even several years. (Ormrod, 2005)

Even this research was ethnographical I analyzed four students where two had a good level of English and the other two had a low level, applying, observing, and analyzing in-depth their advance in a natural setting during a scholar year, what made it a study case too.

### 1.6.3 Case studies

Where a particular individual, program, or event is studied in-depth for a defined period of time. Focusing on a single case, perhaps because its unique or exceptional qualities can promote understandings or inform practice for similar situations; a case study may be especially suitable for learning more about a little known or poorly understood situations or changes over time as the result of certain circumstances or interventions. (Ormrod, 2005)

So, that is why is a case study because I checked and contrasted the advances according to the didactic situations and the cognitive strategies that helped students to develop speaking skill, considering the four students with exceptional qualities to promote and did the research.

And the reason why it was a case study is because the researcher collects extensive data that included observation interviews, documents, audiovisual material as part of their instruments to develop the investigation in addition to the considerable part were written in a journal. Also recorded details about the context surrounding the case, including information about the physical environment and any historical, economic, and social factors that have born the situation.

## 1.7 Resources

The resources that are going to support this work are the next ones according to the needs of this research:

### 1.7.1 Lesson plan

A Lesson plan that included the content organization englobes the next aspects: environment, social practice, expected learning, communicative activity, also included the reflection of language where was divided in three important aspects, the first one that was extra vocabulary in this part all the vocabulary that is used during the sections was considered, the second part is grammar explanation where it was considered all the topics that needed to be taught according to the units in order to do not have misunderstandings in grammar, the third was complementary examples in context that were linked with the second part to be more clear with the explanation of the topics.

Also the most important part that was all the organization and activities that were going to be developing during the sections, so were organized on a chart that contains the next elements: sections that englobes introduction (in this part included the warm-ups to introduce the topic or other kind of activities that tend to be short dynamics), development (in this part were all the activities or topic to teach that included exercise to understand it), closure (activities that students needed to develop and put in practice their learning), also during the last three aspects it was consider the time that take every stage, target language (that it was all the vocabulary that is necessary for that section or examples of complement the topic), assessment (was the way or activities to evaluate the students learning), skills (the skills that were going to be develop during the section), and resources (all the didactic material like flashcard, word cards, posters, etc., sometimes audiovisual resources like videos and worksheets or handouts) **see (appendix 2).**

### 1.7.2 Didactic Material

Educational materials are specially prepared materials and intended to be used during the processes of teaching and learning, in other words, when studying specific educational contents and achieving specific educational goals defined in syllabuses. For that reason, they were appropriately didactically adapted. Educational materials consist of books, dictionaries, textbooks, that were mostly written materials, which can be either printed or

available in electronic form. Also exist other didactic materials like flashcards, word cards, posters, realia, games. Both printed and electronic educational materials were indispensable in the teaching process since they were – in addition to the teacher’s direct explanation and other learning activities – an important source for students.

In this case, digital materials like videos were indispensable to check pronunciation and develop a correct speech, taking into consideration that in the secondary school specifically in the English classroom it counts with a TV, projector, and speakers, in order to use audiovisual material.

The didactic material that I used more to develop the research were flashcards, word cards, videos, PowerPoint presentations, flyswatter, ball, stamen, and magic boards.

### 1.7.3 Journal

Another resource that supports and helps to identify all the aspects that influence the topic is a reflective journal that was a notebook that the teacher used to reflect on their own thoughts about the case study. The act of reflecting on thoughts, ideas, feelings, their action of teachers and their own learning about all these things encouraged the development of metacognitive skills by helping the teacher to self-evaluate and sort what they knew from what they did not know; also about what strategies and their functionality in the group of study. Also, it is important to mention that the process of examining one’s own teaching process and the particularly helpful for teachers who are learning new ways or beginning to new methods to teach in a proper way in order to develop other skills in their students that go beyond right and wrong answers in natural settings were part of this resource.

I used my journal to register the problems, the important things about my study cases, how they reacted to the activities and strategies applied, in this one also I considered the point that I would change about the strategies. This one is so important because all the information that happened in my lessons is there to support the research.

# **PART II. THE DEVELOPMENT OF THE TOPIC**

## PART II. THE DEVELOPMENT OF THE TOPIC

### 2.1 THE GROUP OF STUDY

The selected group is First C with forty four students, where twenty are women and 24 are men, that group has special characteristics that I am going to describe in the following paragraphs.

The first one and the most important is that most of the students are motivated to learn and put in practice their knowledge, so that help that all the activities that I planned for them have a good results in their learning. Also they participate a lot during the classes and one aspect that I rescue of it is that even if they do not how to pronounce or how to explain in English they try it.

Also is important to mention that in this group I have one student that have special characteristics he has "Discapacidad Intelectual"(Retraso mental), this student was evaluate for USAER and also according to the results of this student I work with him in different form using a Pictionary.

The majority of the group has a good behavior in all the classes, sometimes on Friday's that is our third session of class they are little restless because it is almost the class and they want to go to their houses and rest; in general only two or three students at the beginning of the scholar year were talking most of the times with their classmates or doing another things but I change them to another place, so right now they work really well and they are more participative.

Although, 3 students has a good level of English, another 23 do not have a really good level but they know some things because they had an English teacher in their primary and another ones take classes in other institutions in order to improve their level of English, in contrast only 21 students have never taken English classes because in their community or town where they come from there are not benefit at all with this kind of opportunities, also some students do not have the monetary resources to pay classes in other institutions.

And finally the social and cultural issues with this group are in their religion sometimes they did not come to the school because they go to these kind of festivities, another one is that some students arrived late to the school because their communities are so far to

the school or because before they come to the school they work or do other things. And in some special cases the students do not live with their parents for different reasons that I am not completely sure.



## 2.2 STUDENTS' PROFILES

### 2.2.1 Student A

The first student selected for this study case is going to be called student A, he is twelve years old and is the youngest of his siblings, he has one brother that is the oldest and one sister that is in the middle, he is from El Oro center and he lives with his parents and sister. For him it is easy to arrive to the school that is located five minutes away from his house, also every morning his father takes him to the school in his own car, taking in consideration that he always arrives early at the school around 6:50 to 7:00 and the classes start at 7:30.

Some important aspects to consider for this study case are that most of the time he is in his house with his father because here his father has his own business, his father is a photographer, so he has availability of time for him, maybe if his soon needs something he can attend it at the moment, also because his father is part of the parent's union at the school he is part of the day in the school attending different aspects. His mother is a nurse, for that reason, she does not spend a lot of time with her soon because she needs to follow her schedule and sometimes it is difficult for her to assist to school to check the advances of her soon.

Also in his free time he likes to draw and play soccer with some of his friends, he said in an interview that he likes basketball but that his height does not helps him a lot, for that reason he tries to practice soccer instead.

Other important aspects to mention are that when he was at the primary school "Melchor Ocampo" located in the center of El Oro he took English classes but only in the last years, that classes where only once a week and only one period, so those classes were focused in basic language level like identify some numbers, colors, animals and so on. This student has a good behavior in all the classes, he always participates and try to be involved in other activities or projects into the school, he always does his homework and he helps his classmates in the subjects that he is good at like geography, Spanish and biology, so in the case of English he tend to miss it because it is difficult for him to understand the language but he tries to practice by himself; also he is going to start taking particular English classes near to his house with one English teacher that his father met.

Furthermore, the test applied to know the learning style of all of the students was about the eight multiple intelligences taking in consideration the learning styles, that test was modified for the teachers of USAER in order to obtain more information about the students, in his case he obtained a highest score in the naturalist that according to Howard Gardner have the next characteristics Physically / emotionally adverse to pollution, intense interest in learning about nature, enthusiasm when in contact with nature, powers of observation in nature and knowledge of changes in the weather. And the lowest score is in musical intelligence, so he needs to develop more that ability. Gardner, H. (). *Inteligencias Múltiples: La teoría en la práctica*. Recuperado de [http://www.academia.edu/5224535/Gardne\\_Howard\\_Teoria\\_De\\_Las\\_Inteligencias\\_Multiples](http://www.academia.edu/5224535/Gardne_Howard_Teoria_De_Las_Inteligencias_Multiples)

Besides in his diagnostic test that was designed from my Mentor teacher that was divided into eleven parts gradually leveled from easy exercises to complex ones; in this exam that is in (appendix 3), he obtained 5.2 of 10 and was the second one in his group with a high grade but he only answered the easy things in his exam like colors, numbers and put in order some questions. For that reason, this student in this research is considered as one of the low level English students.

#### 2.2.2 Student B

The second student selected for this study case is going to be called student B, she is eleven years old and is the oldest of her siblings, she has one brother and one sister, she is from La Estrellita El Oro, she lives with her parents and siblings. For her it is easy to arrive to the school that is located five minutes away from his house, she usually walks to arrive to school.

Some aspects to consider in this study case is that her mother is the one that attends all school aspects of her because she has a lot of free time, she is a housewife, while her father is an accountant and in his work do not allows him to go out and attend to the secondary school to check the advances of his daughter.

Additionally the student B has good behavior at school and she always tries to participate in all her classes, in one interview she said that her favorite subject is English as a result she had English classes in her primary school that was "Melchor Ocampo", in the last

periods she had classes one hour a week nevertheless that classes did not help her a lot taking in consideration her results in the diagnostic test that are in appendix 4 where she obtained 3.5 of 10, so she only identified colors, numbers and some words in English. Also, she started to take English classes in Cele in August of this year in order to increase her language level.

Another important point to consider is that her learning style is intrapersonal, and some characteristics to this type of multiple intelligence that Howard Gardner considers are that they are able to build a precise perception of themselves, organize and direct their own lives, it includes self-discipline, self-understanding, and self-esteem. And is so clear with her because she is reflexive and has successful reasoning; while the multiple intelligence that she needs to develop is the musical one. Gardner, H. (2007). *Inteligencias Múltiples: La teoría en la práctica*. Recuperado de [http://www.academia.edu/5224535/Gardne\\_Howard\\_Teoria\\_De\\_Las\\_Inteligencias\\_Multiples](http://www.academia.edu/5224535/Gardne_Howard_Teoria_De_Las_Inteligencias_Multiples)

Finally, in her free time, she plays basketball she has her own team that is called the miners, that team belong to the sports school that is located in El Oro were they compete to select the best team of the municipality; but also she participates in school projects in the afternoons, that projects are cultural, sports or educational. Also it is considered as one of low level English students for this research.

### 2.2.3 Student C

The third student selected for this study case is going to be called student C, she is eleven years old and is the oldest in her family, she has only one brother, she is from El Oro center, she lives with her mother and her brother because his father works in Mexico City and rarely comes with them. For her it is easy to arrive to the school that is located five minutes away from his house, also every morning his aunt takes her to the school in his own car because her aunt is a geography teacher in the same secondary school so she always arrives early to the school.

As for her, she is a good student she has good behavior but she needs to be occupied all the time because she has a lot of friends and she does not care of the classes she is, she

talks a lot with her friends and classmates. In English class she participates a lot because she has a good level of English but something that called my attention in her diagnostic test (see appendix 5) was that she obtained a low grade she had 2.3 of 10, she did not answer all her exam and it was rare because as I said before she has a good level of English, she is intelligent and also she had classes in her last year of the primary school because her parents change her to the primary school "Sor Juana Ines de la Cruz".

Besides that, she took private classes in Tlalpujahua one year every Saturday in order to improve her level of English. One important aspect to consider with her according to the test applied of multiple intelligences and learning styles is that she has the naturalist, physical and kinesthetic intelligence, where Howard Gardner attribute the next characteristics they like to explore the environment and objects, sense of rhythm and coordination, learning through direct experience and participation, fine or gross motor skills, dexterity, and precision in physical activity. And the one that she needs to develop is the musical intelligence. Gardner, H. (2007). *Inteligencias Múltiples: La teoría en la práctica*. Recuperado de [http://www.academia.edu/5224535/Gardne\\_Howard\\_Teoria\\_De\\_Las\\_Inteligencias\\_Multiples](http://www.academia.edu/5224535/Gardne_Howard_Teoria_De_Las_Inteligencias_Multiples)

In her free time, she likes to read romantic novels and scientific books, also she likes to draw, those activities she does with her mother company as her mother does not work she is only a housewife, while her father works giving drinking water in Mexico City to poor people.

This student is considered as a high level English for the purposes of this research.

#### 2.2.4 Student D

The fourth and last student selected for this study case is going to be called student D, she is twelve years old and she is the only daughter, she is from El Carmen colony of El Oro and she lives with her parents. For her it is easy to arrive to the school that is located three minutes away from his house, also every morning his father takes her to the school in his own car, but most of the time she arrives late to school.

Incidentally, I must consider the next aspects of her, first that she studied in the primary school "Sor Juana Ines de la Cruz" in the municipality of El Oro where she had English classes in the last three years, that classes were by periods and only once a week, but her support in her level of English is her mother because she is an English teacher on a primary school and kinder garden in El Oro, so her mother helps her to study once a week. The one who attend scholar meeting is he father he works in the municipal government, so he has the opportunity to modify his schedule and help her daughter.

Another aspect to take into consideration is that in her diagnostic test that is in (appendix 6) she was the highest in her group with 7 of 10, she answers most of her exam correct including colors, numbers, regards, verbs in English and the reading comprehension part, and it is clear her advance in her English level because in all the English classes she participate but not only that she also helps her classmates and she tries to explain them the activities in a better way when they are confused, adding that her behavior is good, she pays attention in all her classes and is sociable for that reason she participates in the institutional projects involving her group.

Also in the results of the test of multiple intelligences and learning styles, she has a high score in the naturalistic and a low one in the musical and logical-mathematical intelligence so she needs to improve more those intelligence, well according to Howard Gardner the characteristic for the naturalist are physically / emotionally adverse to pollution, intense interest in learning about nature, enthusiasm when in contact with nature, powers of observation in nature and knowledge of changes in the weather. Gardner, H. (2007). *Inteligencias Múltiples: La teoría en la práctica*. Recuperado de [http://www.academia.edu/5224535/Gardne\\_Howard\\_Teoria\\_De\\_Las\\_Inteligencias\\_Multiples](http://www.academia.edu/5224535/Gardne_Howard_Teoria_De_Las_Inteligencias_Multiples)

The activities that she does in her free time are more focus on spending time in her cell phone, checking her Facebook o listening to music, so the time that she spends doing that is a lot for that reason her parents want to send her to private English classes but she does not think that is necessary for her right now because her mother helps in that aspect

of her language level. This student is considered as a high level English for the purposes of this research.

## 2.3 THE TEACHING INTERVENTION STRATEGY

### 2.3.1 Situation I

#### Repetition

Time: 45 minutes

Grade: 1<sup>st</sup> Group: C

Number of students: 44

Achievement: Practice Pronunciation of leisure activities/ Notes

Social practice: Understand and produce oral exchanges related to leisure situations.

Specific competence: Exchange likes and dislikes in a dialogue.

Purposes: to learn new vocabulary of activities that the students develop on their free time and identify sports.

#### Background

This was the first class to start a new unit, students only had as a previous homework to write five activities that they developing on their free time.

It is important to mention that the first strategy applied is repetition where we can understand as something made by repeating, as a copy or imitation with the purpose of learn a new word.

#### **Description**

The cognitive strategy selected for the class was repetition

In this first situation the class started as a normal day all the students arrived early the teacher said "Good morning guys - How are you today?" after that the teacher checked attendance and gave general instructions, the group was organized in eight rows of seven chairs, most of the students were sat according to their roll number, the other ones were sat according to their needs or their behavior; at the beginning of the class the teacher explained the new project that was an interview after that some flashcards were shown to the students and she asked them what verb it was on them, the students answered the question in Spanish and in some cases like my student C answered most of the verbs in

English followed by the student D, when the teacher showed all the flashcards the teacher said “I am going to give you a flashcard and we are going to develop other activity” so teacher gave to each student a flashcard.

Instructions were given, some of the verbs of the flashcards that students received were activities that they usually do in their free time such as reading, playing, writing, drawing, listening music, doing homework, playing videogames, watching TV, etc; so the learners that had those passed to the board and pasted them, while the students did that, the date was written, at the same time some students pass to pasted the flashcards showing their free time, others passed to paste their flashcards on the other part of the board that were not activities of their free time, it is important to mention that previous to this the teacher put on the board some sticky tape so that the pupils did not lose time.

When all the flashcards were pasted on the board the teacher asked them to repeat after her the verbs, all the verbs were repeated in choral repetition two times, then in a choral repetition by rows once and in an individual repetition by random; it is important to mention that if one student from the row was wrong all the members repeated several times until they got it correctly, in some cases the students were asked again by random to check if everyone in the class had the correct pronunciation.

Some verbs like write, sweep, mop, wash, watch, jump were repeated several times because most of the students made a mistake when they pronounced them, following that activity and after checking and pronouncing all the verbs, the teacher pointed a flashcard and the students did a group choral repetition of the verb; for this, the teacher selected ten verbs that were play, clean, work, write, sweep, mop, draw, listen, sleep and run , the topic was written at the top of the board “Sports and Leisure activities”, the students wrote the topic and the verbs in a list on their notebooks, they took approximately four minutes for that activity.

After the students took a green color and put a tick in front of the activities they do in their free time or after school and with another color they ticked the ones they do not, this helped students not to misunderstand the topic, considering that the general purpose of this activity was that every student identified his or her own free time activities.



To conclude the class, the students received a worksheet of sports and leisure activities, where they matched the image with the word, for that an example was given with the first word that they had in their worksheet that was parachuting, students were assigned 8 minutes to complete remembering that those activities were worked in the previous class where they identified all the sports they know and also the ones that they practice it.

In the last three minutes, students exchanged notebooks in order to check their answers, the correct ones were given and at the same time it was written on the board by the teacher, also she clarified "If the answer is incorrect you only need to write the correct answer".

When they concluded checking the worksheet students were assigned their homework that was write five sentences using the verbs that corresponds with the free activities they do and the students went to the following class.

## **Analysis**

In this first cognitive strategy applied that is "Repetition" I do the next analysis

My first student to analyze is student A, he is all the time serious, but something interesting about him is that all the time he tries to participate even if he does not know much about the topics that we developed in the class. It is important to mention that my student A showed interest in the first activities applied for cognitive strategy "Repetition" and he participated in all doing the list on his notebook see (**appendix 7**), also his rhythm of work was significant because he was motivated with the activities and he learned them quickly. According to Howard Gardner (2013) "Students with a high learning abilities have the following positive characteristics in terms of learning, they learn quickly, have great capacity for observation and a fast and accurate cognitive style"

He worked and participated in the previous activities were they classified what they did in their free time; for him it was interesting to recognize if the flashcard that he had was an activity that he does in his free time or not, so he showed a great capacity of observation for this first part of the lesson; unfortunately, when he passed to the other activity that was checking the pronunciation of every flashcard he was scared to pronounce incorrectly the verbs.

Krashen (1982) says that “Affective filter captures the relationship between affective variables and the process of second language acquisition by positing that acquirers vary with respect to the strength or level of their affective filter” (p 202), so those attitudes produce a less intake that causes the fear of pronunciation where the student presented that insecurity for that reason when I applied the strategy I did a second time but in this case I checked the pronunciation by lines that activity help me to identify if he pronounced the vocabulary and help in general to all my students to correct their pronunciation. Also I checked in an individual choral repetition by random I included him to corroborated if he pronounced correctly the verb that I pointed for him, I did it with the verbs that I observed that were more complicated for him like: read, draw, mop, jump and sweep, listen to the **(Audio 1)**.

Student B worked and showed more interest than her other classmates, she mentioned other activities in English that she does in her free time and she registered on her notebook see **(appendix 8)**, she showed more trust in herself when we checked the pronunciation of the vocabulary. Also something that she did was to help one of her classmates because he also did not want to pronounce and he only moved his lips to simulate that he pronounced the words.

In the final activity that was answering the worksheet my student A and B worked together, they used their dictionaries in some words that they did not know, a point that I want to mention is that they make notes around their worksheet in Spanish in order to remember the vocabulary.

Student's C and D showed less interest in the second part of the class that was repeating the vocabulary, I asked them at the end of the class in order to know why they did not participate in that activity and they mentioned that they knew some of the vocabulary that we checked in the class but also the vocabulary that they did not know they participated in order to know the correct pronunciation; in the following activities they participated more and in the last one they also finished before their classmates, and when we checked the correct answers they reflected about the four or five incorrect answers, at the moment of observing I told them if they took the time to corroborate in a second time or using their dictionaries they would have all the correct answers see **(appendixes 9 and 10)**.

Other aspect is that while my student C is all the time focused on her work my student D tried to help their friends or their classmates that were near her, but she only help she did not pass her answers of her worksheet.

According to British Council (2015) "Monitoring is often carried out as a vague listening and looking exercise by the teacher, and sometimes not done at all, whereas in fact, effective monitoring is a skill that needs to be developed if learners are to benefit fully from activities, particularly those of the information gap and group interactive types." but in this case, the monitoring part was taken by the student D that helped their classmates during speaking activities in relation to general progress or recent language and skills developed in class.

Listen to the (**audio 2** of student C **and 3** for student D).

Well, in other key points this first strategy was applied with all my groups and it had different results among them for instance 1<sup>ST</sup> grade group "A" had the class at the last hour of the day, for that reason it was kind of difficult for me to develop in the same way because they were with less energy they were thinking to go home and things like that, other aspect is that in this group I have an student that all the time is doing other things like playing in his cell phone, bothering his classmates, taking photos or he wants to do different things, taking in consideration that I asked him to help me giving their classmates the sticky tape and maintaining him occupied.

In general, the activities with this group were more complicated because I needed to explain them step by step and I gave them more examples in order to help them in understanding the activity; another problem was that they worked really slow and they do not have a good level of English as the others groups according their diagnostic test. Only two students worked fast an always finish before to the others, so I asked them to help their classmates.

In this group the strategy worked totally different as my group of study, they also showed interest in the activity as the others groups even if they were with less energy they did it.

## **Reflection**

When we are children and we are learning a new language we are not conscious of how many times we repeat a word or phrase because that takes part in the natural process of our learning. But the truth is that to learn new vocabulary the only thing that we do is repeating several times to learn it. And not only that we also need to be conscious of how to pronounce correctly the words; but How to teach new vocabulary in another language? it would be an easy question to answer but in this case, it was not only the strategy of repetition, but it is also the way that the teacher applies it to involve their students to learn that vocabulary.

Well this cognitive strategy of repetition helps teenagers to learn easily the new vocabulary that is provided by the teacher, they can recognize also the correct pronunciation of each word, so according to some drills that means listening to a model, provided by the teacher, or another student, and repeating what is heard make it easy to learn new vocabulary. This is a repetition drill, a technique that still being used by many teachers to introduce new language items to their students. The teacher says (models) the word or phrase and the students repeat it.

But actually experts like Catherine Snow quote says that they need to repeat 15 to 20 times to learn it, in contrast, the method that I used does not help them to learn the vocabulary that I provided them at all, first because they do not repeat more than 17 times, the second one because I do not use different drills to teach them the new vocabulary. Furthermore, something that helps me with this strategy of repetition was that they write the vocabulary and we put in to practice in the other classes.

Other authors as Rassias in his method helps students to learn a new word to students by doing more than 17 repetitions alone, while in the applied strategy with my group of study they did less than 17 repetitions, this makes a real change if I consider which David Ausubel and Mohamed Youssef said that one person should learn it repeating more times.

The second time that I applied the strategy I focused on the Rassias method where students repeated minimum 35 times individual and the extra ones according to the drills of the method they repeated more than 40 times.

So Rassias drills the students need to repeat more than 17 times and he develop the next drills that I applied in the second time. The first one is dramatization, in that drill the teacher dramatizes a short dialogue that contains the vocabulary which is intended to be learned by the students; the second one a backward build-up, in this drill the teacher use a short phrase where the students start to repeat the last word of the phrase twice in a group choral repetition, then by random with 9 to 10 people, after that with two group choral repetition, in the way that every word in the phrase he follows the same strategy, at the time that he does with all the phrase, follow to the next drill that is simple substitution, in this one the teacher use the same phrase the only thing that change is that they change the one word of the phrase involving the rest of the vocabulary, they do two group choral repetition, then they repeat 7 different word by random and finally they finish with two group choral repetition.

Taking into consideration that this second time took me more time of the class to follow the method and tried to involve all of my students, motivating them to do the repetitions, also the new words taught for them I used in the following classes to be sure that they remember the vocabulary and their correct pronunciation.

And the use of this cognitive strategy that was repetition helped my students to develop an imitative speaking performance. Douglas Brown H. (2004) "Imitative speaking performance is the ability to simply parrot back a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be included in this performance" (p 141).

Analyzing and reflecting that part this type of speaking performance is traditionally labeled pronunciation were the speakers retain the short stretch of language that must be imitated, in this case that part was taking in all the process of the strategy applied.

### 2.3.2 Situation II

#### Classification and the use of Graphic Organizers

Time: 45 minutes

Grade:1<sup>st</sup> Group: C

Number of students:44

Achievement: students will be able to organize and express key points to consider on a trip.

Social practice: Agree with others on a travel itinerary.

Specific competence: Exchanges associated with the environment.

Purposes: to learn new vocabulary of means of transport and develop a graphic organizer using key points to consider on a trip.

#### Background

In the previous classes the students were working on things related to create an itinerary, as previous homework students investigate and wrote some key points they consider to plan a trip, but not only that, they needed to be focus to the place they wanted to visit and the activities they wanted to do there.

#### **Description**

The second cognitive strategy selected for the class is classification following the use of graphic organizers.

In this second situation the class started as a normal day all the students arrived early, the group was organized in eight rows of seven chairs, most of the students were sat according to their number of the list, and the others according to their behavior. The teacher checked attendance and gave general instructions.

This first part of the class was focused on identifying means of transport applying the strategy of classification, for that the teacher explains the dynamic, before that she drew on the board a highway, the sky, the sea, and a track. So the teacher gave to some of the students flashcards of means of transportation. The flashcards given to the students were

a helicopter, a train, a bicycle, a submarine, an air balloon, an airplane, an ambulance, a taxi, a truck, a car, a ship, a tractor and a rocket see **(appendix 11)**.

The teacher mentioned the first drawing that represented the sea and asked: “Who of you have a mean of transport that correspond to the sea?”. By turns and by rows the students came to the board and took some tack, they observed the draw and then they pasted the flashcard on the correct drawing. After that, the students that had the flashcards that correspond to the sea the teacher continued with the following ones that were a highway, in this case, most of the flashcards correspond to this one.

In the other ones that were the tracks and the sky or air were fewer flash cards were selected, but the students participated in an active way. Then when all the flashcards were pasted on the board and in the correct drawing, the teacher request them to repeat in a choral group the series of words with minimum three times every mean of transport, then by random with five or seven students.

When all the learners identified all the means of transport the teacher asked them a series of questions in order to use that vocabulary and to contextualize them on the topic, the first question was if I want to visit London which is the proper mean of transport that I need to take? by turns and rising their hands the teacher gave participations, the second question was if I want to go to the cinema and I do not have a car which is the proper mean of transport that I need to take? in this question, the students participated with more options like bicycle, taxi, bus, and truck.

Then the pupils received a handout were they had different images of suitcases see **(appendix 12)**, the indication was to cut every image and pasted it on their notebook in a complete sheet to form a graphic organizer as they wanted. When they formed the graphic and with their previous homework that was to investigate points to consider on a trip, they needed to share with the classmates that was sat next to them all their information; afterwards, the teacher gave ten participations by random to the pupils to share three key points they investigated.

The next activity was that students complete their graphic organizers with ten key points to consider on a trip and they could consider the ones that their classmates shared with them, in this way was easy for them to complete their own graphics organizers.

Finally, to conclude the class five students passed to present their own graphic organizers in front of the class, so they told the class first what was the place that they wanted to visit following the key points they considered for their trip. Three of those students presented the points and the reasons why they considered those points. Because they focused on the activities they wanted to do in the selected place.

It is important to mention that in that part students included the different ways of transportation they would need to take in order to develop the activities they wanted to do.

### **Analysis**

The first strategy applied for them was to identify and classify means of transportation; classification involves grouping items into one or more categories based on certain distinguishing characteristics, those categories were thoughtfully labeled so that the labels become descriptors for the members of the category. This activity was easy for the students because they could identify the different means of transportation, considering that when they looked at the different flashcard at the moment they answered in Spanish what mean of transport was, also when they classified them in the four different categories.

The second part of the class helped to clarify more the first one when the teacher contextualized and asked them about the proper mean of transport to take according to the situation, they showed interest and they participated in the different situations and questions that the teacher did for them. Taking into consideration that they learned previous vocabulary to use in the following activities.

Taking into consideration that to be in context may be the larger activity were students are engaged and performed the topic, the student's roles, the social relationship and the interaction where the teacher and students convey the language applying different situations to be understandable and using it. In this form when the students had the



context, it was easy for them to be involved in the activity and had a meaningful knowledge.

The next activity was developed using a graphic organizer with the purpose to organize the students' ideas and express them, taking into account the key points to consider to plan a trip. According to the British Council (2019) "The Advantages of a graphic organizer (also known as a concept map, mind map or relationship chart) is usually a one-page form with blank areas for learners to complete with ideas and information which are connected in some way".

Besides, the resource that was a handout with different draws of suitcases was something new because with those ones they needed to create their own graphic organizer and that provides the learner a different way of seeing, thinking about the information and how they link their ideas to be understandable and a presentation. Also, creating the map helped the learner to generate ideas and recognize the possibilities associated with a topic as the map grew.

Furthermore, it was important that they could write and select the key points to plan their trip, writing gradually their needs and importance; to finally conclude with their oral participation with the support of their graphic organizer to made the presentation and be clear to the class. Moreover, in their products oral presentation was easier for them and clearer for the rest of the class that was listening, the students were self-confident about their work, they presented all their ideas in a clear way providing more information to their classmates about their plan trip and the activities they wanted to do.

For example student A, was concentrated in his work all the time, in the first strategy applied that was classification he participated in the correct moment he needed to participate according to the classification on the board and he developed it also in his notebook see (**appendix 13**); while in the second part of the situations and questions about the proper means of transport he was quite participative, he tried to give different answers also he explained to their classmates that were sat next to him.

Furthermore, in the next activity previous to their graphic organizer about their homework, he was clear when he gave different key points to consider but he all the time was focused on his own plan trip and the needs he considered in his trip.

He was one of the students that participate at the end of the class with his graphic organizer see (**appendix 14**), he showed it to his classmates and he explained each point of it and why he considered those points, the graphic organizer that he developed was a spider - adding more details to his topic in terms of content but in form was more like cycle. Listen to the (**audio 4**).

Student B was active in her participation in all the activities but she did not respect the participation of their classmates, she always wanted to tell the correct answers before their classmates or even in some cases she was so rude correcting their classmates answers about the vocabulary of means of transport, also she develop the classification on her notebook see (**appendix 15**); in the following activities, about their homework she was wrong in some aspects because she focused on general things and not in her own plan trip, but the second activity were all students gave the key points to plan their trips helped her to understand more what are the points she needed to consider.

In her graphic organizer she tried to be clear and specific in the key points of her plan trip see (**appendix 16**), she redirected her points according to the place she wanted to visit; in her oral presentation, she did not present problems to explain to her classmates even though the problem she had before, to explain she used a different strategy, she said first the activities she wanted to do in the place she selected and then the points she considered to plan the trip, listen to the (**audio 5**) In general, her participation was adequate she gave the reasons of her trip, the key points were gradually considered and the only thing or aspect she needs to change for the next time she does an oral presentation is moderating her tone of voice because is so low and not all her classmates could listen to her work.

Student C was interested in the first strategy; she always wants to participate in the activities that were planned for the class, she respected the turns of participation of her classmates and she tried to maintain the order in her row all the time, encouraging her classmates to pay attention to the activities and participate in them. She did the

classification of means of transport as the teacher said see **(appendix 17)**, In the next activities, she worked really fast, she always wants to finish first, when the teacher gave the instructions to form and complete their graphic organizer she did it quickly, but she did not consider the points gradually and the place she selected before see **(appendix 18)**.

Although when she passed to present she only mentioned general things to consider in her trip, she did not get her classmates attention because she only started to mention the points and she did not mention the place she selected. Listen to the **(audio 6)**.

Student D was distracted during the class and doing other things I talked with her and I tried to involve her in the activities of the class, but she only did the first part of the class about means of transportation see **(appendix 19)**, she participated in the strategy of classification and in the following part of the situation and questions, she and student A were the ones that participated more, they tried to give more answers according to the questions.

In the next activity were students share their homework she did not participate because she did not do her homework, so again she started to do other things like talking with her friend, using her cellphone and distracting her companions next to her; for that reason, I asked her to move to another chair in front of me to monitor her work, in this form she paid attention and she did some notes on her notebook to complete her graphic organizer.

Finally, in the last activity of their oral presentations, she did not want to pass to present her work, because she said that was not sure about the key points she wrote in her graphic organizer see **(appendix 20)**.

In contrast, this class was really functional with most of the students of all of the groups because at the moment that they knew the vocabulary, they organized their ideas and let them be more self-confident to pass and present it.

On the whole, the classification strategy was interesting for most of the students because they could interact and get new vocabulary that helped them in the following activities, for example, the part where the teacher asked them what would be the proper means of transportation, so they put in to practice that knowledge. While in the following part that was the use of a graphic organizer as a cognitive strategy the students had a disorder in

their notes about how they wrote their ideas in order to be understandable and expressed to their classmates.

## **Reflection**

The use of those cognitive strategies that were classification and graphic organizers helped my students to develop an intensive speaking performance. Douglas Brown H. (2004) “intensive performance is a second type of speaking frequently employed in assessment contexts the production of short stretches or oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical, or phonological relationship” (p 14)

It is important to mention that intensive assessment tasks include directed response task, reading aloud, sentence and dialogue completion, limited picture-cued tasks including simple sequences; and translation up to the simple sentence level. Were the students developed a dialogue completion. While the use of classification as a first cognitive strategy applied takes part of an Imitative speaking performance where students only were known the vocabulary and they practice the pronunciation.

While in the second cognitive strategy applied which were the diagram, students were able to structure and link their ideas to complete it focusing on key points to plan a trip; after, they completed it they could pass to present to their classmates considering this as an intensive speaking performance taking as an assessment of this type of speaking performance reading aloud.

It is important to mention that the strategy worked in a functional way because at the end of the class the students could develop their oral presentation with the support of their graphics organizers; the ideas they presented were clear and they achieved the purpose to consider key points for a plan trip.

In fact, the use of graphic organizers as a cognitive strategy helped them to think what type of graphic organizer to develop, how they need to organized their ideas, how those ones link, and what were the key words that helped them to present their complete plan trip.

With the application of this strategy I learned how I need to involve my students to feel self-confident about their knowledge, to contextualized them more in what were they developing at the moment as a key of the class; that my students could be involved and focused on the purpose of the class, finally to recognized their abilities and skills in the second language development.

The obstacles that presented a few students were that they did not do their homework and they could not participate in the activity but that obstacle was not a problem at all because when some students shared their homework the other ones paid attention to them and in that way they focus to complete their graphic organizers.

In some of the special cases, it was more difficult to develop it but I helped them and with other ones I continued using the material allowed by USAER.

2.3.3 Situation III  
Summarizing

Time: 45 minutes

Grade:1<sup>st</sup> Group: C

Number of students:44

Achievement: Answer questions in order to give specific information

Social practice: Read and understand different types of literary texts of English-speaking Countries

Specific competence: Read classic tales and write a short story based on them

Purposes: Learn new vocabulary related to the fairy tale and answer questions to develop a summary.

#### Background

During the week the students were working with different fairy tales, for all of them the teacher used different dynamics and resources with the purpose to recognize the key points of the tale, the order of the tale, and some vocabulary.

Something important to mention is that the teacher tried to improve the four English skills during the English lessons of students.

#### **Description**

The third cognitive strategy selected for the class is summarizing.

Before starting the class, I moved some students from their places because it was the last class of the day and the students were restless and they wanted to go home, in this class we continue checking fairy tales, for this lesson I planned to check "The little red riding hood".

As a first activity, one student by row received a flashcard of the fairy tale The little red riding hood see appendix 19, then the teacher asked them to put in order the story, for that activity students were asked who of you has the first part of the fairy tale? in this form,

all the students that had the flashcard passed to the board and put in order the story. Then the whole group corroborated that the story was in the correct order.

The following activity was to watch a video, with the complete story of the tale, the video lasted one-minute fifty-eight seconds and was taken from the British Council page, the video was watched only once on the TV of the classroom, that video was projected with subtitles as a requirement of my mentor teacher, all the students paid attention to the video and it was funny for them because they asked me to repeat it.

Then with a PowerPoint presentation, the teacher presented to the students some vocabulary related to the tale, that PowerPoint presentation had different images and below those ones the words in English, the teacher asked them about the vocabulary according to the images and they respond in Spanish that part, but in three images they were confused and they were wrong in their answers for that reason to clarify them the teacher did mimic so that they understood the word; after all the pupils recognized the vocabulary in Spanish the teacher asked them to repeat after her the vocabulary, they only repeated two times every word except wood and wolf, they did it three times.

Students were assigned a handout, see **(appendix 22)** so they needed to complete only the first activity that was about the previous vocabulary, for that one they placed a number to each image, in the part where they had the words the indication was to match the word with the image putting the correct number, the pupils took two minutes to answer that first activity of their handout. When all students completed the activity they shared the correct answers in a whole group monitor by the teacher.

After that, the teacher asked them to take a blue color, and identify the verbs in simple past, to do that she read each part of the tale that was in disorder and when she finish to read it she asked them What were the verbs in past of this part of the tale? the pupils participated in an active way. The next activity for them was to put in order the tale, the first answer was given for them, the teacher assigned them three minutes to answer, finally to complete all the handout, the students and teacher share and checked the correct order.

Afterward, with the same PowerPoint presentation, the teacher explained to them a graphic organizer that they needed to follow in order to do their summarizing of the tale. the graphic organizer had five key points to follow that were "Somebody, Wanted, But, So, Then" and to understand the teacher gave them a question or statement for each key point: Somebody: Who is the story about? Wanted: What does the main character want? But: Identify a problem that the main character encountered, so: How does the main character solve the problem? and Then: Tell how the story ends.

When the teacher explained each key point and she was sure that the pupils understood they wrote the key point and answered the points on their notebooks, the first point of "somebody" was given by the teacher as an example, at the time that students answered the key points the teacher solved doubts of vocabulary, the pupils had ten minutes to complete the activity.

When the teacher explained each key point and she was sure that the pupils understood they wrote the key point and answered the points on their notebooks, the first point of "somebody" was given by the teacher as an example, at the time that students answered the key points the teacher solved doubts of vocabulary, the pupils had ten minutes to complete the activity.

### **Analysis**

The strategy applied for them was summarizing, so we can understand it as taking a lot of information and creating a condensed version that covers the main points in this case about the fairy tale they were working that was The Little Red Riding Hood. According to Douglas Brown H. (2014) "Write a summary of the text. Should be about one paragraph in length (100-150 words) and should include your understanding of the main idea and supporting ideas".

So the first activity applied for them was to put in order the story according to the images that some students were given, this activity helped the teacher to contextualize them more about the fairy tale, following to this the students watched a video to know the completed story, the key point of this video was the teacher projected them with subtitles but in



English, in this way, the students were more focused on the activity and they could recognize some vocabulary of this one that helped to the next activity.

The following activity was focused on knowing the vocabulary related to the tale, to make it easy for the students, the teacher used a PowerPoint presentation with the same images in their handout, then only to corroborate, the students answer the first part of their handout, in this way they identified the previous vocabulary and the whole group they check the correct answers with the teacher, it is important to mention that in this way when the students shared the answer they could practice the pronunciation of the vocabulary, and was the opportunity to the teacher to listen to them and correct them.

The next activity assigned for them while the teacher read the tale was to identify all of the verbs they could find in the past tense, it is important to mention that in the previous units they checked verbs in past and some rules of these ones, so the activity was only feedback about the student's knowledge, then when the teacher finished reading the tale for them she asked them about the verbs they found, in this form the students participate according to the question and they could answer the next activity of their handout taking in consideration the verb. It is really important to use different activities that help students to develop other ones, so the purpose of identified and developed all of that activities were focused on the strategy of summarizing after the students had a complete context about the tale and they could recognize key point taking in consideration the verbs in past tense.

Knowing this information the teacher put the next activity using the same PowerPoint presentation that contained some questions to develop the summarizing, the teacher first check every question in order to be understandable for the students, when all of them understood she gave them the answer of the first question then they continued answering the rest of the question, the teacher was monitoring in all the moments what the students were answering, then they put together all the information about the questions forming their summarizing of the fairy tale, to make more self-confident of what students about they were writing the teacher help them with vocabulary, the spelling of some words, correcting mistakes, giving the pronunciation because the last part was the oral presentation of their summarizing.

Previous to their oral presentation some students were fear of writing their ideas or what they think was correct for the activity, in this way the teacher recommended them to work in pairs in this form students could share ideas and write the most concrete information according to the questions.

According Douglas Brown H. (2014) “One of the most common means of assessing reading is to ask the text-taker to write a summary of the text. the task that is given to students can be very simply worded”. But in this case, the assessment was not only the reading comprehension that students would have about the tale it was also to had an oral presentation of their summary.

For that reason, it was really important to consider some criteria for assessing a summary and I considered four points that Douglas Brown H (2014) retakes of Imao, that are: Express accurately the main idea and supporting ideas, is written in the student’s own words; occasional vocabulary from the original text is acceptable, is logical organized and finally displays facility in the use of language to clearly express ideas in the text. Those point were considered for most of the students taking in consideration that the teacher provides the questions that helped them to be organized and clear on their summaries.

Student A was concentrated and interested in the activities, he was one of the students that most participate during the class, in the first activities where the teacher contextualized them with the fairy tale, he participated see **(appendix 23)**, in some of the previous classes he did not want to participate more when they needed to practice and pronounce the vocabulary that teacher gave them but in this lesson it was totally different because he did everything that teacher said. Furthermore, in the next activities that were more focused on the development of the summary was quite participative answering what the teacher asked, he gave details about the questions, and in his summary was one of the most completed and organized in all the group, see **(appendix 24)** and listen to the **(audio 7)**.

Student B was active in her participation in most of the activities, she wanted to participate in the first one that was to put in order the story but one of her classmates according to her row was the one that participated in, in the next activity she developed the work of the handout see **(appendix 25)**; in the following activities, about the summary she was

concentrated in what she wanted to write, her summary was also complete see **(appendix 26)**, but she changed a little bit the order in she needed to write, she was one of the students that pass to said her summary to the whole classroom, listen to the **(audio 8)**.

Student C was quite participative, she participated in all the activities, more in the part they checked the vocabulary and answer the handout see **(appendix 27)**, also she was one of the students that knew all the vocabulary I presented about the tale for them, with the purpose they could understand more the second part of their handout. In the part about the summary, she did it but she omitted one question, see **(appendix 28)** also she presented her summary to the class, listen to the **(audio 9)**.

Finally, student D was less interested at the beginning of the lesson but then when I presented them the video about the tale she was paying attention and she developed all her handout see **(appendix 29)**, also she participated in the part they shared the verbs in past tense, then in her summary, she did it very well, she added more information on her summary see **(appendix 30)** and she shared it with her classmates listen to the **(audio 10)**, one thing that she always does during English classes is that she likes to help her classmates, she encouraged them to do it better.

## **REFLECTION**

The use of this cognitive strategy that is summarizing helped my students to develop a responsive speaking performance.

Douglas Brown H “Responsive assessment task includes interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple request and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up questions or retorts.”

It is important to mention that responsive assessment tasks are a complicated process where students needed to understand and analyzed something that in this case is the fairy tale, then using the five questions that the teacher provides them they could reflect more about what they understood about the tale, generating a short writing about the tale where they could request and share with their classmates. So students were more self-

confident during the process because they wrote concrete ideas according to the questions, so they were able to structure and link the ideas to complete the summary, after that present it to their classmates considering this as a responsive speaking performance.

With the application of this cognitive strategy, I learned how I need to encouraged my students to develop different activities related to the communicative ability, so it is important to provide them the tools to support their work, in this way my students were involved and focused on the purpose of the class.

At the end of the application of this strategy, I can say that cognitive strategies enhance the communicative ability of students if these ones are linked with creative activities, and not only considering that activities also the didactic sequence is the key point so that the activities be functional and interesting for the students.

The obstacle that presented a few of my students was that they do not had their dictionary to search the words they did not know in order to complete their summary, so it was kind of complicated for them but at the end, they could finish their summary.

And finally, in their oral presentation, they could do it reading aloud so that their classmates could listen how they link their ideas and comprehended the fairy tale.

2.3.4 Situation IV  
Keyword method

Time: 45 minutes

Grade:1st Group: C

Number of students:44

Achievement: Lap book development / students will be able to have Speaking participation regarding verbs using the keyword method

Social practice: Understand and write instructions

Specific competence: Write instructions to use a bilingual dictionary

Purposes: to learn verbs and use them in context.

### **Background**

The students were working on a lap book that was their unit product focus on How to use a bilingual dictionary, for that one the teacher at the beginning of the unit showed them a template.

In the previous classes they were working in parts of speech like noun, adjective and in this lesson they were going to learn verbs.

It is important to mention that the fourth strategy applied is the keyword method according to McDaniel, M. y Pressley M. (1987) is a study devised to help people remember unfamiliar vocabulary items. The basic principle underlying this consists of associating the unfamiliar word with a familiar word that is physically mnemonic keyword method.

### **Description**

The cognitive strategy selected for the class was keyword method

In this situation the lesson started as a normal day, the group was working on their APEBE; that is an activity focus on the development of math operations, a mathematical problem or a riddle, at the beginning of the lesson the teacher explained them, so in this class the students solved sums and they wrote the answer in English while the teacher

checked attendance and gave general instructions, the APEBE only took five to seven minutes of the class. This activity is focused on math because is one of the needs detected at the beginning of the scholar year and considering the "Plan de Mejora Continua" of the secondary school, for that reason in all the subjects at the beginning the teachers develop something related to math's; also the whole class corroborated the correct result before continuing with the activities.

Students received a secret word, that one contains four images that form the word "verb" the students already knew how to decode the word because it was a dynamic that they did in the previous classes, first they needed to identify the image and know the word in English, then they only write in the square below to the image the first letter of that word. For example, the first image was a violin so they only wrote letter V on the square, they followed the dynamic to decode all the word, see **(appendix 31)**.

Then when all students decoded the word the teacher asked them Do you know what is a verb? pupils participated with the question, while the teacher gave participations to them, some students answer the question giving examples of verbs. After, the teacher explained to them What a verb is? with a PowerPoint presentation, and a poster see **(appendix 32)**, she gave them some examples of verbs like smile, jump, cook and write. The pupils took three minutes to take notes in their lap books, they included five more examples of verbs.

Furthermore, as a part of the cognitive strategy, the teacher explained to them the dynamic, by rows, the students made a competition, that consisted in selecting one student by row and then she showed him or her a flashcard with a verb, the pupil needed to do mimic with the verb in order to their row guess what verb would be; when the line guess the verb they used two words or one in English that help them to remember the verb to obtain the point. Every row did the same dynamic twice, see **(appendix 33)**.

To finish with the class, the students were assigned a worksheet **(appendix 34)** with two different activities, first, they had Sixteen verbs in a list and they needed to find them on a word search puzzle, then when they concluded it they continue with the following activity, then they had sixteen images that represented every verb they searched in the previous activity, so they only needed to identify the verb and put the correct number according to

the list they had in the first one. then by pairs, they took two minutes to corroborate answers.

In the last three minutes, students exchanged notebooks in order to check their answers, the correct ones were given and at the same time it was written on the board by the teacher, also she clarified "If the answer is incorrect you only need to write the correct answer".

## **Analysis**

In this fourth cognitive strategy applied that is "Keyword Method" I do the next analysis about the strategy and the case study students:

The first activity that was to decode the word was easy for them because we work with that in the two previous classes, they did not have a problem to identify the image and write the letter that corresponded, it is important to mention that in the first class of this unit product as a key point the teacher checked the alphabet in English with them. Only ten students were confused in the last image, the image that was not clear was a backpack but at the moment they searched on their dictionary they found the word purse and they wrote letter P instead of letter B, but that error was corrected before continuing with the next activity.

Helped students to clarify their ideas about what a verb is, the PowerPoint presentation and the poster that the teacher used was clear and concrete with the information she wanted to provided them, the pupils took a keyword to say what is a verb the word was "action", that means all of them understand what is an action and they could identify a verb wondering them it is an action or not?

The next and the most important activity the teacher used was the mimic as a resource to students understand and use the keyword method as the first step, that strategy help to the pupils learn and acquire new vocabulary in this case verbs, the activity was attractive for most of the students, they wanted to participate and win the competition because the line that more points obtain would be the one that will have five extra participation that counts for their continue grade, so they were motivated, they respected the turns of

participation and something that caught my attention was that they worked and collaborated in their rows being assertive in the activity.

The last activity helped the pupils to support their knowledge of what they learn during the class, so they identified the verbs and learn in a different way how to remember them; also gave them time to work with a partner make more confident in what they are doing, because they have a second opinion about what would be the correct answer instead of only guess them.

Well my first student to analyze is student A, he is all the time motivated with these kind of activities, all the time he tries to participate even if he does not know much about the topics. It is important to mention that my student A showed interest in the second activities applied for the cognitive strategy “Keyword method” and he participated in all, he was motivated with the activities and he learned them quickly.

According to Howard Gardner (2013) “Students with a high learning abilities have the following positive characteristics in terms of learning, they learn quickly, have great capacity for observation and a fast and accurate cognitive style”

He worked and participated in the previous activities were they decode the secret word and in the first question; for him it was interesting to recognize if his answer was correct or incorrect. So he has the great capacity of observation for the second part of the activity; he likes to mimic and help their classmates guess the verbs to win the competition.

Student B worked and showed more interest, she mentioned some examples of verbs when the teacher asked them, she showed more trust in herself when she participated during the class. Also something that she did was to help her row during the competition to provide the best answer and win the competition, it is important to mention that in her row she was the only girl and the boys off her row most of the time are distracted doing other things, so she encouraged them to work and competed for the five extra participations.

In the final activity that was answering the worksheet my student A and B worked together see **(appendix 35 and 36)**, they used their dictionaries in some verbs that they did not



know, a point that I want to mention is that they make notes around their worksheet they use other words that they already know to remember the verbs.

Student's C and D showed interest in the second part of the class about the cognitive strategy applied, they mentioned that they like those kind of activities were the need to interact with their classmates and reconfirm their knowledge; see the **(appendix 37)**.

Well, in other key points this fourth strategy was applied with all my groups and it had different results among them for instance 1<sup>ST</sup> grade group "A" had the class at the last hour of the day, for that reason it was kind of difficult for me to develop it in the same way because they were with less energy they were thinking to go home and things like that, other aspect is that in this group I have an student that all the time is doing other things like playing in his cell phone, bothering his classmates, taking photos or he wants to do different things, taking in consideration that I asked him to help me giving their classmates the sticky tape and maintaining him occupied.

In general, the activities with this group were more complicated because I needed to explain them step by step and I gave them more examples in order to understand the activity; another problem was that they worked really slow and they do not have a good level of English as the other groups. Only two students work fast an always finish before the rest, so I asked them to help their classmates.

In this group A the strategy worked totally different as my group of study, they also showed interest in the activity as the others groups even if they were with less energy they did it.

## **Reflection**

When we are children and we are learning a new language we are not conscious of how many times we repeat or write a word or phrase because that takes part in the natural process of our learning. But the truth is that to learn new vocabulary the only thing that we do is repeating several times to learn it. And not only that we also need to be conscious of what mean the words in this case the verbs; but How to teach new vocabulary in another

language? it would be an easy question to answer but in this case, it was not only the strategy of keyword method using another items that helps the pupils to remember the word, but it is also the way that the teacher applies it to involve their students to learn that vocabulary.

This cognitive strategy of keyword method helps teenagers to learn easily the new vocabulary that is provided by the teacher, applying the dynamic of mimic; they can recognize also the correct pronunciation of each word. Furthermore, something that helps me with this strategy of keyword method was that they write the vocabulary and we put in practice into the other classes.

During the application it took me more time of the lesson to follow the method and tried to involve the students, motivating them to do the dynamic, also the new words taught for them I used them in the following classes to be sure that they remember the vocabulary and their correct pronunciation.

And the use of this cognitive strategies that was keyword method helped my students to develop an imitative speaking performance.

Douglas Brown H. (2004) "Imitative speaking performance is the ability to simply parrot back a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be included in this performance" (p 141).

Analyzing and reflecting that part this type of speaking performance is traditionally labeled pronunciation were the speakers retain the short stretch of language that must be imitated, in this case that part was taking in all the process of the strategy applied.

# **PART III. CONCLUSIONS AND SUGGESTIONS**

## PART III. CONCLUSIONS AND SUGGESTIONS

### 3.1 CONCLUSIONS

All the conclusions described above are closely related to students, motivation, learning, attention, speaking skills during the cognitive strategies proposed and applied at first-grade group "C" in the "Ing. Salvador Sánchez Colín" secondary school located in the municipality of El Oro, México. All of them are related to each didactic proposal.

- When teaching a foreign language, in this case, English teachers ought not just to worry about the cognitive process that the students follow in order to learn, also they should be worried about the student's affective filter such as their motivation and their self-esteem. Remembering that these ones are variables of Krashen theory "The affective filter", so that is why we cannot expect that our students learn only taking into consideration the cognitive strategies applied if they are not okay in their affective filter.
- The activities might seem very interesting and motivating for the teacher, but it is not all about what the teacher likes or thinks that is interesting, because it is about what the students perceive and need to learn in order to have a high affective filter as a consequence with motivation, self-esteem, and self-confidence to have satisfactory oral performance.
- The best cognitive strategies to develop the communicative ability are the ones that go step by step involving the four skills of the language because in this way the students are preparing to produce something writing or oral having the basis of the previous activities finishing with the concrete cognitive strategy, according to the strategies applied the ones the work the best were the use of graphic organizer and summarizing.
- Overall it may be said that the cognitive strategies enhance the communicative ability because are the ones that are involved in mental process, development of skills, attention, learning processing, and execution; so that is why students generate their own way to learn and solve the activities that are assigned to them.
- The appropriate didactic sequences to apply cognitive strategies are the ones that are creative, new, involve their learning styles of the students, so that implies that are different activities focus on specific things to concrete on a unique and common

purpose, where they keep students interested and active about their learning instead of being static on the class.

- The factors that interfere the most with the learning of the communicative ability are the affective ones, it is clear that if the students are not okay if they are not self-confident if they do not have self-esteem they are not going to learn in a proper way as teachers think or wait, it is important to encourage our students to enjoy what are they doing and learning as an important part of their lives and not as an obligation as some students think it is.
- All in all, it is clear that the advances from the diagnostic test to the final performances of the students are gradual advances, where the students can provide more information about themselves, now they are more self-confident when someone asks them something in the foreign language, also they answer with more fluency, providing details without a problem. Listen to the audios of the first speaking performances (student A audio 11, student B 12, student C 13, student D 14) and final performances (student A audio 15, student B 16, student C 17, student D 18).
- Most of the activities presented to the students were displayed satisfactory since the students worked very well and were interested in them, and I can say that they enjoyed them too. Their oral presentations were satisfactory because they were able to present and used the material they considered adequate.
- Encouraging students to use new language in communication ability is kind of complicated if we as teachers did not provide them with the correct resources and strategies they could apply to make a good speaking performance.
- The key to every activity presented for the group is to give them clear and short instructions following an example and then provide them the materials where they can put into practice what they are learning.

### 3.2 SUGGESTIONS

- The students need to be okay in their affective filter to develop and obtain satisfactory results when they are learning a foreign language.
- Give the opportunity to students make and act in front of its group to lose their fear, be self-confident and to be able to develop a speaking performance without fear to be mistaken.
- Teachers should develop activities that promote motivation in their students for learning the English language; for example, music and videos in English, with which they can develop the skills of oral expression and comprehension, as well as writing skill.
- Introduce to student's authentic material according to their context to involve them in the activities and make the class more interesting.
- Teachers should consider the intrinsic and extrinsic motivations of their student regarding the learning of the language, to use them in improving their learning.
- The design activities must be focused on a common purpose considering the cognitive process of students.
- All the students are different which implies be creative to create different activities considering their learning styles.
- Teachers should consider cognitive and metacognitive activities when they are teaching a foreign language.
- Teachers should consider the cognitive strategies the fix the best with their students characteristics.
- According to the strategies applied I suggest using in different contexts and have continuous work to perfect those; also it is important to modify the things where students are not motivated or are not focus on the strategy to have better results.
- The design of activities to develop the speaking skill needs to be focus on what students need to learn properly in their context so it is important to develop gradually the types of speaking performances, this going to help to clarify doubts during the process and the results will be better.
- The speaking skill should be learned through cognitive strategies that provide students the necessary tools to achieve the purposes of their lessons considering

or taking into consideration the other skills as writing that in this research helped a lot.

- Student A needs to work more in his self-esteem to be more self-confident, this going to help him to be involved in the classes, but it is important that teachers create activities where he can work with different classmates and develop.
- Student B needs to be more focused on her work and not in the other ones, so this going to help her to be more concentrated in what she is doing wrong and try to do correctly. Also, her advance was the most notorious, something that she should do is to work with more complex exercises to have more advance on her level of English.
- Student C should be working more in speaking skill, so she should work on an app as Duolingo where she can practice this skill a reinforce the others skills.
- Student D should practice more by herself, she has a good level of English, and also she helps her classmates but she needs to practice with complex exercises, she can use apps to know her to advance and work in the things where she has doubts.

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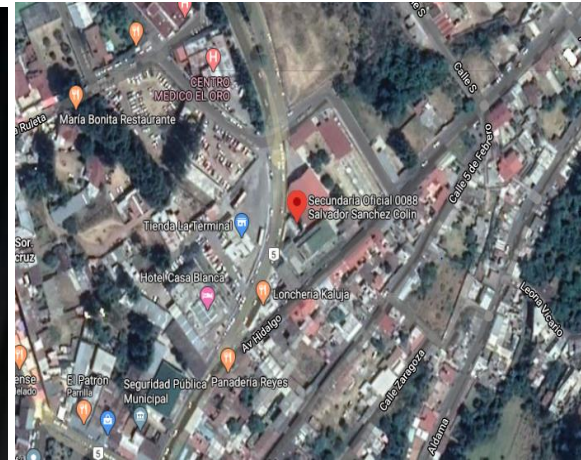
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# **APPENDIXES**

# APPENDICES

## APP 1



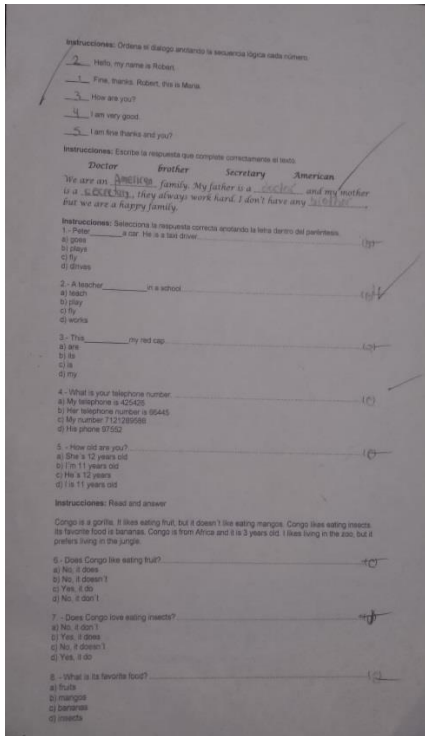
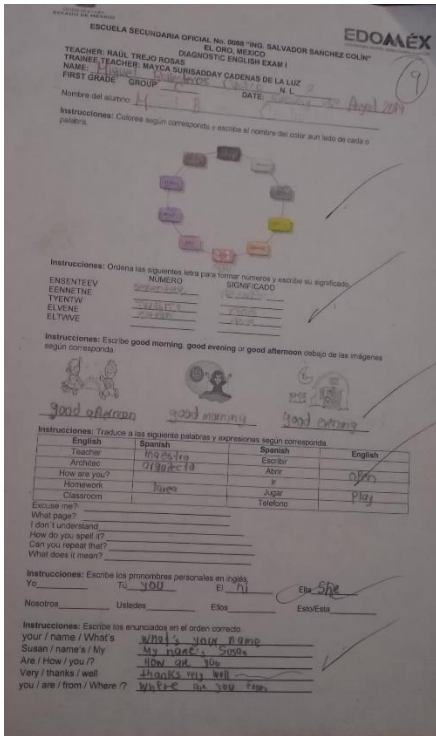
This is the secondary school and the map where this one is ubicated.

## APP 2

STAGE	SESSION 1	TARGET LANGUAGE	SESSION 2	TARGET LANGUAGE	SESSION 3	TARGET LANGUAGE
INTRODUCTION	T explains the new project (literary) T puts a video of <b>Mr. Bean</b> Christmas T asks what things you see in the video of Christmas? SS participate according to the question	Wreath Presents Santa Claus Lights Snowman Belts Christmas Tree Candle Chimney Baubles Letter Reindeer Elf Candy cane	T puts the video of <b>Mr. Bean</b> Christmas Dinner T asks What does <b>Mr. Bean</b> eat in the dinner? SS participate according to the question	Candy cane Chocolate Turkey Oranges Pumpkin pie Stuffing Sweet potatoes Sugarplums Scrumptious Fruitcake Fudge Ham Nuts	T asks What do you usually sing in Christmas? SS participate according to the question	Newborn King Gifts Honor Baby Play Drum Shall
DEVELOPMENT	T does a brain stormy with the flashcards of Christmas T explains the dynamic of "flywater" T puts some flashcards of Christmas SS participate according to the dynamic T gives all the vocabulary SS register on their notebooks all the vocabulary in a brain stormy SS practice the pronunciation		T explain the dynamic (classification) SS receive a flashcard of food or drink SS classify in the correct column SS write the vocabulary on their notebooks SS receive a word search "Christmas Treats" (App #2) SS search and underline all the words T monitors the work		T presents some vocabulary of the carol SS receive a handout with the lyrics of the carol "The little drummer boy" (App #4) SS listen the carol SS follow the lyrics of the carol and complete the different activities T monitors the activity SS listen the carol in order to check rhythm and pronunciation	
CLOSURE	SS receive a handout of that vocabulary (App #1) SS answer the handout SS exchange notebooks T gives the correct answers HM: illustrate the vocabulary		T ask What do you usually eat in your Christmas dinner? SS participate according to the question SS receive a handout (App #3) SS write their Christmas dinner T monitors the work HM: illustrate the vocabulary		T and SS practice the pronunciation of the carol one time with whole group and then by lines SS practice the carol HM: investigate what places, activities they can do in London on Christmas and the time that takes them to visit that places	
ASSESSMENT	Handout answered		Speaking participation- Handout answered		Speaking participation- Handout answered	
SKILL	Speaking - Writing - Listening		Speaking - Writing - Reading		Speaking - Writing - Listening - Reading	
RESOURCES	Flashcards Board Markers App #1		Video Flashcards food and drinks Board Markers App #2#3		Board Markers TV Video (Lyrics) App #4	

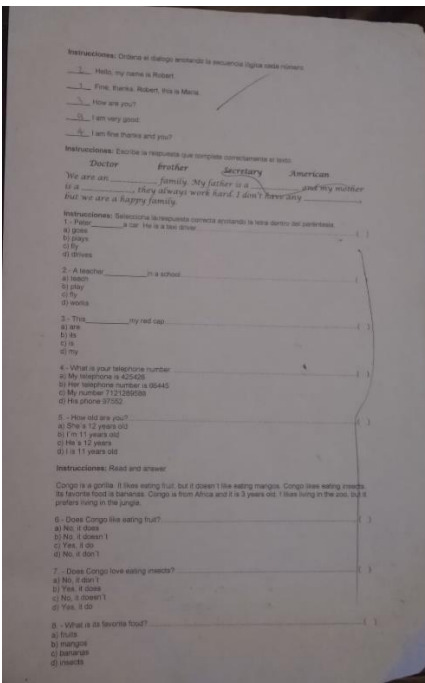
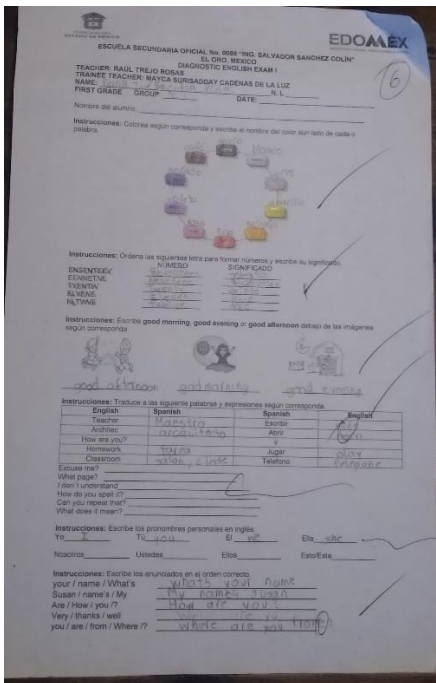
This is one example of my lesson plan to observe all the elements that contains.

### APP 3



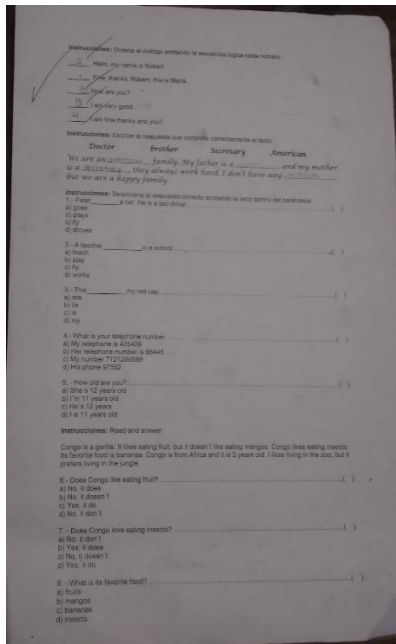
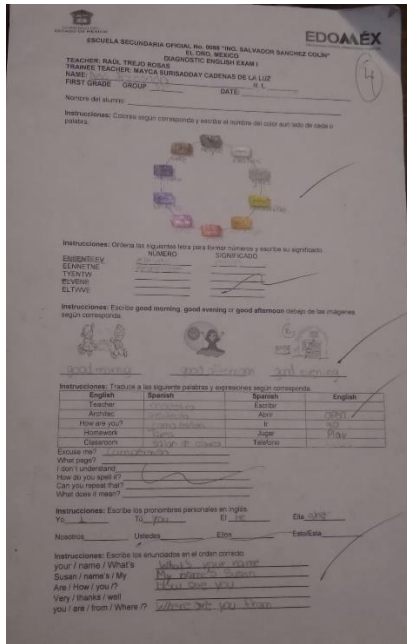
This is the diagnostic test of student A where you can check the result of every part of his test.

### APP 4



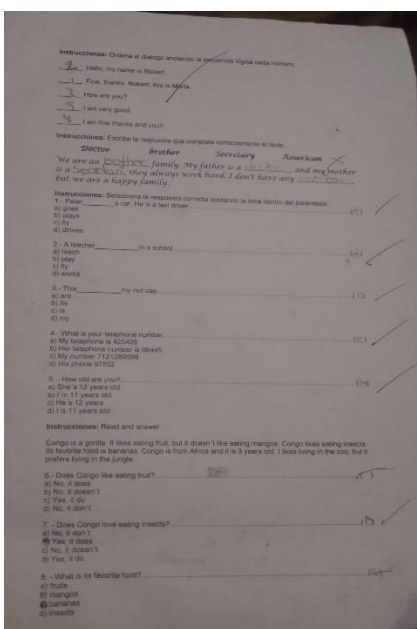
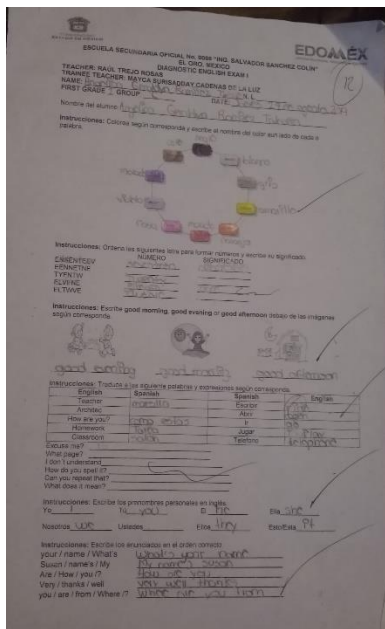
This is the diagnostic test of student B where you can check the result of every part of her test.

# APP 5



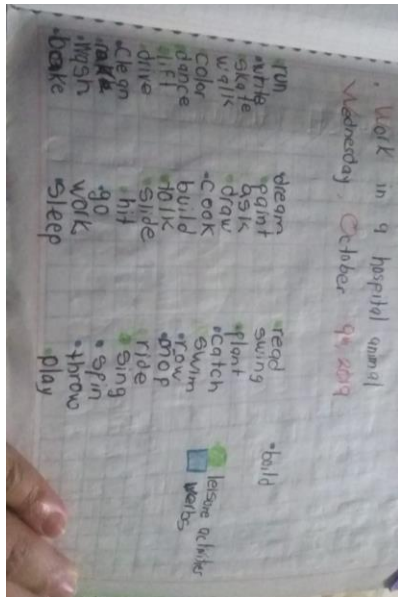
This is the diagnostic test of student C where you can check the result of every part of his test.

# APP 6



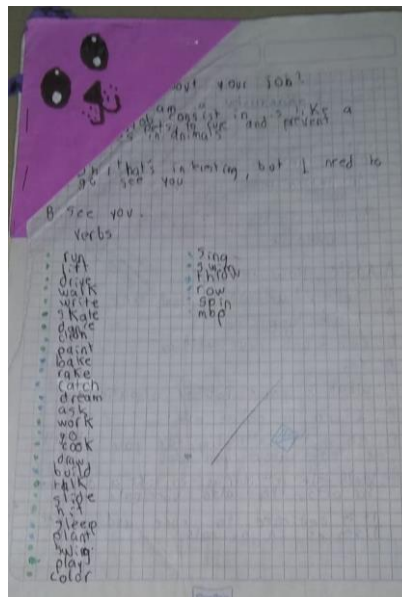
This is the diagnostic test of student D where you can check the result of every part of his test.

APP 7



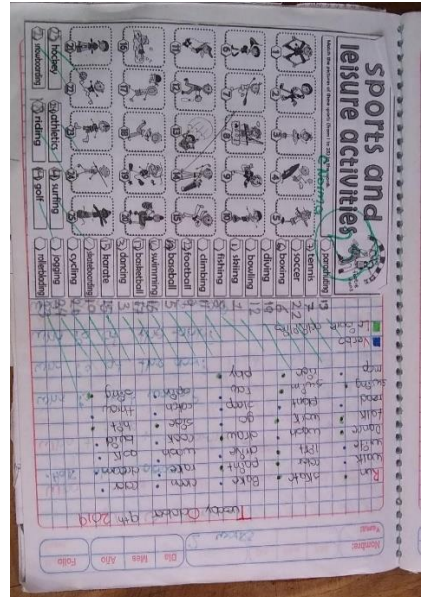
This is the classification that student A did about leisure activities.

APP 8



This is the classification that student B did about leisure activities.

APP 9



This is the classification that student C did about leisure activities.

APP 10



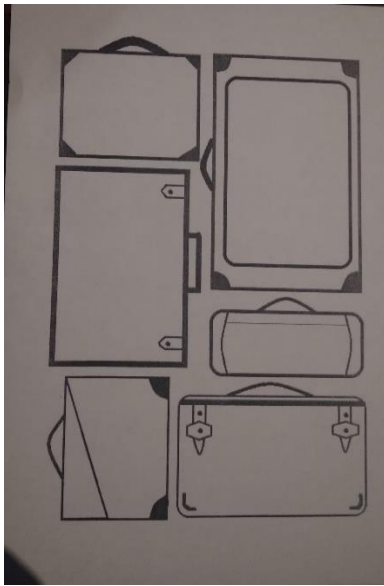
This is the classification that student A did about leisure activities.

APP 11



This is the second cognitive strategy applied of classification of means of transport.

**APP 12**



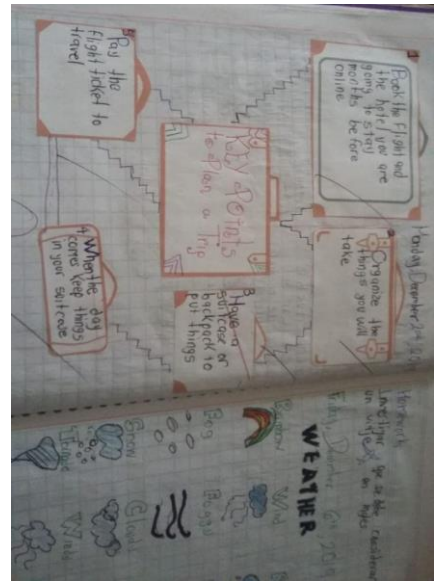
This is the template that students use to form their graphic organizer.

**APP 13**



This is the classification of means of transport that student A did.

**APP 14**



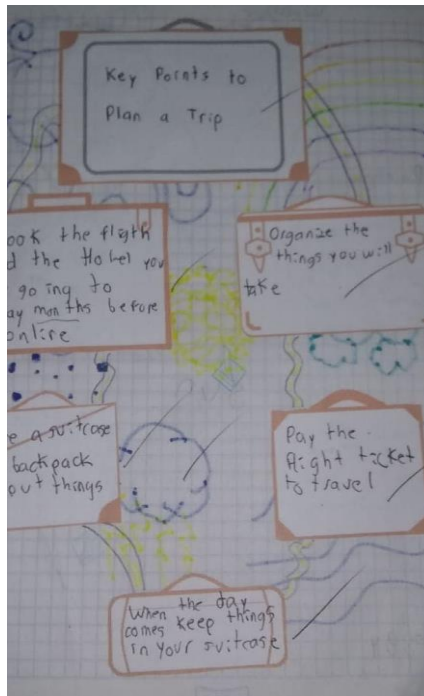
This is graphic organizer that student A did related on a trip.

**APP 15**



This is the classification of means of transport that student B did.

**APP 16**



This is graphic organizer that student B did related on a trip.

**APP 17**



This is the classification of means of transport that student C did.

APP 18



This is graphic organizer that student C did related on a trip.

APP 19



This is the classification of means of transport that student D did.

APP 20



This is graphic organizer that student D did related on a trip.

APP 21



Those are the flashcards that students put in order about the tale.

APP 22

**BRITISH COUNCIL** **LearnEnglish Kids**

**Little Red Riding Hood**

1. Match them up!

Draw a line to match the picture and the word.


wood	granny	basket	wolf	eyes	see
ears	hear	nose	small	teeth	eat

2. What's the order?

Watch the story and put the sentences in order.

On her way she met a wolf.

1 Little Red Riding Hood looked at the wolf's eyes, ears, nose and teeth.

2 One day Little Red Riding Hood went to visit her granny.

3 Little Red Riding Hood never saw the wolf again.

4 The wolf opened his mouth wide and Granny jumped out.

5 The wolf ran to Granny's house and ate Granny up.

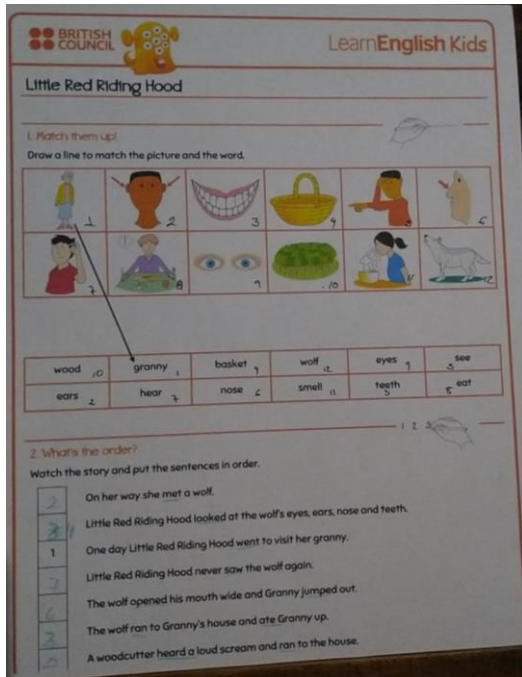
6 A woodcutter heard a loud scream and ran to the house.

www.britcouncil.org/learnenglishkids

This is the handout that teacher used to work the tale.

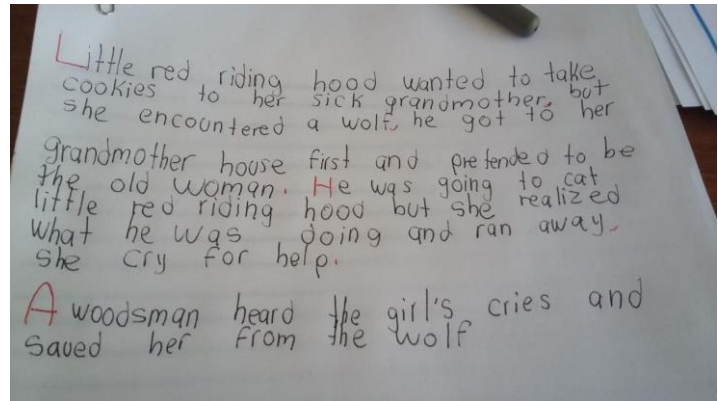


APP 23



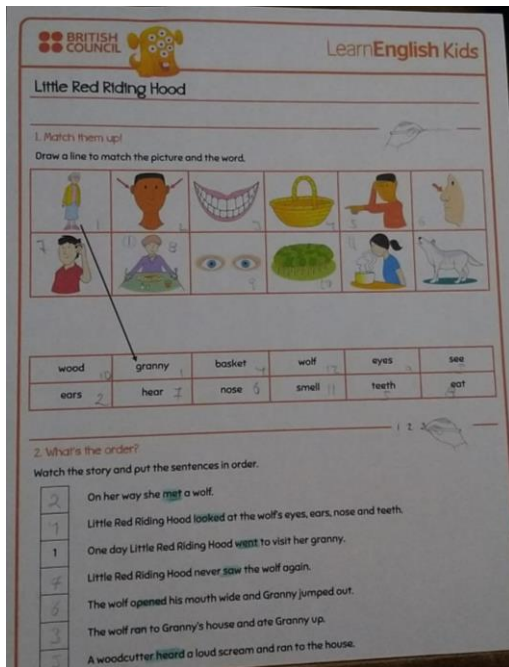
This is the handout answered of student A.

APP 24



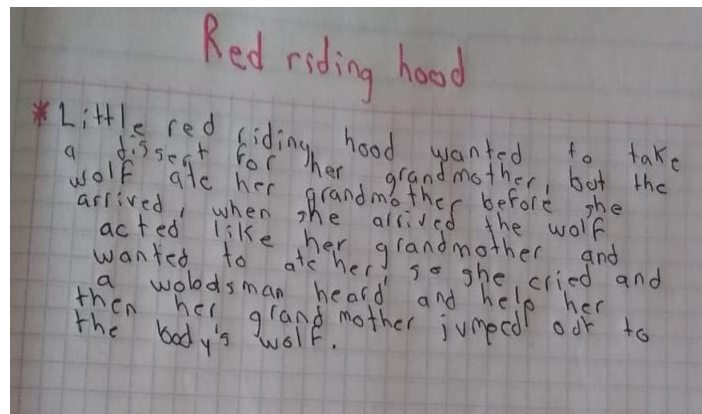
This is the summarizing that student A did using the questions that teacher provided them.

APP 25



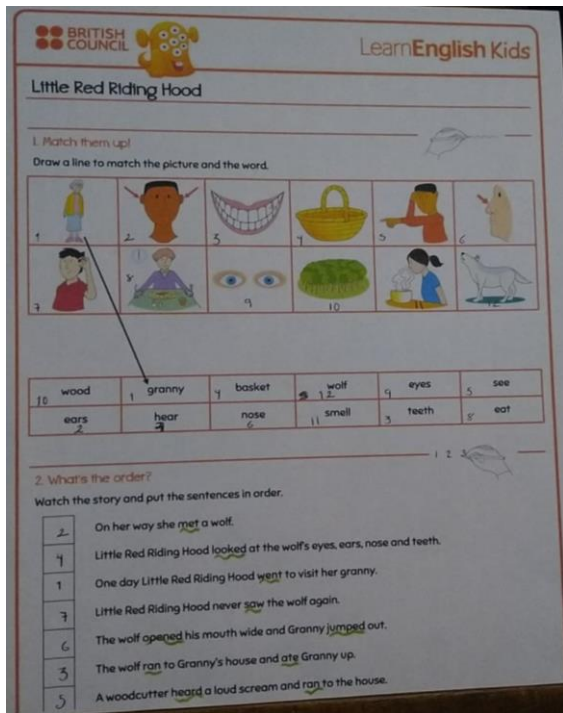
This is the handout answered of student B.

APP 26



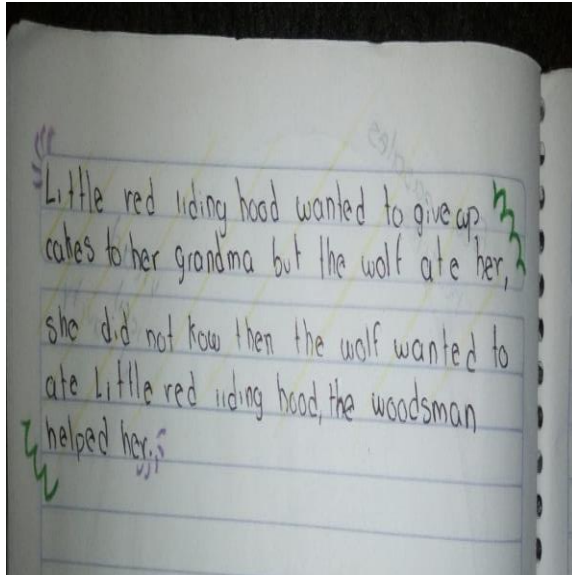
This is the summarizing that student B did using the questions that teacher provided them.

APP 27



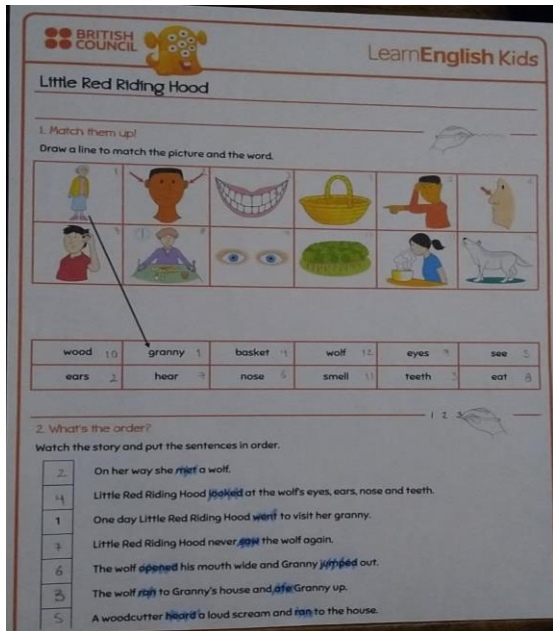
This is the handout answered of student C.

App 28



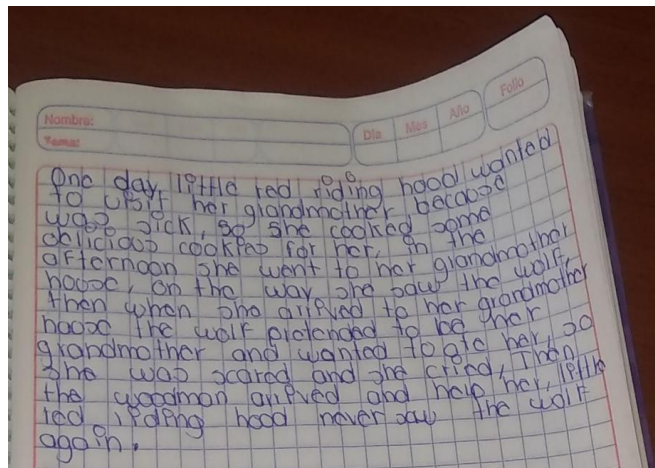
This is the summarizing that student C did using the questions that teacher provided them.

APP 29



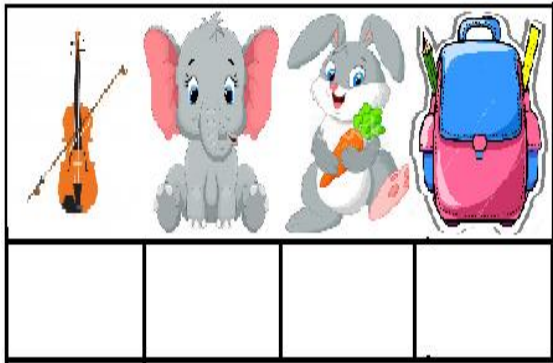
This is the handout answered of student D.

APP 30



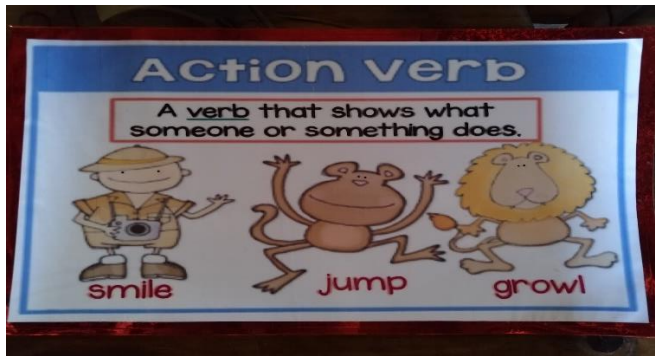
This is the summarizing that student D did using the questions that teacher provided them.

APP 31



This is the key word that students codified and use for their lap book.

APP 32



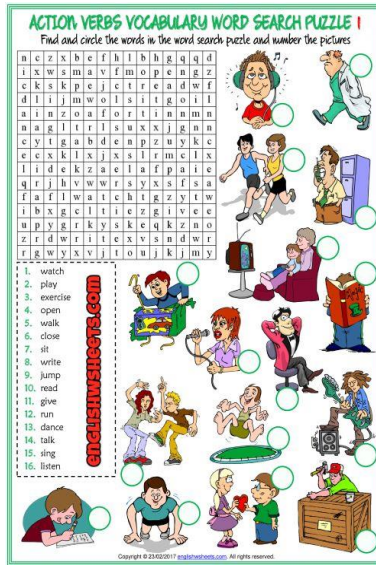
This is the poster that teacher used to explain the pupils what is a verb.

APP 33



Those are some examples how students applied the keyword method.

APP 34



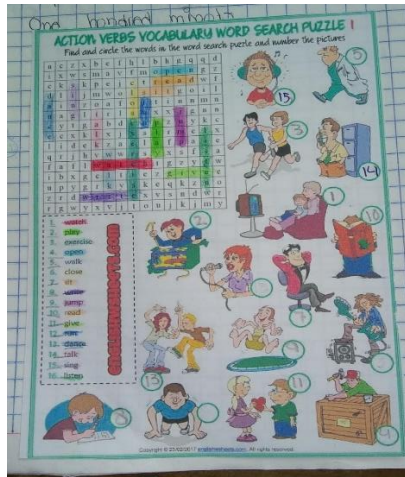
This is the handout that teacher provided students to revise some verbs.

APP 35



This is the handout answered of student A and B about verbs.

APP 36



This is the handout answered of student C about verbs.

APP 37



This is the handout answered of student D about verbs.

**ASUNTO:** Autorización de Documento Recepcional

Atlacomulco, México., a 15 de junio de 2020.

**C. MTRA.  
ALEJANDRA VELÁZQUEZ MONROY  
PRESIDENTA DE LA COMISIÓN DE TITULACIÓN  
PRESENTE**

El que suscribe **Dr. Rodrigo Zaldívar Pérez**, tiene a bien informarle a usted, que el Documento Recepcional titulado “**Cognitive strategies to develop speaking in first-grade students in Secondary Education**”, de la **C. Mayca Surisadday Cárdenas De La Luz**, egresada de la Licenciatura en Educación Secundaria con Especialidad en Lengua Extranjera (Inglés), del cual se me nombró Asesor, ha sido concluido conforme a los criterios establecidos por la normatividad vigente.

Sin otro asunto que tratar, le reitera las muestras de su consideración.

**ATENTAMENTE**

  
Dr. Rodrigo Zaldívar Pérez

ASUNTO: Se asume responsabilidad

Atacomulco, Méx., 7 de julio de 2020.

**MTRA. ALEJANDRA VELÁZQUEZ MONROY**  
**PRESIDENTA DE LA COMISIÓN DE TITULACIÓN**  
**P R E S E N T E**

Quien suscribe **C. Mayca Surisadday Cárdenas De La Luz**, asume de manera total la responsabilidad de haber estructurado el trabajo conforme al REGLAMENTO DE EXÁMENES PROFESIONALES vigente y bajo la dirección del Asesor del Documento Recepcional titulado: **“Cognitive strategies to develop speaking in first-grade students in Secondary Education”**

Así como haberlo adecuado conforme a los dictámenes hechos por los especialistas del área y finalmente defenderlo suficiente y argumentativamente ante el HONORABLE CUERPO DE SINODALES, de tal forma que demuestre mis saberes categóricamente ante ellos, a través del diálogo académico que tenga lugar durante el desarrollo del Examen Profesional.

Agradezco ampliamente el interés y el apoyo que siempre brinda a sus estudiantes y egresados.

**Atentamente**



**Mayca Surisadday Cárdenas De La Luz**