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“Enhancing the use of speaking skill through scaffolding strategies”

Ensayo

Que para sustentar examen profesional y obtener el
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*I AM HAPPY WITH THE WOMAN I AM BECOMING
AND SATISFIED WITH THE TEACHER I WILL BE.*

TO MY PARENTS AND MY BROTHER,
WHO ARE THE ONES WHOSE
SUPPORT ME TO BE A BETTER
HUMAN BEING AS WELL AS FIGHT
FOR MY DREAMS.

TO THE TWO ANGELS I HAVE IN
HEAVEN, THOUGH THEY WERE NOT
PHYSICALLY IN THE PROCESS,
THEY TAUGHT ME THAT LIFE IS TOO
SHORT AND A POSITIVE ATTITUDE
WILL ALWAYS MAKE A DIFFERENCE.

TO ALL THE PEOPLE WHO BELIEVED
IN ME, MOTIVATED ME AND
APPRECIATED THE BEST THINGS
ABOUT ME.

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INTRODUCTION

Nowadays there is a huge need of learning the English so as to extend citizens' opportunities. That is why the today's education provided in Mexico is based on students learning the language since young age so as to in the future it will be a requirement to obtain a university degree and as it was mentioned, to get bigger and better opportunities.

Unfortunately, teenagers' students have the idea of learning English is as difficult as communicate through it and as teachers, there is the idea of looking for new ways in which students can omit that idea. That is why the following document is intended to offer a new idea in which students of secondary school would be able to enhance the use of one of the four English skills which is often left aside. Making this process possible, scaffolding strategies are one way to make easier for teachers to enhance the students' use of speaking skill.

This document is based on the observations, reflections and results obtained of the topic **“Enhancing the use of speaking skill through scaffolding strategies”** which was applied in the secondary school 0093 “José Martí” located in Atlacomulco, Mexico where the last teaching practices of seventh and eighth terms were developed. Being this such as the end of being a trainee teacher but the beginning of being a teacher who wants to inspire other teachers to keep putting into practice these and other different strategies.

The development of this document was divided in three parts. Part I “The topic of study” where are mentioned some general aspects of the document included the

context where the secondary school is located, the information background about the topic and what are the characteristics of scaffolding, the thematic line chosen, the purposes that guided the document, the methodology to know the main characteristics of this research and the resources used during the document development.

The part II “Development of the Topic” where is described first, the group of study chosen to develop the strategies; second, the case studies who are four students selected in order to check closer their progress throughout the application of the strategies and third, the teaching intervention strategy where four situations were applied and where the scaffolding strategies take place describing them, analyzing them and reflection about them.

The last part III “Conclusions and Suggestions” where there are conclusions about the development of the topic. Additionally, there are included suggestions which teacher could consider if they are interested on enhance the use of students speaking skill being the scaffolding strategies a way of many other existing ways. After this part III, it would be significant mention that there are appendices which are the evidences of the topic and the strategies applied, these evidences could help to being closer from the results obtained.

To sum up, with the development of this following document, it is expected to share to the English teachers a new idea or a new opportunity of strategies which could be put into practice so as to enhance the use of an important skill (speaking) and then, stop having the idea that this skill could be difficult to enhance it. Secondary school students need to acquire the English language with strategies that help them being more independent and consider the teacher only a guide.

RATIONALE

Because I had been also a secondary school student and because of many experiences as student in secondary and high school, it is known how difficult is learning a second language and how difficult is to use it. Previous teachers have motivated me to speak more in English.

It is had been observing that students also found difficult to learn the language or just they did not use it a lot, they were so shy to participate or to speak in class as well as they were worried of committing errors or being criticized. They needed to be able to speak more in English and as teachers, it is important to consider strategies in order to make a confident environment so they could feel free of speaking.

Knowing the student's needs, allowed such as a challenge because those needs helped to know, search, analyze and apply strategies which could be useful for them and to develop better learning processes. It is known that the speaking skill is something that not every student engages in use it more and the strategies become challenging.

Even though speaking was difficult for students, it was sincerely considered that from the four skills, speaking is the most important due to many reactions: first, in order to try make students speak, it is needed to prepare them, give them several sources and a lot of practice; second, they also develop a lot the skill of listening when they interact with others or practice any pronunciation.

Emphasizing strategies, nowadays is common that teachers only play the role of monitors in the lessons such as a guide, teachers should just head the language learning and students should participate more in lessons. That is why it was chosen scaffolding strategies, those would be the ones which would promote deeper level of learning in all students (not just a few) because if they would not want or they were not able to speak, scaffolding found the ways to do that. Make the things happen and not stay in the level of “I cannot”.

Scaffolding strategies would be able to motivate students in meaningful English learning so that they could use the language in the school, professional and personal environments. Considering that when they started to think in a career, they would need a level of English and they could be qualified not only in our country, but also in other important countries.

In summary, students could think it is difficult to speak in English or use the language in that way, but scaffolding strategies could make it not only easier, but also engaging. In the same way, it can put all students in the same level and had motivated them to get the “I can do” in different activities, feeling confidence and thinking that they can do many things independently.

PART I

THE TOPIC OF

STUDY

1.1 THE TOPIC AND THE CONTEXT

It is important to know about the context where the topic was carried out and how the students developed activities there. The secondary school 0093 “José Martí” (**APP#1**) where my teaching practices were developed, is located in Atlacomulco, México (**APP#2**). It is a general and statewide school in the headboard of this city hall. Therefore, the context had access of every type of services such as cinemas, stores of many things, churches, hospitals, theaters, parks, stadium, down town or restaurants. Students who went to that school were from the same city or from little communities around it. The main transport they used to arrive school was taxi or car and it depends where they were living or where they came from.

An aspect that made the location of the school important was that students could have an idea of what a city was. Even though the city was not big, students' goals increase according to what they saw or according to the people around them. Starting from the jobs that they carried out, the options of schools or the several activities the city offers.

The school had two shifts: morning and evening, I was practicing in the morning shift, the schedule was from 7:00 am to 1:10 pm and it had a break of twenty minutes. There were four groups of each grade and there were around forty-five students in each group. Hence, apart from the school was big, the students were a lot and I think some disadvantages of it were that students usually did not receive the same attention and the activities inside a classroom were difficult to develop due to the physical space. Considering that, my topic had the purpose of providing the best attention to the students in order to inspire them to do the things individually and use the teacher only as a guide.

During the break, students did not have problems for spaces to play because there were: playgrounds to play basketball, volleyball and soccer; for having lunch there were two cafeterias that offered to the students a service (most of the students did not carry lunch). There were the offices of the principals of the school, a library, a laboratory for English and Science and finally, there were bathrooms for students and for teachers.

Carrying out the English subject in a laboratory had some advantages considered relevant for the topic. First, getting off from their own classroom, students no longer perceived the lessons too monotonous because it was a different place or even they sat in a different place. Second, the activities teacher planned could be developed better because of the materials used (projector, posters or pictures in place) and the way the classroom was divided or the way the students were required to sit.

In the other classrooms (where students took the other subjects) as well as the laboratories (English and Science), there were in each one: projector, windows, doors, curtains, chairs for students, boards and most of them, had a speaker. Those were the resources which helped students to have a better unfoldment in lessons and helped teachers to develop better lessons, considering necessary materials or materials that could awake students' interests such as videos, audios, presentations or images.

In general terms the school had all the services and facilities that students needed to get the best education as well as they had a lot of advantages over other schools where students did not have all the facilities. Another thing that helped me as an English teacher is that most of the students had the opportunity to study English in other institutions apart from the school and some others had English lessons in

primary school. Most of the students had previous knowledge or at least the basic knowledge of the English language. So, it was better developing the planned lessons, even though some of them do not have any previous knowledge of English.

Despite the fact students had previous knowledge, I realized that they had problems at the moment to speak or use the language orally. That is why the main purpose was to help them enhancing their speaking skill through scaffolding strategies that I think would be the best strategies to not leave any student behind. As well as I wanted to motivate and show them that it was not difficult to speak in English as they thought.

1.2 INFORMATION BACKGROUND

The topic developed was “**Enhance the use of speaking skill through scaffolding strategies**” and the following information background would help to know more about this topic from the particular to the general, dividing each word of the topic and mention important things to consider, as well as relate those things with the general purpose of the research.

Definition of enhance

The verb **enhance** was the verb chosen to limit the main purpose of the research and its definition (**enhance** /ɛn'hæns/) according to Lexico Dictionary (Oxford University Press; Dictionary.com) is intensify, increase, or further improve the quality, value, or extent of. So, in other words the research looked for improve and/or increase the students' use of speaking skill.

Strategies

First of all, the way in which students would enhance the use of speaking skill was with scaffolding strategies but it was important to know more specifically what are strategies and how they would help to achieve the main purpose of the research. According to Armstrong (2013), teaching strategies “refers to methods used to help students learn the desired course contents and be able to develop achievable goals in the future”. Relating that with the topic it is intended to look for appropriated

strategies which help students to enhance their use of speaking and then, they would be able to develop that skill in the future.

Some reasons of use strategies are because they had the goal of being engaging and look into the possibility of minimize the wrong and unsuitable responses from students in their learning process.

Speaking skill

It is considered that the speaking skill can be developed in two different ways, either by just spoken production or by spoken interaction. Because of the nature of this document it was intended to start making students use this skill which before was not even considered, students even did not know how to answer the question how are you? or say other simple phrases.

According to (Lynch, 1997) there are six types of classroom speaking performance and it was important to mention them so as to know how students would be able to go forward through the scaffolding strategies applied. So, the six performances are:

Imitative: Focusing on particular elements such as practicing words with imitation or repetition. Drills are an excellent example of imitative performance because “offer students an opportunity to listen and to orally repeat certain strings of language [...] allow one to focus on one element of language in a controlled activity” (Lynch, 1997).

Intensive: Helping to practice phonological or grammatical aspect of language and it could be in a pair work activity.

Responsive: Giving short replies, for example, ask students questions and they could answer them giving little answers or comments.

Transactional: Exchanging specific information, here it is possible to have more negotiation between speakers.

Interpersonal: “Maintaining social relationships than for the transmission of facts and information” (Lynch, 1997), the emotions can be more reflected at the time of speaking.

Extensive: Giving extended monologues which are more formal and can be planned or improvised. Examples can be speeches and oral presentations.

Apart from knowing these types of speaking performance, it is important to consider three aspects. First, teachers have to link speaking and listening skills, “two skills can reinforce each other” (Lynch, 1997). Second, students must be given opportunities to speak because “students have been conditioned only to speak when spoken to”, so teachers have to give opportunities to speak more during lessons. Third, feedback and correction have to be provided appropriately. If you are the teacher, “it is important that you take advantage of your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment” (Lynch, 1997).

Scaffolding

First of all, it is worth considering that the term of *scaffolding* came from in 1976 by the psychologist Jerome Bruner in company with David Wood and Gail Ross as a metaphor to express the support and/or guidance given in a learning process. Hammond and Gibbons (2001) mention that the support “is designed to provide the assistance necessary to enable learners to accomplish tasks and develop understandings that they would not quite be able to manage on their own”.

Scaffolding and the Zone of Proximal Development

For the above mentioned, it is widely believed that the concept of Zone of Proximal Development (ZPD) in the Vygotsky's sociocultural theory has a huge relationship with scaffolding. Vygotsky (1978) defined the ZPD as “the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peer”.

The evidence of scaffolding in the ZPD

Broadly speaking, in the concept of ZPD there are three "levels" where students can be found in the learning process. The first one is what students cannot do on their own yet. Second, what students can do with guided support (here is the Zone of Proximal Development and the support could be given by the teacher or a more capable student). Finally, the third level is what student can do on their own. **(APP#3)**

The aim of scaffolding would be to move those students who are in first level to the second and those who are in the second level to the third one with the best and appropriated strategies. Relating this with the research topic, students located in the first level would be those ones who cannot use their speaking skill in English. The students located in the second level would be those ones who can use the speaking skill but with support or guidance and finally, the third level would be the students who can use their speaking skill on their own.

Using scaffolding strategies, it is intended to provide students the appropriated support to enhance their use of speaking skill moving them into the levels and not to leave students in the first level where they cannot use their speaking skill.

Scaffolding in the learning process

After reading about scaffolding, it was selected some important aspects would be helpful to be able to recognize that exists scaffolding in the learning process of the students.

- It is temporary

The support needed during scaffolding is merely temporary so it is important to know that the support will be present or not while the student progresses or improves skills. It is mention that "teacher support is gradually withdrawn as the learners become increasingly able to complete a task alone" (Hammond, 2001). That is why the more the student puts into practice their skills and knowledge on their own, the less support he/she will need. Taking as example the topic of the research, the more the

students use the speaking skill on their own (because of scaffolding strategies), the less support they will need to use it.

- It is adjustable

Another aspect to consider is that scaffolding is adjustable because it is necessary to remove or supply support depending on the progress the student is showing, as well as because of the teacher has to pay close attention about which level of difficulty students are needing, notice the students who need more or less support and remove on time the support if the students develop their skills alone which is the purpose of scaffolding. So, knowing the students' characteristics and advancement would help to know more specially what they have achieved and what is missing to put into practice to improve and then, work on their own.

- It is challenging

There is a big importance of the motivation given to the students to achieve specific goals or purposes. That motivation has to be challenging. It was said that scaffolding is about providing temporary support but not providing all the answers and do not allow students to follow the activities their selves. So, developing a challenging context in an appropriate way could keep students interested or motivated on the progress and then, have success.

The main point of knowing how to show challenges to students is that they have to feel or know they are achieving goals otherwise they will be bored and will no longer want to continue with the expected goals/purposes. That is why it is believed that "contexts with low challenge [...] where students are unlikely to be motivated to do

much at all, with the result that little learning will occur and students are likely to be bored, and perhaps to express this boredom through misbehavior” (Hammond, 2001).

- It requires a process

From my personal view, it is necessary to notice the scaffolding process in order to know, how students were at the beginning, how was their progress and how they are now, after working with scaffolding strategies. In general terms the process is situated in three parts (*before scaffolding, during scaffolding and after scaffolding*).

Before applying scaffolding, the main role of teachers is to know the students features such as, level of English, weaknesses, learning styles or personalities and by means of them, look for the appropriated scaffolding strategies to be developed. Since the beginning students have to know the goals or purposes to be accomplished "scaffolding requires clearly articulated goals and learning activities which are structured in ways that enable learners to extend their existing levels of understanding" (Hammond, 2001).

During the application scaffolding, students have to be motivated with challenging activities where they could accomplish goals/purposes. The assistance during the activities' development is important, it is the support given to the students that as it was mentioned, can be supplied or removed depending on their progress. Considering that the assistance has to be "designed to help learners to work with increasing independence" (Hammond, 2001).

After applying scaffolding, students are able to follow activities more easily alone without needing support or assistance and “there must be evidence of students successfully completing the particular task” (Hammond, 2001). There is a big change of how was the student development at the beginning and how she/he has been improving to work on their own with different activities which before were difficult for she/he

- It has significant results

Applying scaffolding in the learning process indeed brings significant results and to make sure the students achieved to handle scaffolding in their learning process the results are for instance, they have much more independence to work through their learnings, they are able to solve problems easily looking for own and new solutions, their knowledge is extended, they improve specific skills, they will be able to face with future similar activities. As Hammond (2001) mentioned "there must be evidence that learners are now able to go on to deal independently with subsequent related tasks or problems" and thereby, they could be part of the support/assistance which some of their classmates need.

1.3 THE TOPIC INTO THE THEMATIC LINE

There were three thematic lines mentioned in “Orientaciones académicas para la elaboración del documento recepcional” (SEP, 2002) those thematic lines are: first, adolescents and their learning process; second, analysis of teaching experiences and third, school management and educational process. The first thematic line “adolescents and their learning process”, referred to the trainee teachers’ knowledge and the ways they use that knowledge towards the lesson plan and the development of activities. Additionally, the abilities of observation or the relationship with adolescents.

“The analysis of the teaching process” was the second thematic line and it was about the experiences that the trainee teacher has developed with one or more groups in the secondary school and put into practice the knowledge in order to design, apply and analyze teaching activities according to the secondary school aims. The last thematic line was “school management and educational process”, it remarked trainee teacher founding situations or problems related to the management in secondary school and forms of such impact in the educational process is carried out.

The main topic of this document “Enhancing the use of speaking skill through scaffolding strategies” was located in the first thematic line, due to it referred to how could be developed suggested strategies according to the students’ needs and their features.

The topic alluded to look for scaffolding strategies that could be helpful for students in order to improve their speaking skill and making their learning process easier. It

was really into discovering explanations about the best way students were developing the English language in the use of speaking skill and put those explanations into practice in the classroom with the scaffolding strategies.

So, analyzing the importance of paying attention to how students learn a new language, helped to introduce scaffolding strategies in the classroom and to make possible enhancing the student's one of the four skills put into practice in the English language which is speaking skill so that they could communicate better through the language which has been one of the main purposes of teaching English in secondary school.

The speaking skill is considered as the way in which people communicate through the language, my personal goal as a trainee teacher in this document was to get students to use more the speaking skill so they could find useful the language inside and outside the classroom. Likewise, speaking skill is consider as the most difficult and in the same way, the most useful skill because practically, here we put into practice all the skills. It is thought that having a usage of the language via speaking, students could find easier to interact with other people in performances, asking questions or taking part in any conversations.

There was a big interest about how the students nowadays are learning a second language and how teachers make their learning process easier. The role of the teacher in this document is making students know that learn a second language and communicate through the language is not too difficult and understand that they would require different ways to learn a second language putting into practice scaffolding strategies or methods and so, make that learning easier and more meaningful and enhance their use of speaking skill.

1.4 PURPOSES

The purposes that guided the topic were:

1.4.1 General

- To demonstrate that through scaffolding strategies students could enhance the use of speaking skill.

1.4.2 Specifics:

- To identify appropriate scaffolding strategies to help enhancing the third-grade students' speaking skill.
- To apply scaffolding strategies to enhance the use of speaking skill in third grade students.
- To demonstrate why strategies applied are scaffolding and why they enhance the use of speaking skill.
- To compare scaffolding strategies applied and distinguish which is the most effective to enhance speaking skill.
- To support the idea that teachers should put into practice different strategies to make students use more the English language.

1.5 QUESTIONS TO BE ANSWERED

There were some questions that guided the research and helped to recognize important ideas related to the topic.

The first one was “**What are the appropriate scaffolding strategies to be applied in order to enhance the third-grade students' speaking skill?**” and the main reason to add this question was to identify the appropriate scaffolding strategies which address the students' needs, interests, features, strengths and weaknesses about their use of speaking skill and the enhancement of it. Besides that, to apply those scaffolding strategies in third grade students of the secondary school where the topic was developed.

The intention of add the second question “**Why do strategies applied play the role of being scaffolding?**” was to demonstrate in each situation if the strategies applied were really scaffolding strategies. Giving reasons of why the strategies played the role of being scaffolding, would help me to know more about the topic.

Besides had applied scaffolding strategies and give reasons of why those ones are scaffolding, the third question “**Would scaffolding strategies applied enhance the use of speaking skill?**” allowed to know if they really enhanced the students' use of speaking skill. So as to verify that, it was important to give the achieved results according to the scaffolding strategies applied.

The fourth question “**Which is the best scaffolding strategy to enhance the use of speaking skill?**”. emerged because the scaffolding strategies applied were compared and enlisted to know which would be the best to enhance the use of speaking skill in the third-grade students of secondary school as well as specifically to the case studies.

Finally, the fifth question “**Should teachers put into practice different strategies to make students use more the English language?**” arose to support the idea that teachers should develop different strategies to enhance the use of the speaking skill and one of many examples could be scaffolding strategies.

1.6 METHODOLOGY

1.6.1 Qualitative Method

Denzin and Lincoln (2000) claim that qualitative research involves an interpretive and naturalistic approach “this means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them”. The interpretation and analysis of the phenomes that come up throughout this research had to be related with the context of the participants (students and teacher), which was educational in a secondary school and in particular, a classroom where scaffolding strategies were applied and could bring a lot of meaning in the new language learning of the students.

Paraphrasing what Flick (2004) mentions about the qualitative research where there is a big power of the reflection. The reflections arise from the actions carried out, the observations, the impressions and the access to the feelings, and these reflections are information which is part of the interpretation of the document. So, it is important to reflect since the observation to know closely the main characteristics, needs and interests of the students, observe how strategies had to be immersed and how students got them.

Therefore, the results of each scaffolding strategy brought the opportunity to interpret the research, if it made sense or not and how those strategies enhanced the use of the speaking skill in the students.

1.6.2 Ethnographic Studies

Leedy and Ellos (2005) say that in ethnography “the researcher looks at an entire group, studying the group in its natural setting for a lengthy period of time, focus on everyday behaviors of the people in the group”. Hence, the group of students are studied but the teacher played the role of researcher and takes part of the research because it was focused on what strategies put into practice and the students’ behaviors or reactions under them.

The purpose of ethnography is to understand how behaviors reflect the culture of a group, focus on a specific field site in which a group of people share a common culture (Leedy & Ellos, 2005). The research was especially useful for gaining an understanding of the complexities of particular cultures in this case, the school where the research and the teaching practices were developed and the students who were studied.

1.6.3 Case Studies

The case studies purpose is to understand one person or situation (or perhaps a very small number) in great depth, focus on one case or few cases within its/their natural setting (Leedy & Ellos, 2005). It was chosen a study group in the secondary school where the research was developed and then, four student, two students with a high level of English and two students with a low level of English (this according to the diagnostic tests results). Those students are the ones who were observed, interviewed, described and their behavior was checked as know how they face or react to the strategies.

Due to speaking skill, it was recorded the evidence so as to be proved, it was collected the students' evidences thorough audio material, visual material and audiovisual material. The aim was to demonstrate how scaffolding strategies worked to the whole group and specifically to those four students.

1.7 RESOURCES

Towards carrying out my topic, it was necessary to use three optimal resources which helped me to plan, develop and obtain evidences about the strategies applied as well as to demonstrate the effect of the research topic in the students.

1.7.1 Lesson Plan

Since previous teaching practices, it was realized how the planning process is really important to check what and how you will teach or implement activities in a classroom with students who have different features. It is even important to consider the time, the material or resources to be employed and anticipated some problems that could arise.

Apart from the lesson plan was helpful to plan the lessons where the scaffolding strategies were developed, it was also such as a guide to follow and being prepared for all the lessons. Sometimes it is important not get lost and plan whatever to teach and show security about what is done and known.

It is considered that a lesson plan "is a creative process that allows us to synthesize our understanding of second language acquisition and language teaching pedagogy with our knowledge of our learners, the curriculum and the teaching context" (TESOL) and definitely, the is a resource where the knowledge as English teacher is reflect to later carry it out.

It was said that there was a difference between write the lesson plan and carry it out. Plans, -which help teachers identify aims and anticipate potential problems- are proposals for action rather than scripts to be followed slavishly (Harmer, 2001). So, gradually it was created a lesson plan which needed to be flexible because problems could arise as well as groups and students are different, while something could work with some, with others could not.

Despite my lesson plan (**APP#4**) could be flexible, there are some relevant aspects which were taken into consideration before go to teach. First, *general information* such as the date, grade/groups and the addressed content. Those three aspects helped to differentiate the lesson plans between grades and groups (first and third grade).

Next, the *unit aim*. Aims should reflect what we hope the students will be able to do, not what the teacher is going to do (Harmer, 2001). And that was why aims in the lesson plan started with the phrase “At the end of the unit X, students will be able to...”. So, it was conscious of what students would be able to do at the end of each unit and then, review if it was achieved or not.

Finally, *the sessions’ characteristics*. Each session had didactic situation, stages (introduction, development and closure), assessment (for students), skill to be developed (L, S, R, W), resources to be used and anticipated problems with some possible solutions. Those characteristics helped to be more organize in each session and to know if there were things missing to consider because before carry out each session, it was taken a look of the session or the entire the lesson plan.

1.7.2 Didactic Material

The didactic material to teach English, support students' learning and increase students' success, it is used to facilitate the development of teaching activities (Guerrero Armas, 2009). During the document, it was used material to enhance the use of an important skill (speaking) and to develop adequately each session and each strategy to have success supporting students.

Madrid (2001) in his article mentions that if the material is used properly it could motivate and help to the development of strategies and it was intended to include a material which fitted with the main purposes of scaffolding strategies. Hence, the didactic material, had to be visual, attractive, handy and appropriated for students as well as to promote the use speaking skill. Furthermore, a didactic material to teach and practice vocabulary, pronunciation and grammar structures so as to students could record more them and use their speaking skill on their own.

The didactic material used had also the purpose of being varied because it is believed that commonly, teachers focus on sticking the material on the board but it would be important if teachers focus on doing didactic material where students could use it, touch it and manipulate it instead of only see it on the board. In addition, the selection of that varied material must be adequate for the students, "variety of resources and teaching materials means adaptation of materials to the needs, interests and expectations of students" (Breen & Candlin, 1987).

1.7.3 Journal

The subject of Observation and Practice was supported for my journal, which was a key to modify, improve and put into practice new things associated with my teaching practices. After that, in these two final terms my journal (**APP#5**) took a little different role.

Previously, it was too descriptive in my writings and henceforth, it was decided to return to the idea of British Council (2017) in its book named “Journeys of Reflective practice”. It was taken the idea of writing the journal using its steps. First, describing how the things happened; second, analyzing what was done or what students did and what it could do in the future; finally, reflecting and being supported with the ideas of authors who have more experience and could support my teaching skills more.

A practical and effective resource in qualitative research, specifically from action research, is the Journal of the professor (López Aymes & Roger Acuña, 2014). Besides the journal helped to reflect about teaching practices, it helped to gather information for the research topic in order to register, check and not forget important data during the development. Since starting to write the characteristics of the students, how they worked with different strategies, what they needed to improve in speaking, checking the reasons of why speaking was difficult for them, registering their different interests and personalities or describing and reflecting about the developed scaffolding strategies.

PART II

THE

DEVELOPMENT

OF THE TOPIC

2.1 THE GROUP OF STUDY

The school where the topic “Enhancing the use of speaking skill through scaffolding strategies” was developed was the Secondary School No. 0093 “Jose Martí” and it is located in Atlacomulco, Mexico. The group which was chosen to develop the scaffolding strategies to enhance the use of speaking skill was third grade, group B and it has forty-five students whose nineteen are boys and twenty-six are girls.

Most of students live in Atlacomulco and the others, are from little communities around it. Additionally, the majority live with both parents and have siblings. Their hobbies lie in listening to music, using their mobile phones, interacting through the social media, playing video games, watching TV or practicing something in the evenings such as soccer, box, swimming or dancing.

Students in this group are considered for other teachers as “talkative but hard workers” which is interesting because the topic of this research is about enhance the use of speaking skill. From the beginning, it was perceived the group environment where most of the students talked a lot, got distracted easily and they got along between classmates.

Something important to mention is that students in this group participated even if it was not asked, they do their best effort to not commit errors and they felt comfortable to ask about doubts, new words or meanings. What it is meant with their participation is that not only participated because they raise hands, but also because randomly it was chosen students to participate and they tried to answer with a positive response and they accepted teacher or classmates help so if they do not know the answers.

It was chosen to carry the topic out with this third B group because it would be a challenge make students speak a lot but now in English, giving them the tools to do it and motivating them through the scaffolding strategies. Furthermore, their level of English and their interest of learning more the English language so as to use it more was great and this made the development of the topic more challenging.

DIAGNOSTIC TEST ANALYSIS

It was created a diagnostic test based on some ideas of Cambridge tests so as to assess the four skills: writing, reading, speaking and listening. Students of the secondary school No. 0093 “José Martí” developed the exam the first week of the academic year 2019-2020. The aim of testing students at the beginning of the academic year was to know their knowledge about the knowledge and their needs or difficulties. Aside from that, it “assesses what the learner already knows, the nature of difficulties that he/she has, which if undiagnosed might limit their engagement in new learning” (Targema & Obadare-Akpata, 2018)

Before the students responded the exam, it was asked them if they had ever taken additional English courses or if they had English in elementary school. As expected, most students had English classes in elementary school, so it was expected that most of them would have some prior knowledge of English.

At the moment students were answering the exam, they seemed a little bit frustrated because they were trying to remember the vocabulary, trying to catch the words in the listening part or trying to translate some difficult words they found in the test. However, they do the best effort to answer it and not leave blank spaces without answer them.

The test which was developed beyond was speaking skill. Speaking test were based on a rubric, it evaluates: vocabulary, grammar, fluency and pronunciation; and the parameters were: *outstandingly achieved*, *notably achieved*, *sufficiently achieved* and *needs improvement*. They had to read a little conversation in teams and it was thought the most difficult was reading in English because they did not know how to pronounce some words. Hence, most got the parameter *sufficiently achieved*. Additionally, students answered two questions “What’s your name?” and “How are you?” which even those are basic questions, they could be ice-breakers.

Talking about the results of the other skills: listening, reading and writing. In listening skill, 52% of students had twelve correct answers of twelve, the 34% had more than six correct answers and the 14% had less than six correct answers. Although listening is a difficult skill, they achieved an optimate results, maybe because it was only fill in the blanks more than listening comprehension.

Reading skill was assessed completing four blank spaces in a little text with words, the options were six words but they had to use four words (there were two left over). 43% of students complete the whole text but 37% did not answer anything. From my point of view, it was because of the fact they do not understand words to contextualize the missing ones or they could have a lack of grammar and vocabulary.

Writing skill had the best results, here they had to write the word according to the image (if it was a flower image, they had to write *flower* below), as well as they had to write numbers correctly (23: twenty-three). Students do not have too much problems with the images, they 68% of students could answer this part correctly. The problem was with the numbers, they write them according to their pronunciation but they know them and had the main idea.

The total score was thirty-seven (37=10) and it was great to find a student who achieved obtaining the whole score having a 10 in her grade. Talking about the grades of other students: seven-teen students had more than 8.0, but twenty-eight students had less than 5.0.

In general terms the group is assessed with a 6.6 and it let to know that students know too much basic knowledge which needed to be reinforced. It was intended to help them to practice more the language and make them use it more with the speaking skill.

LEARNING STYLE TEST ANALYSIS

The first week of September 2019, third grades answered a learning style test according to forty questions counselors gave to them, considered important to know the three types of learning style in students: visual, auditory and/or kinesthetic. The questions were related to their real life, interests, likes and hobbies.

Ellington and Benders (2012) mention that according to Lohri-Posey “Learning styles indicate and individual’s preferential focus on different types of information, the different ways of perceiving information and the rate of understanding” As far as it is concern, it is important to know the learning style of students because of the type of activities as teachers tend to consider in a lesson plan or the student’s skill, as well as make a better sense of the strategies application that were intended to carried out.

It was reviewed the test results with the counselor of the group of study and regarding the group answers, the results show that from the forty-five students: only eight got the auditory style, fifteen got the kinesthetic style and twenty-two got the visual style. This meant that most of the students in the group of study have the visual style although the results are near from the kinesthetic style.

Ellington and Benders (2012) mention that according to Cegielsk “students who show a preference for a visual learning style are given instruction with aid will perform better when given the appropriate materials”. So, the results let me know that students of this group would need visual aids such as videos, pictures and/or observation tasks in order to they could catch better the information and then, have a better production.

Knowing the learning styles of students was important because it was easy to understand the general group style and recognize their strengths in some activities, so as to during the planification it had to be considered activities according to the best way they found to learn and understand why sometimes it can be difficult for them to do an exercise that is not in the majority of their learning styles results.

2.2 STUDENTS' PROFILE

2.2.1 Student A

This girl is 14 years old. She lives in Atlacomulco with her parents and her sister. Also, she lives with an aunt and an uncle, they are the siblings of her mom. She told me that her house is divided into 3 flats, one flat is where she, her parents and her sister live and the two others, where their aunt and uncle live. The relationship between her family is good, she likes spending time with them and she says that in every problem she has, their parents support her which is a key for a teenager who is having several changes in her life.

A typical weekday for her is: In mornings, she has breakfast with her sister and goes to school arriving at 6:50; in the break, she only has lunch with her friends. After school, she comes back to home and watches TV or helps her mom doing the food. In the afternoons she does her homework, practices K-pop watching videos in YouTube and sometimes helps her sister with the homework. Finally, at night, she takes a shower and goes to bed before 10 pm. In general terms, she has a healthy life because she does not forget eating, she goes to bed early and she dances. Having a healthy life, helps students to stay in the school and obtain high results.

Talking about her interests, she likes listening to K-pop music, dancing the same genre and create choreographies. She likes cooking, drawing and watching Netflix in her free time. She thinks it is important to learn English because it is helpful in the majority of activities nowadays, especially when people travel to countries, study any profession or learn something new such as a game or an app.

Her final average on the last academic year was 8.9 and in English she obtained the average of 9.8. Her grade in the diagnostic test (**APP#6**) was 10.0. So, it is true that their average of second grade in English matches with her diagnostic test. Considering her knowledge of English as high, the interesting thing is that she does not participate a lot (even she knows English).

I asked her why she does not raise her hand as her other classmates if she knows the answer and she told me: *“I prefer my classmates having the opportunity to participate or try to do it, I know the answers, I do not need to participate and I have classmates who need to improve their English more”*. It was open-handed to know that, because most of the times, students with a high level of English participate a lot and they are the students who raise their hands more. But in this case is the opposite, she prefers her classmates participate more than her. This could be helpful for me, due to she likes supporting others if it is necessary.

It is important to mention that according to the learning style test, it is said that she is visual. It makes sense because when we are working with images or pictures, she relates the things more and understand better.

The main reason of why it was decided to choose her is because of her attitude to work. She is respectful with others and intrigue me the way she expresses with others, how she participates, how she says or makes the things carefully and finally, because of her desire of learning English more. It was expected that if she was interested on the language, she would develop better the strategies applied and improve their speaking skill with the knowledge she already had.

2.2.2 Student B

This student lives in Atlacomulco with his parents and his brother, he is 14 years old and there is only one year of difference between he and his brother, he is in 1st grade of high school. Only his father works selling cars in the same city, his mother stays at home but she sells shoes by catalogue to close people.

A typical weekday for him is: In mornings, he gets up at 6:00 am and arrives to school at 6:45; in the break, he spends time with his friends. After school, he comes back to home and eats with her mom and brother, after that he plays soccer, watches T.V. and at night, he does his homework. He goes to bed about 10-11 pm. His days are not a routine because he sometimes helps his grandmother to take care of bees because she likes producing honey.

Talking about his interests, he likes listening to reggeaton and banda music, he likes playing soccer, watching soccer matches on T.V., going out with his friends, playing in the park and watching “memes” on Facebook before going to bed. His favorite subject is Chemistry and he says it is important to learn English because of the opportunities it brings in terms of: studying, having a job or travelling. He does not like the English subject a lot, but he is interested on improve his skills there.

His final average on the last academic year was 9.4 and he obtained an average of 8.6 in English. His grade in the diagnostic test (**APP#6**) was 4.4. So, the average of the last academic year in the subject, did not match with the diagnostic test. He has not taken an extra English course and he had only few English lessons in elementary school. He says: *“My only little interest to learn English is because I want to study*

something related to technology and I know that most of the times, it is necessary to know English". Something great is that this teenager is worried about his future because he is going to go to the high school next year, he is starting to think about which career he could choose to study.

According to the learning style exam, he is kinesthetic. It was noticed that he is so talkative, he likes talking with his friends any time about any topic but even that, he can do the activities or exercises along with his classmates and also have the interest of learning English. He likes learning by his own, he sometimes does not have questions to the teachers because he likes looking for the answers. Hence, he was chosen because he is an independent student that when he is interested on something, it does not matter if he is talking because he will look for understanding and if he has not understood, he prefers stop talking and pay attention. It was expected to inspire in him a desire of talking but now in English.

2.2.3 Student C

This boy is 14 years old and he lives in Tic-ti, Atlacomulco with his parents and his two young brothers, one brother is two years old and the other is seven years old. His parents work in hospitals, his father is a surgeon and his mother is a nurse. He is the oldest and sometimes he has to take care his two little brothers and help them in their homework.

A typical weekday for him is: He goes to school at 6:30 after drinking milkshake; in the break, he likes staying with his friends. After school, he goes to the elementary school to meet with his little brother and then, he arrives home at 2:00, he eats with

all his family if it is possible and, in the afternoon, he goes to his boxing lessons in the downtown of Atlacomulco. After he does his homework, he goes to bed at 11 pm. His days are not a routine because he sometimes helps his grandmother to take care of bees because she likes producing honey. His routine is about helping his parents with his brothers and sometimes he feels he does not have too much free time. Tough, it is important he can do something he likes (boxing) in the afternoons.

Talking about his interests apart from boxing, he likes visiting different places, going out with his dogs, listening to pop music in English and finally, he likes playing soccer with his friends in the park. His favorite subject is Math. The reason why he considers it is important to learn English is in order to being understood in any country when people want to travel. He relates that because he wants to travel to other countries, which is a huge reason to improve English skills.

His final average on the last academic year was 7.4 and he obtained an average of 9.2 in English. His grade in the diagnostic test (**APP#6**) was 8.4. He took extra English lessons when he was in elementary school as well as the first year in secondary school. His level of English is high in relation with his other classmates. According to his diagnostic test, he has an extend vocabulary in simple words but few problems with grammar structures. He participates a lot during English lessons and he has an excellent performance in the speaking skill, having a proper pronunciation and fluency.

According to the learning style exam it is said that he is auditory and it matches with his speaking development because he listens carefully to the teacher or to the audios and he tries to imitate the pronunciation. He was chosen because of his attitude of:

paying attention in the lessons, being participative in speaking activities, listening carefully to improve his pronunciation and having an interest to speak English better.

2.2.4 Student D

She is 14 years old and she lives in Atlacomulco with her parents and her older two brothers. Her mother does not work but his father works in the industrial zone in the same city. A typical weekday for her is: she gets up at 5:45 and arrives school at 6:30. She has lunch in the break and stays with her close friends. She comes back to her home and helps her mom with any domestic chores. She spends most of her time at home and if she has the opportunity to go out is for playing soccer. She does her homework and takes a shower before going to bed. It is considered that she is a stay-at-home teenager and she prefers doing things in her home than go out.

Talking about the interests she has, she likes listening to electronic music, she likes playing soccer, she likes watching movies or videos in YouTube, she likes reading books, she likes playing the guitar and listening to music in her bedroom. Her favorite subject is Math. She thinks it is important to learn English because nowadays, it is a relevant language in the academic area as well as the employment area.

She says: *“For me is not easy learning English, but I do my best effort because I know it is important to know it and I will need it in the future to study or to work”*. She tries to learn English even it is difficult to her and it is because she is realizing that English is becoming a dominant language that we could use any part of the world.

Her final average on the last academic year was 9.9, she obtained an average of 9.5 in English and her grade in the diagnostic test (**APP#6**) was 4.1. According to that,

she does not have the best English level but she is an outstanding student who has obtained the best final grades in all the subjects since she started the secondary school. She has not taken any extra course of English and she does not like the language a lot. Despite that, she does not hesitate to improve her skills of the language over time. I think it is important to know that she is worried but at the same time interested to improve and to learn more about English and the strategies that will be used, are the suitable for those students who do not find easy learning English.

According to the learning style exam it is said that she is visual. It could be noticed when she is at the classroom and any teacher is explaining something, she does not stop to look at her/his eyes and she remembers vocabulary when it is showed by pictures or videos.

She is a quiet student, she even does not raise her hand to participate or she does not participate until she has already understood what it is being taught. The great point here is that when a teacher gives to her the participation she success in each participation because she is careful in what to say and does not make mistakes. That is why she was chosen, she appreciates the resources given to her, she is an attentive student, she does not speak too much but it is because she is a shy. So, it was expected she could use more the English language if only she would get a little help, helping her to use more the speaking skill during lessons and showing that It is not too difficult.

2.3 THE TEACHING INTERVENTION STRATEGY

2.3.1 SITUATION I

TRANSFORMING WHAT TEACHER SAYS

Achievement: To drill possessive adjectives by transformation.

To recognize possessive adjectives from the personal pronoun.

To practice the possessive adjectives saying sentences aloud.

Grade and group: 3rd B

Date: October 29th, 2019

Book: English File Elementary

Unit: 1C – Open your books, please

Purpose: At the end of the unit 1C, students will be able to understand and respond to common classroom instructions and the function of possessive adjectives.

Grammar: Possessive Adjectives

Vocabulary: Classroom Language

Background

Students in this group are talkative, it is rather difficult to catch their attention or maintain the group quiet. However, the group has positive attitude to participate in different activities during lessons and students like practicing their pronunciation in English, that is why it was chosen drilling in this first situation.

Students were gradually exposed to drills. First, they practiced the vocabulary words (classroom language) with coral repetition, repeating after the teacher. Second, students practiced the words with substitution, where they substituted one word from

a sentence. Finally, it was decided to take students to transformation drill, where they had to transform one word from a sentence.

Apart from learnt the vocabulary, students learnt the main function of possessive adjectives, their different use according to the personal pronoun, their meaning in English and their correct pronunciation. Despite they practiced with some exercises given, they needed to practice more the topic and deal with other exercises. That is why one purpose was practice the possessive adjectives saying sentences aloud.

Description

Due to some extra activities the school was carrying out related to the Day of the Dead (presentation of a debate, calaverita's competence and an exchange), students were a little bit distracted at the beginning of the lesson. After all, they payed attention because I mentioned that the topic would be important for their next test.

The lesson was developed in five different activities considering what students have already learnt. The first one was practicing several times the pronunciation of each possessive adjective learnt during previous lessons. After that, students said the possessive adjectives after they listen the personal pronouns. For example, if they listened *you* they had to say *your* and so on with the other personal pronouns. They were corrected in the possessive *our*, which was for them the most difficult to be pronounced correctly.

In the second activity, it was given to the students the context that all the classroom had a green ball, showing them that green ball and making sure that the green ball belonged to all of us. After contextualized students, they recognized some examples using the *verb to be* in order to understand better such as “You are students, it is your ball” “I am teacher and it is my ball” “She is Ana and it is her ball”.

After that, the third activity was about transforming the sentences the teacher says. I explained students that if I say any personal pronoun (I, you, he, she, it, they, we, you) they need to identify it and transform it into the correct possessive adjective (my, your, his, her, its, their, our, your).

Teacher: Let’s practice with some personal pronouns. If I say *you*, what is the possessive adjective of *you*?

Students: *Your*

Teacher: Okay, but now we are going to say the whole sentence, remember use the ball and pay attention which possessive adjective fits better.

So, you need to tell me the whole sentence *It is your ball* instead of only *your*. Right? The pronoun *she*, how could be the sentence with the possessive adjective of *she*?

Only some students: Her... It is her ball.

Teacher: Excellent, let’s try with other pronouns...

It was expected that students understood the activity with the first example, but they needed one more example. After this, students achieved to transform the personal pronouns to the possessive adjectives saying whole sentences (**APP#7**). They practiced several times each sentence, so they were focused on which personal pronoun listen and transform it into its possessive adjective.

The activity number four, was about answering an exercise of possessive adjectives writing the correct one in each sentence. They did not have too much problems to answer it but some students still continued looking for their notes. Some examples students had to complete in this exercise were: She's in my class, **her** name is Rebecca. London is famous for **its** parks. We're in classmates, **our** classroom is downstairs. I'm from Liverpool, **my** address is 31, Old Kent Road. He's my teacher, **his** name is Richard.

In order to check the answers, the last activity was about ask for participation and students had to say the sentences aloud and the others check if it was correct or not. Most of the students did not showed problems and the most interesting thing is that all the students pronounce each possessive adjective correctly.

Finally, to give a general feedback and check if students understand the topic, they answered the questions: What is the main purpose of using possessive adjectives? What is the meaning of each possessive adjectives in Spanish? Even though they answered in Spanish, they understand the topic and recognize the function of possessive adjectives without I had to tell them.

Analysis

The main activity of the lesson was transformation drill, in order to practice what students had learnt the previous class which was the use of possessive adjectives and the correct pronunciation of them. Apart from answering several sentences (writing), students could reinforce more the topic with transformation drill saying sentences aloud and using more their speaking skill.

When the activity of transforming personal pronouns started, the reaction of the study group (3rd B), was a little bit frustrating because they were really accustomed to only repeat over and over again, so in this case besides only repeat words or phrases after the teacher, they had to think and remember the possessive adjectives in order to say aloud whole sentences.

Something surprising with student A (the student with the highest level of English) was that she enjoyed the activity because maybe it was challenging, it took time to think and answer. Sometimes this student feels bored with the activities even if she is following them. But this time, she was more focused in the activity and her enthusiasm to speak was different with this new activity. Hence, she finished the exercise of writing quickly and her pronunciation reading a sentence was outstanding.

Student B could not transform the personal pronoun without seeing his notebook. He had the concern of checking his notes even if I did not say they could use the notebook. Though, the pronunciation he had in this activity was appropriate. He likes answering the exercises of writing alone, he stops talking with other classmates if he had not understood the activity yet, he tries to solve problems himself. When he read aloud a sentence, he had pauses but the pronunciation continued being appropriate.

Regarding to student C, he was the student who most enjoyed each activity and did not have any problem to solve them. Actually, when it was given the first example of transforming a personal pronoun to a possessive adjective, he remained to his near classmates the possessive adjectives learnt in previous lessons. When he said aloud the sentence, he did not need to read the sentence and the pronunciation at the time

he speaks is really appropriated and becomes better when he listens to the teacher or to the audios.

In relation to student D, she was more frustrating. During the transformation activity, she listened to her other classmates as well as she looked for her notes in order to remember the possessive adjectives learnt. At the end, she tried to say the sentences without difficulties and without seeing her notes. She did not say a sentence aloud, because in the exercise of writing she took more time than the other students. Despite she felt frustrated to speak in English during lessons (something difficult for her), she had the interest of understanding each activity and the topics, participating as long as possible.

Talking about how other groups dealt with transformation drill, students of 3rd A needed more than one example to understand how to transform and say a complete sentence. Additionally, these students were more apathetic to say sentences aloud in English. It could say, students found the transformation drill difficult and at the end, it became a little bit boring. They preferred practiced the possessive adjectives with only coral repetition but the intention was to practice the possessive adjectives locating them in sentences.

In contrast to the other group (3rd C) which is more organized, quieter (they do not speak unless it is asked), it does not get distracted easier and their interest of learning English is big. The students in this group became participative and enthusiastic since coral repetition and then, they got the transformation drill with the same enthusiasm. It is seemed that they like saying words or sentences aloud and performing the speaking activities during lessons, even more than 3rd B which is the group of study.

Reflection

Absolutely the strategy of “transforming what teacher says” worked, it was considered three main reasons of why the results of use transformation drill as a scaffolding strategy brought satisfactory results. The first one, transformation drill is helpful to practice grammar structures which is what students learnt: possessive adjectives; Second, it helped as a review and reinforce of the topic at the same time students had the opportunity of using more their speaking skill.

Third and last reason, whereas students needed to use more the speaking skill during lessons, the STT (Students Talking Time: the time where students spend talking rather than the teacher) was increased with transformation drill and the previous drills (choral repetition and substitution), giving students much more chance of becoming familiar with the grammar structure, the vocabulary and the pronunciation of the English language.

It was decided to use transformation drill because of students’ development in the speaking skill which was considered to develop an easy but challenging activity in which students could use more than before the speaking skill. There were cues that students were not able to use the language orally, they had not an idea of how to start speaking or to say words/phrases in English.

Due to students were such as beginners in speaking, Brand (2017) in his article mentions that “beginners need lots of repetition and drilling, especially as they get to grips with the sounds of their new language” and that is why drilling was used as first

scaffolding strategy. It was believed that using drilling would help students to start using more the speaking skill and it worked.

Since the beginning, students were explained that speaking involves using the correct pronunciation and the correct structure to being understandable. So, after repeating words and phrases it was necessary students recognized the grammar structure of possessive adjectives with transformation drill. In fact, according to Mackey (1965) “Oral expression involves not only [...] the use of the right sounds in the right patterns of rhythm and intonation, but also the choice of words and inflections the right order to convey in the right meaning”.

Thinking about what students and teacher did to make the strategy possible, students had a big interest to participate pronouncing and speaking during the strategy development. The previous lessons helped to have a previous knowledge before applying transformation, they recognized the topic and they caught better the intention of the activity, there were a huge effort to transform each sentence and saying them aloud.

To make transformation drill possible, all students were involved in all activities, it was given a context which helped them to put the grammar structure: possessive adjectives in real life situations in both speaking and writing activities. The only obstacle was that their attention was only on the grammar structure and they got kind of confused with other unknown and extra words. However, they learnt the use and the meaning of possessive adjectives saying complete sentences.

It is important to mention the motivation students received by the teacher, encouraging them to speak without troubles, giving the examples first and make them know that transformation drill is not difficult if you pay close attention.

The most important thing was that transformation drill allowed students to think about what to answer only by giving some clues, which is one of the purposes of scaffolding in this research: to assist students to use the speaking skill on their own or to address those students who have not been able to use that skill alone.

If the strategy were taken again, I would motivate my students to interact more between them, for example: asking to another student (who had already understood the activity) to take my roll and make his/her classmates transform many sentences. Hence, I could notice if the students really had managed the topic and it could gain in them more confidence to speak in English.

Another thing I would do is giving students a little dialogue in pairs, ask them to transform something (words, phrases or structures) and then, ask them to perform the dialogue. So, the speaking assessment would be more elaborated and more individual as it is said, “drills and dialogues can be combined so as to provide a bridge from formal exercises to communicative use” (Bygate, 1987)

Furthermore, the application of this strategy allowed me to recognize the importance of keeping up using drills gradually: first, coral repetition; then, substitution and finally, transformation. Thus, students would notice their personal and group progress using their speaking skill and speaking activities would become challenging.

2.3.2 SITUATION II

LOOK AT AND SPEAK

- Achievements:**
- To use visuals to get students to remember the correct pronunciation of the main vocabulary.
 - To add the main vocabulary in simple grammar structures.
 - To speak by only looking at visuals.

Grade: 3rd

Date: From December 2nd to 13th, 2019

Book: English File Elementary

Unit: 2A – A writer's room

Purpose: At the end of the unit 2A, students will be able to know some singular and plural nouns (things vocabulary), learn the grammar of the indefinite article a/an as well as learn how to use demonstrative pronouns.

Grammar: Demonstrative Pronouns

Vocabulary: Things

Extra vocabulary: Christmas

Background

Students in this group continued being talkative but with a more positive attitude to participate, letting me carry out the activities during lessons and maintaining the interest of learning more about the language and how to use it more in terms of speaking.

Before putting into practice this strategy, it was noticed that students had never faced to any oral performance during the secondary school, the problem is that they were

not accustomed to speak in English and they were only waiting to know what to memorize instead of formulating words/sentences in their brains.

In simple terms, it was wanted them achieve to remember vocabulary and start speaking by formulating simple sentences using that vocabulary and the way to make them speak was using visuals. Furthermore, thanks to the results of learning styles, it was concluded that more than half of the students are visual. So, the main reason for applying visuals as scaffolding strategy is accomplish the needs and interests of the students.

Description

The main purpose of this strategy is to use visuals to get students to speak. It was used two types of visuals, the first were *pictures* about things' vocabulary (**APP#8**) as well about Christmas' vocabulary (**APP#9**) which was a spontaneous idea and considered as extra vocabulary because even it was not the main vocabulary of the unit, it matched with the strategy. And the second visual used was *realia*, relating it with the context of the unit and the things' vocabulary (**APP#10**).

A. Pictures

- To teach vocabulary

Starting with the first way pictures were used is to teach students the vocabulary that would be used during all the content, those pictures did not contain any word. Firstly, it was shown pictures about **Things' Vocabulary**, it was said the words in English

and students had to only listen to the words and identify the meaning of the pictures in Spanish. **(APP#11)**

Secondly, after verifying that students identified the meaning of the pictures in Spanish, students say all the words in English with coral repetition listening to the teacher and repeating after her. Additionally, it was clarified the pronunciation of some words. **(APP#12)**

Finally, it was shown randomly any of the pictures and students had to say aloud the words in English in order to check if they remembered them or to check if they caught the correct pronunciation. If they did not remember or pronounce the words correctly, it was necessary correct them asking to repeat again. **(APP#13)**

After checking the pronunciation of the vocabulary, students focused on their books and answer an exercise about match pictures with words **(APP#14)**. When they finished it, they checked their answers by listening to the audio and repeating each word again.

- To practice vocabulary

Students learnt the main function of *a/an*: both are only used with singular nouns; the difference is that *an* is used with words which sounds start with a vowel. Additionally, they recognize that with plural nouns we must not use *a/an*.

So, the second way a picture was used is to practice the vocabulary and add *a/an* where necessary. The picture used belonged to the book, it contained ten different things (plural or singular) and students in a minute had to look at the picture and without taking notes, remember the ten things. **(APP#15)**

When the minute finished, the picture was removed from the board and students had another minute to write the ten things in English. It was reminded to use *a/an* for singular but nothing with plural. In order to check their list, I asked ten different students to dictate me aloud one of the things in their list, correcting them in pronunciation or grammar mistakes.

Lastly, it was projected the picture again and students proved whether their group list written on the board was correct or incorrect. After that, it was pointed out the things in the picture and students had to say aloud those words in English adding to the words *a/an* (singular) or nothing (plural).

- To add vocabulary in a simple grammar structure

It was decided to use the *verb to be* which was learnt during previous units. Students had to add the things' vocabulary saying short sentences using the verb to be. It was explained with two examples "It's a diary" and "They're headphones", remembering students that "*is*" is for singular and "*are*" for plural as well as we must use *a/an* only with singular nouns.

The way to make students say those short sentences using the *verb to be* was with a game named "pass the ball" where they had to pass a little ball in the lines and

when I said stop, the student who kept the ball had to say the sentence according to the picture shown by the teacher (**APP#16**). Students were corrected asking for participation to other classmates who knew the answer. So, students practiced the vocabulary and handle it using the *verb to be*.

- To remember vocabulary

Last but not least, pictures were used with **Christmas' Vocabulary** which as it was mentioned it was a spontaneous idea that came to mind since it was finished to teach the things' vocabulary. The material was similar but it was decided to make a different activity with it where students could speak too.

At the beginning, students said aloud the words in English by coral repetition (after the teacher). Then, they said the words as a whole group (without the teacher) by only looking at the pictures. There it could check some difficulties with some words for instance: *sleigh, stocking, reindeer, wreath, holly, candle* and *gingerbread*. That is why students were asked to repeat again those words.

After repeating many times and checking the pronunciation, students answered a crossword that contained all the words (students could check how the words were written). So, in order to check the answers, students some were chosen to say the word aloud and the others check if it was correct or not as well as pronunciation.

To prove that students could remember better the words using pictures, it was taken the last five minutes of the lesson taking advantage of three aspects: first, the schedule (the lesson was before the students' break); second, the classroom (own

English laboratory) and third, the vocabulary students learnt. So, making a line, if students wanted to go out to their break, they would have to tell me the word in English looking at the picture and without checking their notebooks (**APP#17**). It took only 4:20 minutes to finish with all the 44 students saying the words correctly.

B. Realia

- To say simple sentences

Students learnt the function of demonstrative pronouns and practice them with some exercises. After that and to finish the content, they had the opportunity to play a game where they had to use demonstrative pronouns as well as the things' vocabulary learnt. That is why it was easier to look for realia considered as a visual and complement the pictures.

Before starting the game, it was reminded the topic of demonstrative pronouns and their use: *this* and *that* go with **singular nouns**, *this* for a thing that is **near** and *that* for a thing that is **far**. In contrast, *These* and *those* go with **plural nouns**, *these* for things that are **near** and *those* for things that are **far**.

It was pointed out the difference between *this* /ðɪs/ and *these* /ði:z/ in pronunciation and students were asked to repeat both words. After that, it was shown some examples using both visuals: pictures pasted in the wall (far) "That is an umbrella" and realia (near) "This is an umbrella".

During the game, the whole group was divided into two teams (girls vs boys) and they were told the agreements: Do not talk in order to listen if the sentences were correct because if they were not, the other team could “steal” the point if they say the sentence correctly. So, one student of each team (randomly chosen by the teacher) had to say a sentence using the correct demonstrative noun, the verb to be and the thing as it was explained with the example and according to the picture on the wall or the thing/s they had in their hands **(APP#18)**. They had the opportunity to practice more the demonstrative nouns and be ready to start formulating sentences with topics they had already learnt.

Analysis

Students noticed that it was intended to increment the STT since the last strategy. So, the general reaction of students was enthusiasm because constantly they wanted to speak, they liked look at more visuals than in other lessons and at any time most of the students wanted to speak when it was required.

Something it would like to emphasize with the first visual used (***pictures***), is that it helped to teach the vocabulary because students first listened to the word in English, recognize the picture in Spanish and repeat the words in English several times. All of them before read the words and get confused. Because it is intended to enhance the use of the speaking skill, it was a beneficial idea that they first had to listen to and say the words and then, see how they are written. Remembering better the words by the pronunciation and not by the writing. Hence, the main reason why it could be a beneficial idea is because the mother tongue interference that students face when they intent to read the words as Spanish pronouncing them incorrectly.

It is believed that “the concept of mother tongue interference can be viewed as a transfer that affects learning both negatively and positively. It means that there is possibility for the learners to produce some mistakes or errors in learning a second language” (Sabandowo, 2017). Some students’ errors make when they read the words and do not know how to pronounce them in English and they try to say them as Spanish say them obtaining an incorrect pronunciation.

In general, the use of pictures to teach, to practice, to remember vocabulary and to add that vocabulary in grammar structures, it was noticed that unlike other lessons, students commit less mistakes in pronunciation and it seemed that the most of students tried to speak or say something when they look at pictures. Related with **Student A**, she did not have problems to speak or use the vocabulary in grammar structures, actually she sometimes helped me to give more examples for her classmates.

Student B did not know all the vocabulary learnt so it was difficult for him remembering all the words but he did not have problems in grammar structures because any time he was asked to participate, he did it correctly. It seemed that it was better for he, using the vocabulary in sentences and formulating them.

Student C had already recognized the words’ meaning of the vocabulary, but he had some problems in pronouncing some words because he only had the idea of what the words mean, but not the idea of how to pronounce them correctly. So, he had the challenge of changing the way he pronounced those words and start pronouncing them correctly.

Student D did not have any previous knowledge of the vocabulary but it is recognized her ability of remembering the words looking at pictures, those worked better with her because she is visual. She actually, developed each activity with dedication and when she started to formulate sentences, she did not look frustrated. Her pronunciation was correct and better than the previous strategy.

Talking about the second visual (*realia*), students took the visual such as “strange” because the things used were real, they did not believe that could be possible use whole sentences referring to things of the real life, things that they can manipulate with their hands and things that could be found at any place.

Students realized that from then, they could know the meaning of tangible words wherever they go, words of their daily lives and words that match with many grammar structures, such as what they put into practice saying “This is a photo” (when the photo is near) or say “That is a photo” (when the photo is far).

The four students (A, B, C, D) had the opportunity of use realia to say a sentence, something particular is they felt the difference between see a simple picture and touch the thing they were talking about. It was interesting how they take advantage of the visual and now they recognize the vocabulary better.

It is important to mention two satisfactory results that other students apart from the case studies achieved with the Christmas’ Vocabulary. The first student got confused with a plural noun, he said “bell” instead of “bells” and it was asked to look carefully at the picture and say the word again (**APP#19**). The second student catch the idea of pronouncing correctly the word stocking in English which start with the letter s, he

could say /'stɒkɪŋ/ instead of /estɪkɪn/ (**APP#20**). Consequently, students achieved to take advantage of speaking by only looking at the picture.

Reflection

In order to prove whether the two visuals used played the role as a scaffolding strategy in the skill was intended to enhance, it will be answered the question “**Why do strategies applied play the role of being scaffolding?**”. First of all, it was considered visuals as a scaffolding strategy because it was an “aid” where students could remember the words better by looking at the pictures and the most important, remembering how to say or pronounce them.

The way the visuals were employed was appropriated because the purpose of put into practice them is that they would be able to say something looking at visuals. In addition to that, the strategy considered the students’ needs and interests, because it was related with the results they obtained in the learning styles test (most of the students in the study group are visual) as well as the big interest of start to speak more than before.

It is said that “teachers through their sequencing of teaching activities and through the quality of their support and guidance, are able to challenge and extend what students are able to do” (Hammond, 2001). It was intended to make each activity challenging considering that students have the idea of the English language but it was missing they use more the speaking skill. It is extending their use of speaking even they sometimes need a guidance to all or most of the activities. However,

because of this strategy, most of the students achieved to speak more using the English language.

Students A and C are the ones who have a high level in English and the ones who take the scaffolding strategies to start doing things alone or individually, it is not too necessary a support or guidance and with visuals they only needed to be monitored with few words' pronunciation.

In contrast to students B and D who need more help because of their low level of English and with student D, her shyness to speak in front their classmates. A difference from the beginning of the academic year, those students do not like to speak and do not like to pronounce words, but now it could say that it is increasing their skill but it is intended to as students A and C they can be able to speak with less help, in order to realize that the less help they need, the more knowledge and confidence they have.

Something new that could be implemented with pictures, is to start doing other material which contains pictures but individual material for pairs of students with the purpose of let them speak even more and at the same time. Then, as teacher the role would be to monitor them during the process but they would be trying to speak by their own and it would be another option of scaffolding strategy and the only obstacle could be verifying all students are speaking or pronouncing correctly.

Because of the use of realia, it is important to consider how helpful is for students set the topics in a real-life context. Though it was only material, students feel more comfortable to speak and found the topic meaningful and found the sense of learning

English which is to use it in our lives. It is thought the role of realia as scaffolding strategy is that it could increase their confidence to speak or their confidence to continue learning this new language.

I had never used realia before this strategy, now it is understood that can be possible students enjoyed it even more than the teacher. It was learnt that sometimes the things happen in a better way when you dare to put into practice things that you think will not work or something that you do not like, the most important point is to be worried about the learning of the students and what they need to enhance. There is an availability to enhance students' speaking skill but also to enhance the way I am teaching English, due to it is known the importance of the teacher role in scaffolding strategies.

2.3.3 SITUATION III

MODELLING A SPEAKING PRODUCT

Achievements: To model students a speaking product.
To analyze how students perform a speaking product according to the model given for the teacher.

Grade: 3rd B

Date: From January 13th to 17th, 2020

Book: English File Elementary

Unit: 2B – Stars and Stripes

Purpose: At the end of the unit 2B, students will be able to learn common adjectives and their grammatical position as well as learn to give simple descriptions of things and people.

Vocabulary: Common Adjectives.

Grammar: Modifiers: *very, really, quite.*

Background

Before carrying out this strategy, students learnt the vocabulary of the unit which was about common adjectives: bad, big, dangerous, dirty, easy, empty, expensive, far, fast, high, hot, long, old, rich, strong, wrong. Additionally, they learnt the opposite of each adjective.

The vocabulary was presented using pictures and they practice the pronunciation of the adjectives with coral repetition. After coral repetition it was added a new aspect

where students had to say the words as a snail (slow) and as a cheetah (fast). So, they could practice the adjectives' pronunciation more times but in a different way.

Additionally, students learnt the function and position of the three modifiers: very, really, quite. It was pointed out the correct pronunciation of really (they said rally) and quite (they said quiet or cute). So, students practiced the correct pronunciation in order to not get confused anymore.

Description

Students had to read together the purpose of the unit 2B which said that at the end, they had to be able to describe people or things. Constantly, it was emphasized the function of adjectives which is qualify or describe. During previous lessons students had already described pictures of different things or people by only adding the adjectives without any grammar structure.

At that point students dominated the *verb to be* and they knew how to use it. They were told that to describe they would need the verb to be as well as the adjectives and the three modifiers learnt.

After these points, it is important to mention how was created the model that would be showed to the students. The model (**APP#17**) was a little video of forty seconds approx. The video started with a little introduction (greeting, age, purpose of the video) and during the video it is described the English classroom, it is said simple

sentences using adjectives and modifiers that students already knew. Also, I speak slow, without pressure and with the best pronunciation.

Before showing the model, it was chosen fifteen students from the group 3rd B “randomly” (there were immersed the four case studies). It was told that those students had to create a little video describing something using the adjectives and modifiers they had been practicing. So, to get an idea of how to do it, they would watch a video where they would have to pay attention to the sentences and the way of speaking.

Since students were chosen, they watched the video three times and during the video they took some notes and asked me questions like *how long would the video be?*, *what would be the email to send it?*, *must it necessarily be a video or could be an audio and pictures?*, *would we have to use the adjectives learnt or could be others?*, *when would the delivery be?*, *could we choose whatever to describe?*.

It could be answered some questions such as the duration of the video (less than a minute), they were given an email where they had to send it and they were proposed only three days to send it. But in other questions they were given the freedom to choose whether to use video or audio, which adjectives use and what describe (things or people).

It was only reminded they had to consider that it would be a speaking product, so it was necessary have an appropriate pronunciation and fluency in their sentences. Moreover, they already knew how to pronounce the adjectives and the modifiers correctly. Finally, they were told that the video they send, would be considered in their final grade.

Only six students from the fifteen asked me to check their written sentences after recording their video or audio. It was checked how they wrote their sentences, if they were following the rules of modifiers and adjectives. Those students even asked me how to pronounce some words.

The fifteen videos were received (four extemporaneous). Some general aspects of the students' videos were:

- They caught the idea that it had to be a short video (less than a minute).
- They say short sentences.
- Some students looked for new adjectives to add in their speaking.
- It was seemed that they also looked for the pronunciation of the words.
- They included an introduction and some a farewell saying "thank you".
- Only one student from the fifteen could speak in front of the camera without reading.
- Talking about the accuracy of their sentences, it was noticed they understood the idea of how to use adjectives and modifiers.
- There are three examples of the videos sent by the students and later will be shown the case studies' videos. (**APP#18**) (**APP#19**) (**APP#20**)

Analysis

Salisu and Ransom (2014) mention that modelling in scaffolding is where "teachers first model the task for students, and then students begin the task and work through the task at their own pace" and with this strategy it was wanted to first, model to the students a speaking product which after that they had to create on their own and second, analyze how students would perform their own speaking product according to the model given.

It is believed that the model started since students could practice the vocabulary pronunciation with two different ways, repeating the words after the teacher or the audio and saying the words as snail (slow) and as cheetah (fast). So, they did not get bored only repeating words over and over again and they practiced the pronunciation a lot. Modelling was when they first listened to how to say the words as snail and cheetah by the teacher and then, they did it on their own.

Talking about the model presented (the video) and the students' reaction when they were notified to create a video without watching the model, at that moment they had many doubts of how to do it, but after they could watch the video more than once, most of that doubts were solved.

According to that reaction, it is known that when you ask for a product, students need a rubric which gives to them the specific aspects they have to follow if they want to reach the top grade. But the main reason of why I decided to not use or give them a rubric was to focus the students' attention on the video (the model) and watching that video they could get an idea of how it was expected to be done.

One more reason of why present only a model was to check if they would remember the pronunciation of the adjectives and modifiers, their fluency and their own developing of the product in terms of creativity or improvement.

Talking more particular on the case studies' videos, their characteristics and how they took the model to create their own. Four students A, B, C and D have had a big interest on use more the English language in the speaking skill and they could take advantage of creating their own video.

It is known that **Student A** does not participate a lot, but her pronunciation and knowledge about the language helps her to deal with any English activity. The video was about her dog and her creativity catches anyone's attention. She started with an introduction saying her name and little phrase "I will describe my dog". At the end, she said "that's all, thank you very much" and though in the model it was not mention something like that, it was astonishing that she considered adding this phrase in her video to give it a plus.

Despite the fact her video was too short, she described his dog using different adjectives, the verb to be was used properly (using *it* because it was a dog) as well as the modifiers (quite, really and very). The adjectives used were: brown, big, pretty, strong, cute, playful, loving. It is appreciated that she looked for new adjectives: cute, playful and loving so as to improve her description. Maybe her fluency was from reading but I would point out that her speaking was really understandable. (**APP#21**)

Moving ahead with **Student B**, it has been difficult to make him speak more and it seemed that the model did not contribute to use his speaking skill more. I got worried because he sent the video extemporaneously and it was thought that maybe the model did not attract him as it was expected.

Watching his video, it was noticed that he anyway tried to develop his product. He described his house using short and simple sentences. He only used the adjectives learnt and the use of the modifiers was suitably. His pronunciation is not perfect but it is valued how he pronounced the words *quite* and *new* which had practiced during previous lessons. After all, he handled the speaking product but I am sure he could do it better. (**APP#22**)

Student C is the most talkative student and who always is trying to speak in English in class. His knowledge about the language is outstanding and each class he tries to catch something new. He described his cat in his video. He not only said short sentences but also, he used different phrases to describe such as “*hi every one*”, “*I’m gonna talk about my cat*”, “*as you can see in these pictures*”, “*thanks for listening to me*”. It is noticed that he used these phrases and gave reasons in each sentence to improve his description. He speaks slowly but with a lot of self-confidence. His video had creativity and his speaking's performance is more than understandable.

It is important to mention that he added a lot of new vocabulary related with his cat. He really met the expectations of improve the model presented. It was surprising watch his video and realize that it was even better than the model, not too simple or ordinary and I think it is according to his level and his positive attitude he always has at speaking in English. (**APP#23**)

The student who surprised me the most from all the others was **Student D**. She was one of the students who asked me to check her written sentences before being recorded in her video and how to pronounce some words such: *four-teen*, *describe* and *comfortable*. The other words were practiced during previous lessons.

She started her video with a short introduction about herself and then shows what she decided to describe (her soccer ball). During her video she showed her soccer ball at the same time she was saying the sentences for example when she mentioned the colors of her ball. It is pointed out when she said the word *comfortable* because most of the English learners get confused with the influence of the mother tongue (Spanish) and say /comfortable/ instead of /'kʌmfərtəbəl/ and she pronounce that word successfully.

Another surprising aspect is that she was the only student who spoke in front of the camera without reading. Most of the times she is shy and quiet but it was exciting to know that thanks to the fact that she saw the video (the model) where I spoke in front of the camera, she wanted to try it and she really did it. So, the model motivated her to lose her fear and speak in English. It was glad to know that she made her best effort and watch her speaking with more confidence than it was thought. (APP#24)

Reflection

It had been mentioned that *modeling* started since the pronunciation was modeled to the students so that they could say the words correctly. It was not known if *modeling* involved a process but after read, it was found that there are gradual phases to carry out a model instruction.

Levy (2007) presents a chart where it is mentioned those gradual phases and I would like to relate them with the strategy. The first one is “**I do it**”, here the teacher provides direct instruction and models while students are actively listening, taking notes and asking. The evidence of carrying out this phase was when during lessons it was provided students the explanation of the topic, the pronunciation of the words and then the video as a model.

The second phase mentioned is “**We do it**” where teacher interacts with the students and their needs while students work, ask and complete activities alongside others (classmates or teacher). The evidence in this phase was when during lessons

we describe together things and people, clarifying doubts, pointing pronunciation out and correcting it where necessary.

Finally, the third phase is **“You do it independently”** where students works alone and teacher only provides evaluation and feedback. The evidence here was when students created their own video and they were given comments and evaluation from teacher.

Emphasizing the phase “You do it” when students watch the video as a model. It was intended to develop *modelling* as a scaffolding strategy because the model presented would be a guide or an example of what was expected of the students. Watching the video students were able to catch the idea of what the teacher wanted about them and their individual product. More specifically, how they could speak after watch their teacher speaking in a video.

There are some aspects which were learnt applying the strategy of modelling. First, because sometimes there are many things that cannot be expressed or explained in words. Having shown a video as a model helped students to get more the idea and so, stop wasting time explaining or solving many doubts. In other words, “make clear the unclear”.

Second, as far as it is known, the attitude of teachers and students have a big influence since teacher encourages to achieve any activity the best possible. Third, it is significant to think about the students’ needs and interests. For example, the

model referred to the students' learning styles since it was a video and most of the students in the study group are visual.

Afterwards, another aspect learnt was having practiced the topic a lot. Evidently the practice helped students to have a background of the topic, the pronunciation of the words. For that reason, they could create a speaking product alone only with the support of the teacher's video as a model to follow or improve. Finally, because of the way students perform their speaking product according to the model given, students felt motivated and most of them managed to improve that model and present it in a better way.

Nevertheless, there is something that could improve the strategy to a large degree. It was already mentioned why not was used a rubric but it was detected that the use of it is really necessary. For instance, students could not forget important points to be evaluated and make sure what to do if they would want to manage the best grade. For teacher it would be helpful to give a better feedback and to observe more specifically where are the students' weakness. Definitely, a rubric helps but why not use both? A rubric and a model to guide students in the creation of their own products.

If it is thought about what would have happened if the model has not been shown properly. The two obstacles that would have been shown are first, it would inhibit student learning and next, it would limit the new or creative ideas that the students might have and do not allow them to develop them.

On the whole, in order to answer why modelling could be a scaffolding strategy the term *expert scaffolding* is mentioned and used by Santoso (2010), who relates that term with modelling because “can be an effective technique and providing real examples [...] students may imitate what the lecturer has done”. For this reason, teachers meet the role of expert in front students who in the future could accomplish meeting that role.

Not forgetting that scaffolding is the assistance (sometimes temporary) provided to assist students to complete and develop activities which they will later be able to complete them on their own. Even though not all students need that assistance, there are some others who need it but as it is said, it is only temporary so as to drag them into a much more autonomous work. Modelling is an assistance and it is a scaffolding strategy because teachers only shows something which students have to make alone.

2.3.4 SITUATION IV

SPEAKING USING A BOARD GAME

Achievements: To use a board game to improve the use of the speaking skill.
To elicit students to fill the sentences' gaps of a board game.
To elicit students to say the completed sentences aloud with a self-confidence and on their own.
To make students practice the present simple (affirmative and negative forms).

Grade: 3rd B and 3rd C.

Date: From February 17th to 25th, 2020.

Book: English File Elementary.

Unit: 3A – Things I love about Britain.

Purpose: At the end of the unit 3A, students will be able to recognize verbs and learn the negative and affirmative forms in present simple.

Vocabulary: Verbs.

Grammar: Present simple: affirmative and negative forms.

Background

From the beginning, students were introduced with a verb list (twenty verbs: cook, do, drink, eat, go, have, like, listen, live, play, read, say, speak, study, take, want, watch, wear, work, write) which were the verbs they would use during the unit 3A. They practiced several times the pronunciation of those verbs with coral repetition (teacher – students) and the meaning of each verb.

Before students had the opportunity of playing with the board game, they were explained the topic: present simple, practicing the affirmative and negative forms with different examples and emphasizing what is the difference between the third person: *he, she, it*; and the other personal pronouns: *I, you, we, they*. So, at that point, they started to make sentences in present simple.

Description

Apart from practicing the twenty verbs and explain the topic of present simple using different examples, students practiced more the topic using a big dice (**APP#25**) which contained the personal pronouns: *I, you, he, she, we, they*. Divided in two teams, different students from each team had to roll the dice and depending on the personal pronoun create the sentence using a verb showed by the teacher. Students here could review the third person rules (in affirmative it is added an -s at the end of the verb and in negative it is used *does not* instead of *do not*).

After that, students could play with the board game. Answering the question “How was designed the board game?” The board game consisted of going forward to the spaces and filling the gaps of each sentence where there were missing the verbs they had learnt. So, the board game was created specifically with those verbs and indented to put into practice the grammar structure they needed to practice a little bit more by their own and/or with their classmates (**APP#26**).

To play the board game, students were divided in trios, each trio was given a board game, a dice and three color papers. Firstly, students had to look at the board game and pay attention to the instructions. To start, they had to play with the board game completing the sentences in the affirmative form. I explained the activity telling them

that it was important to know the verbs because in each sentence it was missing a verb, but they had to pay attention to the pictures and the complement of the sentence, as well as check if the verb must be changed because of the personal pronoun.

It was modeled a sentence with the space number one "She _____ jeans". Because they had been practicing the verbs, most of the students knew which verb is used with clothes and accessories. So, I asked them and they told me that the verb would be "wear". Then, I asked if the verb would change and some told me "yes because *she* is the third person". After that, I asked to say aloud the complete sentence and they could say "She wears jeans".

It was also told students that in case one classmate said the sentence incorrectly, the other two classmates could correct him/her and do not let him/her go forward to the spaces. So, the sentences had to be said correctly in pronunciation and using the rules learnt. All the time, I was eliciting students to say the sentences aloud and with the correct pronunciation of the verbs.

The activity was monitored and students were using their verb list to find the verb which better fitted and trying to say the sentences correctly in order to win the board game reaching the space "finish".

It was noticed that students did not have much problems in saying the verbs with the correct pronunciation because we had practiced a lot in previous lessons. Specifically, those verbs which they pronounced incorrectly at the beginning of the

unit: **do** (saying /do/ instead of /du/), **say** (saying /say/ instead of /seɪ/), **speak** (saying /espek/ instead of /spik/), study (saying /studi/ instead of /'stʌdi/).

After fifteen minutes playing with the board game completing the sentences in affirmative form, I asked students to come back to the “start” and now play completing the sentences in the negative form. I reminded students that it is used two words to make the sentences negative and they told me "don't and doesn't" I asked them which personal pronouns are used with *does not* and some students could say "he, she, it" and some others said "the third person".

It was also modeled a sentence with the space number two “He _____ soda”, most of the students quickly could say that the verb which better fitted was “drink”. But I told them that the sentence had to be in negative and they had to add *do not* or *does not* depending on the personal pronoun.

Teacher: Please, say that complete sentence in negative.

Students: “He doesn’t drink soda”.

Teacher: Ok.

Would be correct if we said “He doesn’t drinks soda”?

Students there could answer me that in the negative form, we have not to add at the end of the verb an -s and the verb stays in the base form.

When I monitored students, they were saying aloud the sentences and trying to not make mistakes, using *does not* or *do not* in the appropriate personal pronouns. Some students help their classmates in doubts or correcting their mistakes in pronunciation.

The last activity before the lesson finished was about check all the sentences one by one asking participations of different students, they had to say the sentences aloud and the other students check if they were correct or not. So here, I could check if they were identifying the present simple and if they had the confidence to say the sentences aloud without hesitations.

Analysis

The purpose of playing with the board game was to elicit students to speak more filling the sentences with the topic of present simple they could learn in previous lessons. It was intended to create a game in which they could practice more the topic but also where they could speak. So, it was decided to set a challenging game where students could practice both the grammar structure and the verbs' pronunciation with more self-confidence.

It is mentioned that "Games have many advantages because they provide motivation, help students reduce stress, and give them the occasion to practice communication" (Yen Phuong & Nguyen Pham, 2017). The motivation was an aspect that I wanted to consider in the board games as important to encourage students to speak more confidently and of course students were more motivated to speak playing a board game in English.

It was surprising the students' positive attitude to work with that material, they did not complain about playing with the board game and they were helping each other where necessary to say the sentences. Additionally, students seemed to have fun

with a game where they could use the English language or the topic they were learning since the verbs and the grammar structure.

Due to it was a board game, they found easier filling the sentences with verbs, verbs which they had practiced a lot since the meaning and the pronunciation. It was noticed that some students even did not have to look for which verbs use because most of them knew the meaning and how to pronounce them. The only thing they had to be worried was fill the sentence considering the grammar structure of present simple in positive and negative forms. That was another aspect considered in the implement of board games: practice more the topic.

Talking about how the groups 3rd B and 3rd C experienced playing a board game. Both groups the last months had had a big interest in learning more English, both are competitive playing any game and with this one, all students were worried to say the sentences the best possible and taking advantage of playing a board game in class. Moreover, they now start to think that they could be able to create sentences on their own, that's why some of the students with this game, remembered the rules of the present simple and the verbs easily.

The 3rd C which is not the study group and as it was mentioned previously, it is quieter than the 3rd B. In this group 3rd C some students hesitated which verb use in the sentences; some students hesitate in how to pronounce the words and other students hesitated in the grammar of present simple they had to use.

So, I could say that with the use of a board game students had the opportunity of reinforcing their individual needs talking about that those could be the vocabulary

(verbs' meaning), the pronunciation, the grammar structure and/or the confidence to speak in English.

In general, the group 3rd C managed to fill in the gaps in the affirmative (**APP#27**) and negative (**APP#28**) sentences saying the sentences aloud with a correct pronunciation and specially with confidence and on their own.

Something new in 3rd B was that they were really good helpers for those students who showed more difficulties during the board game and those students who received the help, took advantage of it and started to not make more mistakes.

Student A showed the correct pronunciation of the verbs, she corrected herself and she corrected others. She was the student who I noticed helped more because she was located with Student B and another student, both had had difficulties using the English language and pronunciation but she helped them and did not allowed keep their classmates' mistakes (**APP#29**).

Student B is the student who had been having difficulties in pronunciation, but because Student A helped him, he could reformulate his sentences correcting their own mistakes to say the sentences better. In contrast to the last situation (III), he has had an improvement in his speaking skill because of his attitude, he participates more than at the beginning and does not have problems making and correcting his own mistakes (**APP#30**), he even helps others. He found funny playing a board game in English and using the language in that context.

Student C is the more self-confident student from the four, he knows what he has learnt so he most of the times is sure of what to say and how to do it. With the board games, he did not make any mistakes and actually, he said the sentences faster than others. He did not need a verb list to remember the verbs, he only got confused at the time to say negative sentences but he reformulated his sentences saying them correctly (**APP#31**). Probably, he would have liked to play with faster classmates or classmates who play at his rhythm.

Student D hesitated in many sentences but at that point she was able to correct her own mistakes, she has improved her level of English because mistakes which have helped her to remember how to pronounce or speak correctly. Additionally, she has improved her self-confidence to speak because she at the beginning of the research was really shy and with fear to speak in English (**APP#32**). She as Student A is a helper student, even she is not perfect in English she likes helping those students who show difficulties.

Reflection

The two main reasons of why I decided to implement a board game as a strategy to enhance the use of students' speaking skill are first, because of the fact that I could not get some students to speak English on their own, they only repeated the phrases the teacher or audios said but they did not dare to form sentences and say them aloud on their own. Second, to set a new and different activity using a material where all the students could play and at the same time speak. Then, create an environment where they could feel in confidence.

Using a board game to enhance students to speak worked since the material was attractive, according to their level or the grammar structure they were practicing and students were being motivated by the teacher to say the sentences aloud. Besides that, the attitude of the students to play and speak was the key for the game to develop better. Having used a board game as a speaking activity for them was fun, enjoyable and attractive.

Honestly, before present to the students the strategy, it was thought that it would be difficult for them to play the board game using the verbs and the grammatical structure of the unit, it was thought that they could not fill the sentences' gaps on their own and saying them aloud. But the surprise was that they enjoyed using a board game in English and with a topic they did recognize. It was satisfying listen to them saying the sentences, correcting their own mistakes and the mistakes of others but having fun and with more self-confidence than other activities.

Due to the way the strategy was proceeded in the groups and in the students, now it is known that board games are helpful to practice any topic, vocabulary or grammar structure. They are a good tool or material to make students use the speaking skill and increase their self-confidence because some students sometimes feel worried or stressed to speak. Moreover, Paris and Yussof (2013) concluded that "Board game offers students an enjoyable and relaxing learning environment. It permits students to be in a fun surrounding while playing the game [...] eliminates the fear of being judged".

It is sure to continue using board games. For example, the next time students learn a new grammar structure they could use again the same board game because they

would identify the missing verbs but change them according to that new grammar structure. Thus, it could be possible to give multiple uses to the same board game.

Considering the question of how could be improved the strategy of using board games to make students speak is creating board games where students can interact more with their classmates, where they are able to ask and answer questions, perform a dialogue and even repeat words or sentences (classmate-classmate).

The reason of why board games are a scaffolding strategy to the speaking skill is because it was increased the motivation of shy students who showed difficulties to speak. Students have always been told that it does not matter they make mistakes because it is also how they can learn, the important thing is to recognize mistakes and correct them, that is why they made mistakes and not errors because most of the times they accidentally made a mistake and even they corrected it.

It is believed that the attitude or motivation teachers could give students to feel free to make and correct mistakes as part of the learning process is important and Puspaning (2008) suggests that “teachers should make the students comfortable without being afraid of making mistakes in using the language”.

When it was applied the strategy of using board games it was noticed that it was put in to practice the *self-scaffolding* in most of the students. Santoso (2010) mentions that “In this type of scaffolding, the students are scaffolding themselves in their search for knowledge by finding other resources on their own and adjusting the knowledge they have acquired”. I relate this in the fact that they scaffold themselves

since they found their mistakes and correct them on their own, maybe looking at their notes or taking more time to think in the answers.

Talking about those students who were helped to pronounce correctly filling the sentences' gaps in the board game, I would like to focus my attention on the four students studied (A, B, C and D). More specifically in student B who was the only student helped by another classmate (Student A). Most of the times student B spoke, he did not achieve to have a full self-scaffolding, sometimes he said the sentences on their own but he was continued being helped by his classmate in pronounce the words the best possible. In contrast to previous scaffolding strategies, student B starts to work on their own without expecting a help, even it is given.

Furthermore, it is necessary to mention that three from the four students studied had managed to have a self-scaffolding. Achieving then, a main purpose of working with scaffolding which is to get students to the point where they are able to do whatever on their own (in this case, speak on their own). The three students A, C and D could speak and correct mistakes on their own. The board game even helped the students to say the sentences aloud with more self-confidence. Definitely, it would be important continue setting environments and materials where they could feel free to speak and then, get those students who are missing to achieve a self-scaffolding.

PART III

CONCLUSIONS

AND

SUGGESTIONS

3.1 CONCLUSIONS

- Scaffolding strategies are really a way to enhance the use of students' speaking skill, most of all for those students who have not use it before. So, these strategies are the solution to attract students who in the past, did not use their speaking skill in English in any context.
- It is not just randomly choosing a strategy, it is paying close attention to different aspects that could give satisfactory results. That is why the scaffolding strategies were chosen according to their needs, interests, level, they were specifically for speaking and where they could gradually develop that skill on their own.
- Having applied the scaffolding strategies let me know that speaking skill is not too easy to put into practice. The type of speaking performances students developed during the development of the document were: intensive, responsive and transactional. Even though it was not easy to make students use more this skill, my attitude as teacher while strategies were developed helped to motivate students to use the speaking skill more in different contexts.
- Situating the scaffolding strategies from the most effective to enhance the use of speaking skill, at the top would be the strategy "Look at and speak" where it was used different visuals, the results were more successful because most of the students or all the students, had the opportunity to speak or say something in English and it was easy to perceive it.

In second place, the strategy “Speaking using a board game” because board games became more interesting for the students and some of them used the language without even realizing it. Just, it would be difficult to pay attention to each student while playing because each group is on their environment and the teacher, is only monitoring.

In third place, the strategy “Transforming what teacher says”. It was carried out drills little by little starting with repetition, substitution and at the end transformation and the general results were that students liked that challenging strategy where was not only repeating words over and over again but also, add, substitute and transform words in English. There the retention of words where impressive.

In the last place the strategy “Modelling a speaking product” took the role of being an excellent way to make students know what is expected from them. The only problem using modelling is that if students are not too motivated to improve the model, they will be limited and their own ideas could be restricted.

- The case studies were the most observed and consequently, it was found which strategy helped them to use more their speaking skill. Student A used more their speaking skill with the strategy “Transforming what teacher says” because of her level, she enjoyed speaking in a challenging context. Due to her learning style is visual, the strategy “Look at and speak” helped her to speak at the same time she looked any visual.

The results that Student B had were remarkable since although he continued to have assistance from the teacher or his classmates, he worked more independently in the use of his ability to speak. He was able to speak with more confidence with the strategy “Speaking using a board game”.

The student who most appropriated the strategy “Modelling a speaking product” was Student C, he was really able to improve the presented model and his speaking performance was outstanding. It was never thought that he could develop his speaking skill in that way.

Finally, the best results were obtained by Student D, from the beginning she was a very shy student and she did not have much confidence to speak, but it is incredible how she achieved had a huge advance in the use of her speaking skill. She was appropriated of all the strategies developed and in each one her participation was magnificent.

- If I had to choose my favorite strategy I would choose any strategy where it was used material. According to how it was observed all the groups, it really helped them had worked with different materials to develop the use of their speaking skill. For instance, learning vocabulary using **pictures**, practicing any topic with **realia**, playing with a **board game** and watching **videos**.
- If it is wanted to achieve outstanding results of developing strategies is important to have great planification, discipline and motivating attitude to execute them.

3.2 SUGGESTIONS

- Scaffolding strategies not only enhance the use of speaking skill. These strategies should be used for both productive skills speaking and writing, where it is intended to enhance the students' production.
- Apart from choose and apply strategies to enhance the use of the speaking skill, it is important to know more about how to evaluate this skill. Even being a difficult process, evaluation would help to make future decisions about whether to change purposes, design new strategies or improve them.
- There is a big difference between develop strategies without attitude and develop them with attitude. It is important to encourage students to achieve purposes, clap their efforts, their attempts and let them know that it does not matter to make mistakes and that it is normal feel fear to speak in another language that is not their own, but little by little that fear will become confidence.
- Teachers should look for strategies which help students to improve their learning about the English language as well as meet the students' needs and interests in order to have satisfactory results.

- It is important to consider the students with a higher level of English and give them the opportunity of experimenting challenging activities as well as take advantage of their level and help them to be monitors for those students who need assistance.
- The most important thing in applying scaffolding strategies is putting into practice tools or materials that could be useful for students to use their speaking skill more. In addition, tools or materials where it may be possible to address and develop all students' learning styles.

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APPENDICES

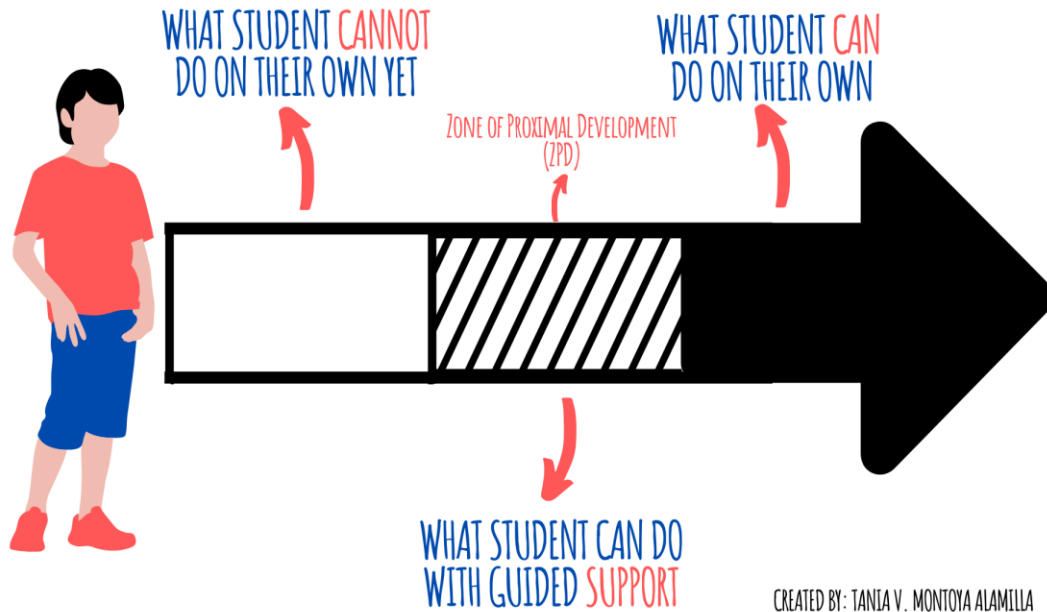
APP #1 PICTURE. SECONDARY SCHOOL 0093 “JOSÉ MARTÍ”.



APP #2 PICTURE. ATLACOMULCO, MÉXICO. THE LOCATION OF THE SECONDARY SCHOOL.



APP #3 DIAGRAM. ZONE OF PROXIMAL DEVELOPMENT. THE THREE LEVELS WHERE THE STUDENT COULD BE LOCATED.



APP #4 PICTURE. MY LESSON PLAN. IT CONTAINED SPECIFIC CHARACTERISTICS THAT HELPED ME TO DEVELOP BETTER MY LESSONS.

DATE	From September 23 rd to October 3 rd , 2019.		GRADE & GROUPS	1 st A, B, and C	CONTENT	1B – All over the world
TRAINEE TEACHER	Tania Valeria Montoya Alamilla		MENTOR TEACHER	Samuel Apolonio Ortiz		
CONTENT AIM	At the end of the content, students will be able to recognize countries and their nationalities, as well as learn and practice the – and ? form of the verb to be.					
DIDACTIC SITUATION	COUNTRIES AND NATIONALITIES 1 ☺		COUNTRIES AND NATIONALITIES 2 ☺		VERB TO BE + / ? ☺	
STAGE	SESSION 1		SESSION 2		SESSION 3	
INTRODUCTION	<p>T shows a big image of the continents and ask Ss to identify them first and say them in Spanish. Then, T say the countries and practice the pronunciation with Ss. Some Ss stick on the board the word cards (continents) considering the map. Ss write the countries in their notebooks. Ss listen an audio, they have to repeat the countries, imitating the pronunciation/intonation.</p>		<p>T plays the audio, pausing it after each country, and elicits Ss to say the nationality of that country. (audio: 1.17) T repeats the activity eliciting responses from individual Ss.</p> <ol style="list-style-type: none"> 1. Sweden (Swedish) Swedes 2. Turkey (Turkish) Turks 3. China (Chinese) Chinese 4. Germany (German) Germans 5. Hungary (Hungarian) Hungarians 6. Brazil (Brazilian) Brazilians 7. France (French) French 8. Poland (Polish) Poles 9. Argentina (Argentinian) Argentinians 10. Japan (Japanese) Japanese 		<p>T writes on the board 3 different sentences in Spanish: -Yo estoy feliz -Yo no estoy feliz -Estoy yo feliz? Ss write the 3 sentences and put names in each one: positive, negative and interrogative.</p>	
DEVELOPMENT	<p>T writes on the board the question "Where are you from?" and asks them the meaning. Ss copy the question and T says the two possible answer: -I'm from Mexico -I'm Mexican T asks the meaning of both and Ss write them in front. Ss copy a chart: there are the countries and the nationalities with different endings (American= an, Scottish= sh, Chinese: ese) Ss now, writes in front the country in Spanish. T checks de pronunciation and at the same time the meaning. T says a country and Ss say the nationality, then, T asks randomly to different Ss.</p>		<p>Ss pay attention in the <i>Useful phrases</i> box. T and Ss focus on expressions <i>I think...</i> and <i>I'm not sure</i>. T elicits their meaning and drills the pronunciation. T puts Ss in teams and sets them a time limit to do questions 1-4 in the quiz. (app 1) T monitors and checks that most Ss have finished before playing the audio for questions 5 and 6. Audio: 1.18 Question 5: Ss write the nationalities of the countries that they think the national anthem is from. Audio: 1.19 Question 6: T reminds Ss that the word for the language is the same as the nationality. Ss listen to the audio and letter the languages a-d. T checks the answers of all the questions and solve doubts (words meaning, extra info).</p>		<p>Ss copy a little chart in their note book (negative and interrogative form, verb to be). T elicits Ss to remember the meaning of sentences in positive form. Then, Ss writes the 3 sentences of the beginning in English: -Yo estoy feliz – I'm happy -Yo no estoy feliz – I'm not happy -Estoy yo feliz? – Am I happy? Ss practice answering the exercise 1B (app 2), Ss complete the sentences in negative or interrogative form. After they finish, Ss compare their answer with a classmate. T checks answers, getting Ss to read the full sentences. T solves doubts.</p>	
CLOSURE	<p>In order to practice: Ss in teams received letters (set of letters). T explains the activity: T says a country and they have to form with the letters the nationality of that country. The winner is the team which forms more nationalities correctly (T take notes of the points' teams)</p>		<p>Ss check to three sound pictures (<i>chess, shower, jazz</i>). T reminds Ss that the phonetic symbol in the picture represents the sound. T plays the audio once for Ss just to listen. Then T plays the audio again, pausing after each sound and sentence to repeat. T plays again it if it is necessary.</p>		<p>Ss answer a quiz of the same – and ? form. (app 3) T gives time and then, check answers asking randomly to different Ss. *If it is not possible, T collects the quizzes.</p>	
ASSESSMENT	Notebook notes and participation		App 1 exercises		3 sentences, app 2 and 3	
SKILL	Writing, listening, speaking		Listening, speaking, writing, reading		Listening, speaking, writing, reading	
RESOURCES	Flags, image, set of letters, audio, speaker		Flags, app 1, audios and speaker		Chart, app 2 and 3	
UNEXPECTED SITUATIONS	If I don't have material I...		If I don't have material I...		If I don't have material I...	

APP #5 PICTURE. MY JOURNAL. DIVIDED IN 5 PARTS: THE PROBLEM, WHAT I DO, WHAT I LEARNT? WHAT I WILL DO NEXT? AND REFLECTION.

19.

6^{to} semestre

OPD

IV

Docente:
Yadira Corral
Garduño

April, 2019.

THE PROBLEM

Since I was observing how the groups work, the level of English they have and the behaviour, I realized the misbehaviour some groups have: (2ndC, 2ndD, 2ndE). So, I decided to choose a main problem which I had to face: The classroom management. Because in the other schools (secondary), students were more disciplined and respectful.

WHAT I DID?

Analyzing my other teaching practices, I didn't have to face with misbehaviour, or students who I need to tell of or press to work and do the activities.

In this case the kind of personality I needed to have, must be more serious.

At the beginning I gave my rules clearly. I think that it is the most important part of have order and discipline in the classroom.

Complying with the rules during all the lessons and it is essential, don't make changes.

WHAT I LEARNT?

"Often teachers attribute these classroom misbehaviours to students' lack of interest in school contents, to wrong educational politics, to school and society permissiveness about misbehaviour and violence, and most of all to poor parenting" (Ding, Li, Li & Kulm 2010; Riley, Lewis & Wu 2012)

The first thing I learnt, having students (some students) with misbehaviour is that this kind of personality is the consequence of something. Students have this behaviour because of something. Because of...

- Lack of interest in the class, in the activity or learning English.
- Personal problems: they could be worried or thinking about something else.
- The way: Teachers or parents treat them (rules).

So, thinking that, it is serious that ss don't have the fault most of the times.

Taking into account the last aspects, I realized that it's not necessary being strict with the students. It is said that ss' reaction depends on T reaction too.

As a teacher I think that I lose a lot of time telling off students. And much more if I am acting as the same way ss.

For example if a student is angry I don't have to react like that. Or if ss are bored I change the dynamic showing my best face, motivated and then, achieve my ss feel motivated too.

WHAT I WILL DO NEXT

Now, my challenge will be continue not losing time telling off or get frustrated, because if the rules are clear at the beginning the activities are well-monitored and planned. The misbehaviour must be little, or less than the expected.

REFLECTION

"Busot, 1998; en su trabajo plantea que para administrar efectivamente el aula es indispensable que el docente establezca reglas que los alumnos puedan seguir, procedimientos (pasos que siguen para una actividad) y las consecuencias positivas o negativas que resulten cuando el alumno decide seguir o no las reglas"

So, it's important establish a plan to the ss and make them follow it.

Setting rules but also in my point of view, complimenting when students do a good job.

Very Good!

10

Reflection.

Now I can say that I am able to help my students to have more interaction during my lessons and learn how to work with others.

I know that they needed and it's helpful if it has digeneration.

"The students need to speak and be listened" (Kempster, 2011).


Comparing Well
Complimenting them

SAMPLES

PLAYING

ROLE

By...
...
...



APP #6 PICTURE. CASE STUDIES' DIAGNOSTIC TESTS.

STUDENT A

DIAGNOSTIC TEST
Student Name: Julia, 30th August, 3rd Grade, Group B

PART A: LISTENING
Instructions: Listen and complete the texts using the words.
sky / warm / sometimes / cloudy / rains / cold / dark / wonderful / lucky / sunny

VALENCIA
Valencia has (1) beautiful weather. In the UK, it often (2) drains. The sky is grey and (3) clouds. It's usually (4) cloudy and very cold in the winter. Here, in Valencia, it's usually (5) sunny and (6) warms. It isn't very (7) cold in winter and I often see clear, blue (8) sky. I love the weather in Valencia and I'm very (9) lucky to be here. Sometimes, only (10) once, I miss British weather.

PART A: READING AND WRITING
1. Read the paragraph. Choose a word from the box. Write the correct word next to numbers 1-5. There is one example.

LIZARDS
Lots of lizards are very small animals but some are really big. Many lizards are green, grey or yellow. Some like eating (1) spiders and some like eating fruit. A lizard can run on its four (2) legs and it has a long (3) tail at the end of its body. Many lizards live in (4) rocks but, at the beach, you can find some lizards on the (5) sand. Lizards love sleeping in the sun!

2. Write the letters to complete the words according to the images.

3. Read each sentence and write the word which fits.
pilot / journalist / magazines / photographer / astronaut

Example: People like reading these because they have stories with pictures on their pages. magazines

- The person flies a plane and usually wears a uniform. pilot
- This person brings a camera and takes photos of people or beautiful landscapes. photographer
- This person writes about news in a newspaper. journalist
- This person is able to visit the moon. astronaut

4. Look the number and write it correctly.

12	twelve
14	fourteen
23	twenty three
76	seventy six
98	ninety eight

STUDENT B

DIAGNOSTIC TEST
Student Name: Julia, 30th August, 3rd Grade, Group B

PART A: LISTENING
Instructions: Listen and complete the texts using the words.
sky / warm / sometimes / cloudy / rains / cold / dark / wonderful / lucky / sunny

VALENCIA
Valencia has (1) beautiful weather. In the UK, it often (2) drains. The sky is grey and (3) clouds. It's usually (4) cloudy and very cold in the winter. Here, in Valencia, it's usually (5) sunny and (6) warms. It isn't very (7) cold in winter and I often see clear, blue (8) sky. I love the weather in Valencia and I'm very (9) lucky to be here. Sometimes, only (10) once, I miss British weather.

PART A: READING AND WRITING
1. Read the paragraph. Choose a word from the box. Write the correct word next to numbers 1-5. There is one example.

LIZARDS
Lots of lizards are very small animals but some are really big. Many lizards are green, grey or yellow. Some like eating (1) spiders and some like eating fruit. A lizard can run on its four (2) leg and it has a long (3) tail at the end of its body. Many lizards live in (4) sand but, at the beach, you can find some lizards on the (5) beaches. Lizards love sleeping in the sun!

2. Write the letters to complete the words according to the images.

3. Read each sentence and write the word which fits.
pilot / journalist / magazines / photographer / astronaut

Example: People like reading these because they have stories with pictures on their pages. magazines

- The person flies a plane and usually wears a uniform. pilot
- This person brings a camera and takes photos of people or beautiful landscapes. photographer
- This person writes about news in a newspaper. journalist
- This person is able to visit the moon. astronaut

4. Look the number and write it correctly.

12	twelve
14	
23	
76	
98	

STUDENT C

DIAGNOSTIC TEST
Student Name: Julia, 30th August, 3rd Grade, Group B

PART A: LISTENING
Instructions: Listen and complete the texts using the words.
sky / warm / sometimes / cloudy / rains / cold / dark / wonderful / lucky / sunny

VALENCIA
Valencia has (1) beautiful weather. In the UK, it often (2) drains. The sky is grey and (3) clouds. It's usually (4) cloudy and very cold in the winter. Here, in Valencia, it's usually (5) sunny and (6) warms. It isn't very (7) cold in winter and I often see clear, blue (8) sky. I love the weather in Valencia and I'm very (9) lucky to be here. Sometimes, only (10) once, I miss British weather.

PART A: READING AND WRITING
1. Read the paragraph. Choose a word from the box. Write the correct word next to numbers 1-5. There is one example.

LIZARDS
Lots of lizards are very small animals but some are really big. Many lizards are green, grey or yellow. Some like eating (1) spiders and some like eating fruit. A lizard can run on its four (2) legs and it has a long (3) tail at the end of its body. Many lizards live in (4) rocks but, at the beach, you can find some lizards on the (5) sand. Lizards love sleeping in the sun!

2. Write the letters to complete the words according to the images.

3. Read each sentence and write the word which fits.
pilot / journalist / magazines / photographer / astronaut

Example: People like reading these because they have stories with pictures on their pages. magazines

- The person flies a plane and usually wears a uniform. pilot
- This person brings a camera and takes photos of people or beautiful landscapes. photographer
- This person writes about news in a newspaper. journalist
- This person is able to visit the moon. astronaut

4. Look the number and write it correctly.

12	twelve
14	fourteen
23	twenty three
76	seventy six
98	ninety eight

STUDENT D

DIAGNOSTIC TEST
Student Name: Julia, 30th August, 3rd Grade, Group B

PART A: LISTENING
Instructions: Listen and complete the texts using the words.
sky / warm / sometimes / cloudy / rains / cold / dark / wonderful / lucky / sunny

VALENCIA
Valencia has (1) beautiful weather. In the UK, it often (2) drains. The sky is grey and (3) clouds. It's usually (4) cloudy and very cold in the winter. Here, in Valencia, it's usually (5) sunny and (6) warms. It isn't very (7) cold in winter and I often see clear, blue (8) sky. I love the weather in Valencia and I'm very (9) lucky to be here. Sometimes, only (10) once, I miss British weather.

PART A: READING AND WRITING
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4. Look the number and write it correctly.

12	twelve
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23	Twenty three
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APP #7 AUDIO. TRANSFORMATION DRILL. STUDENTS TRANSFORM THE PERSONAL PRONOUN INTO A POSSESSIVE ADJECTIVE SAYING ALOUD SENTENCES.



APP #8 PICTURE. PICTURES: THINGS VOCABULARY.



APP #9 PICTURE. PICTURES: CHRISTMAS VOCABULARY.



APP #10 PICTURE. REALIA: THINGS VOCABULARY.



APP #11 VIDEO. IDENTIFY: STUDENTS IDENTIFIED THE PICTURES AND LISTEN THE WORDS' VOCABULARY IN ENGLISH.



APP #12 VIDEO. REPETITION: STUDENTS REPEATED THE WORDS' VOCABULARY AND IT WAS CLARIFIED THE PRONOUNCIATION.



APP #13 VIDEO. LOOK AND SAY: STUDENTS LOOKED AT THE PICTURES AND SAID THE WORDS IN ENGLISH.



APP #14 PICTURE. STUDENTS' BOOK: EXERCISE ABOUT THE VOCABULARY LEARNED.



APP #15 PICTURE. BIG PICTURE WHERE STUDENTS COULD IDENTIFY AND PRACTICE SOME WORDS.



APP #16 VIDEO. PASS THE BALL: FORMULATING SENTENCES USING THE VERB TO BE AND THE THINGS' VOCABULARY



APP #17 VIDEO. CHRISTMAS' VOCABULARY: STUDENTS HAD TO SAY THE WORD IN ENGLISH BY ONLY LOOKING AT THE PICTURE.



APP #18 VIDEO. REALIA: THINGS' VOCABULARY TO SAY ALOUD SENTENCES USING DEMOSTRATIVE PRONOUNS.



APP #19 VIDEO. CHRISTMAS VOCABULARY: STUDENT GOT CONFUSED WITH A PLURAL NOUN AND HE WAS CORRECTED.



APP #20 VIDEO. CHRISTMAS' VOCABULARY: STUDENT COULD PRONOUNCE CORRECTLY A WORD WHICH START WITH THE LETTER S.



APP #21 VIDEO. MY MODEL: DESCRIBING THE ENGLISH CLASSROOM.



APP #22 VIDEO. EXAMPLE 1 OF DESCRIPTION.



APP #23 VIDEO. EXAMPLE 2 OF DESCRIPTION.



APP #24 VIDEO. EXAMPLE 3 OF DESCRIPTION.



APP #25 VIDEO. STUDENT A DESCRIBING HER DOG.



APP #26 VIDEO. STUDENT B DESCRIBING HIS HOUSE.



APP #27 VIDEO. STUDENT C DESCRIBING HIS CAT.



APP #28 VIDEO. STUDENT D DESCRIBING HER SOCCER BALL.



APP #29 PICTURE. BIG DICE: PERSONAL PRONOUNS. STUDENTS FORMED AFFIRMATIVE/NEGATIVE SENTENCES IN PRESENT SIMPLE.



APP #30 PICTURE. BOARD GAME: FILL IN THE SENTENCES' GAPS. THERE IS MISSING A VERB IN EACH SENTENCE.



APP #31 VIDEO. 3RD C: STUDENTS PLAY THE BOARDGAME USING AFFIRMATIVE SENTENCES.



APP #32 VIDEO. 3RD C: STUDENTS PLAY THE BOARDGAME USING NEGATIVE SENTENCES.



APP #33 VIDEO. STUDENT A: HELPING HER CLASSMATES TO SPEAK BETTER.



APP #34 VIDEO. STUDENT B: CORRECTING HIS OWN MISTAKES AND SPEAKING BETTER AND WITH MORE SELF-CONFIDENCE THAN BEFORE.



APP #35 VIDEO. STUDENT C: SPEAKING FAST, WITHOUT HELP AND TRYING TO NOT MAKING MISTAKES.



APP #36 VIDEO. STUDENT D: MORE SELF-CONFIDENCE TO SPEAK, CORRECTING HERSELF AND PRONUNCIATION BETTER THAN BEFORE.



ASUNTO: Se asume responsabilidad

Atlacomulco, Méx., 7 de julio de 2020.

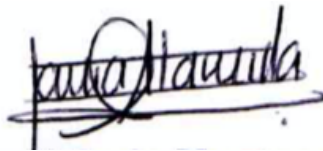
MTRA. ALEJANDRA VELÁZQUEZ MONROY
PRESIDENTA DE LA COMISIÓN DE TITULACIÓN
P R E S E N T E

Quien suscribe **C. Tania Valeria Montoya Alamilla**, 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: **“Enhancing the use of speaking skill through scaffolding strategies”**.

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



Tania Valeria Montoya Alamilla

ASUNTO: Autorización de Documento Recepcional

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

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 **“Enhancing the use of speaking skill through scaffolding strategies”**, de la **C. Tania Valeria Montoya Alamilla**, 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