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**The use of chunks to help third grades improve
their listening and speaking skills**

Ensayo

Que para sustentar examen profesional y obtener el
Título de:

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

Presenta

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Things always happen for a reason

Anonymous

I am very grateful first of all to my parents who were a special piece to conclude my career since at all times they showed me their unconditional support and always motivated me to finish what I once started. I also want to thank my husband for being part of this dream and for having been patient with me in difficult times. Likewise, I want to thank my assessor who with humanism leaves me great teaching to continue learning and fight to continue growing in all areas of my life. To all of you thank you very much and for you, it is this achievement more.

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INTRODUCTION

Speaking English allows you to broaden your world, from job opportunities to the ability to relate to people from every country. Having a good command of English helps us to have more opportunities in life, for example a career. We are likely to have more chance to find a good job or to get our business off the ground.

The English Language Centre (2018) rescue the “English is the language of science, of aviation, computers, diplomacy, and tourism. Knowing English increases your chances of getting a good job in a multinational company within your home country or for finding work abroad”. It is also the language of international communication, the media, and the internet, so learning English is important for socializing and entertainment as well as work.

The language could be better learnt only if the students learn it right from their elementary classes. It is only then a definite sequential pattern could be followed thereby which their communication skills could be improved. And that is why it is said that English language should be mandatorily taught right from the primary classes in school. A good foundation will certainly help the students to carve themselves into a person with better proficiency in the language which is the need of the hour today.

It is essential to lay a strong foundation as in most of the syllabus the lessons be it in any subjects are being written in English language and henceforth it is important for the student to understand the lessons clearly. Similarly say for example if a student wants to go for higher studies in another country, again English is the only language that is worldly accepted as a common way of communication. The general aim of teaching English in schools is to develop various abilities among the students like: Understanding what is heard, understanding what is read, expressing ideas in speech correctly and expressing them in writing as well. Once a student can excel in these abilities it could be understood that he or she will be in a state to communicate both efficiently and effectively.

Good English learning in the school level will help in making the students competent in this era of globalization. It will certainly help to bridge the communication gap between people of various other countries and there by bringing the whole world under one single roof. It is high time that innovative and new breakthrough strategies of improving the language learning method should be adopted by schools. Altogether it will help the

students to speak English language just like any other native speaker or develop the skill to communicate with others that is the purpose of this final paper that students can learn parts of Chunks as a way of keep in touch with the idiom.

The final paper is divided in three: the topic of the study that is The use of chunks to help third grades improve their listening and speaking skills, the first part is essential since it contains what is known about the Chunks, speaking and listening topic, in what context it is going to be developed, and why this topic is located in the first thematic line is also mentioned; In addition, the general purpose of this document is mentioned, which is to use Chunks to communicate with others by means of strategies that helped the students to develop the listening and speaking skills derived from it, their specific purposes, the questions as a starting point for research, as well as the methodology that is used since in this case it is qualitative and ethnographic in other words, that the trainee teacher will be immersed in the environment to observe and record the reactions, attitudes and how far the students who have been chosen as case study, these records will be written in the newspaper as well as the activities, strategies that will be brought to the classroom will be previously planned and written in the planning, which contains a specific section called Target language where the vocabulary will be found or even if the phrases to work each class, without losing sight of the fact that this section is important since it is the subject of study.

In the second part, the group that was chosen is described. It also talks about the 4 students chosen as case studies and what their characteristics are and how they influence the development of the study topic, as well as the activities that can be adapted to they taking into account their learning styles, the context in which they live, their level of English and what their progress in this research will be. This section also talks about the strategies that are carried out and the results that were obtained in each one taking into account the case studies where a process of reflection and analysis of them is carried out as part of the improvement in teaching practice.

In the last part, the final results will be concentrated, in other words, the conclusion of the results during the teaching practice and how the study topic was linked to the information

obtained, and in this section, it is complemented with a suggestions section as a way of improving teaching work and in turn provide better teaching-learning for students.

RATIONALE

Mexican education has been changing in the role of the teacher because now, the student is the center and he or she has to learn autonomously especially last year but we know that the goals of this reform could increase in English (SEP, 2017). Teaching English with a communicative approach is the goal where students can use the language not only knowing it. Now with technology we can suppose that our students could know English, but when we are in front of them, they are afraid because they do not know enough vocabulary that helps them to expose their ideas and also to listen carefully what somebody is asking them in this example teachers could identify the main problem that is the lack of vocabulary to express what they want and it involve the 4 skills: listening, writing, speaking and reading.

It is controversial because the PNIEB (2011) said that at the end of the middle school the students need to have a B1 level according to CERF (Common European Framework of Reference) and this level implies “students should have consolidated basic skills in the English language as well as the necessary knowledge in this language in order to be able to use the receptive and speaking skills and, eventually, to start using the written ones while participating in social practices of different communicative contexts” (PNIEB, 2017, p.106) and one of the basic needs founded in students is the lack of vocabulary facing various real situations through their diagnostic test, it was possible to recue that they can understand the language but they do not have the elements to respond adequately so this topic pretended to provide those basic bases with the use of chunks, using semi-fixed phrases, collocations, idioms to improve their speaking and listening skills.

It was important that teachers learn to use a variety of teaching methodologies in order to carter for the range of learning needs and requirements that are present within most class environment this is another reason why the search look for some methods that could provide a precise communication and auditory development since this allowed the student to assimilate the information quickly and be able to put into practice the language inside and outside of the classroom. Likewise, they could also awaken their motivation by knowing that something new is learning or if they already knew how to go the most complex.

The English Language Centre (2016) mention that “to learn to speak English is the best choice as it is the most popular second language to learn as well as the language of science, academia, aviation, the media, and the internet, where over 948 million users speak English” so the goal of using this topic: The use of chunks to help third grades improve their listening and speaking was that students could use the language orally, with structured sentences and appropriate vocabulary, since they were in third grade and these bases would help them to climb the language.

It was important for me to work in this topic and implement strategies that helped the students to improve their knowledge in the language using this information in the future, and see their progress by means of the strategies.

In general, in the four groups there were deficiencies in the speaking section filling of their personal information and specially in that where they had to answer about their favorite type of music and most of them did not respond to genre if they did not place the singer or song. For the remainder of the second part, a compression of the text was noted, not entirely by means of the answer they placed.

Also, in another section of the colors there were almost no mistakes except for spelling and only those who were deficient in terms of vocabulary were wrong. In the penultimate section no one had a good answer, some wrote the verb as it was without having previously read the instructions carefully, others wrote the verb in the present and the rest did it just to answer something. Finally in the last part of the exam, it was a listening they had to order a conversation, that was not difficult and the margin of error was small, however it was not ruled out that some students were confused when they did not completely understand the dialogue. So for that reason I choose the topic as way a way for them to have the basic tools to communicate in the English language working with speaking and listening through the Chunks that allows them to have a real idea of a conversation inside and outside the classroom.

PART I

THE TOPIC

OF STUDY

1.1 THE TOPIC AND THE CONTEXT

The theme that was developed in this document is The Use of Chunks to Help Third Grades Improve their Listening and Speaking Skills .the need of the students to develop oral communication and at the same time working on listening skill as a goal and that they could implement it within and outside the classroom, since today the learning of a second language is essential in any field in the student wants to develop.

Seen this way, the implementation of this theme adapted to the needs of the students, taking as reference Lexical Approach Method developed by Lewis (2000) and considering that the use of Chunks propitiating the learning of English and hope that they could consolidate at the end of the cycle or at least advanced to basic level.

The Secretaria de Turismo (2019) mentioned that “El Oro is one of the 125 municipalities of the State of Mexico, it had an area of 137,971 km² and whose municipal seat in the population of El Oro de Hidalgo”. It is located to the west of the state and limits to the north with the state of Michoacán and the municipality of Temascalcingo; to the south with the municipalities of San Felipe del Progreso and San José del Rincón; to the east with the municipalities of Temascalcingo and Jocotitlán; to the west with the municipality of San José del Rincón and with the state of Michoacán. According to the intercensal survey of 2015 it has a total population of 37 343 inhabitants.

The middle school where this final paper was developed is called Secondary School No. 0088 “Ing. Salvador Sánchez Colín”, it is located in El Oro, in the Hidalgo street snit is a Public School with a shift morning, it had 534 students, 25 teachers and those students were divided in 12 groups, each group was integrated by 45 students approximately, it had 12 classrooms, 1 library, 2 computer labs, 24 restrooms, 1 shop, 1 chemistry lab, 1 stationary, 1 teacher´s room and 1 principal room. It has a specific English classroom with a screen Tv, 1 table with 1 chair, 48 approximately armchairs, 2 furniture, 1 trash can and good illumination.

The English classroom has 48 seats, 1 bookcase, 1 table, 1 chair, 1 screen, 1 stand and around the walls images with a general vocabulary of the subject can be viewed, it is also set with flags and motivational phrases that allow them Students feel more

interested in classes, as this allows them more opportunities to make learning more dynamic and enjoyable by teaching the same things differently.

For example, through the screen, you can use videos, images, karaoke, and other online learning resources to change the daily life of the classes and in this way, we include most of the students taking into account their learning styles and likes.

On the other hand, the school as already mentioned is located in the center of El Oro (see appendix #1), which benefits the students in the first place because it is a tourist region and English-speaking people frequent these types of places in alternate periods, either, on vacation or just a weekend, which means that students can have contact with them and from there the initiative to work with Chunks as a means of communication with this type of people.

Secondly, although the institution has optimal learning tools, it is due to the arduous management and joint work carried out with educational agents, obtaining favorable results for students as they can meet their needs, it means if a student does not bring his material for the class and in the place where he lives there are no stationeries, in the time between class changes he can acquire it. In other words, it is a school that bets on the learning of teenagers from the infrastructure to the activities that are brought to the classroom.

1.2 INFORMATION BACKGROUND

The main objective of this section is to explain the difference between listening and speaking skills and to justify their importance in the language learning process and how was the influence of Chunks in these skills. To explain it, it had been divided into different subsections to have a general overview about the skills that were mentioned and their processes, the way of teaching English through them and their assessments.

Comprehending and understanding a language was necessary when students were learning a new language because people always need to communicate and interact with others in different moments or situations in their life.

Communication skills were divided in two: receptive skills and productive skills. Listening and reading were receptive skills while speaking and writing were productive skills. Receptive skills were these in which students receive and process the information but did not need to produce a language to do this like reading and listening, while productive skills require the production, for instance a speech: speaking and writing (Harmer, 2007).

Lexical Chunks

Chunks are groups of words that can be found together in language (British Council, 2006), these words can be together like fixed collocations or such as a grammatical structure that follow rules. It has the combination of lexicon and grammar because while students learn words (vocabulary) the grammar is going to insert those words in a correct way to form sentences to get an effectively communication.

Also you can find different types of chunks like collocation, idioms, verb patterns, grammatical structures, lexical phrases, set phrases, fixed expressions, semi-fixed expressions (Lackman, 2019) that conform part of the knowledge that students are going to learn and trainee teacher has to work in two skills: listening and speaking.

Chunks are located within the Lexical Approach in this case this method talks about using different strategies to learn a language where the student has to be immersed in the context, in this document it pretends to work with students that are not in the

context so they are going to learn and apply their knowledge in the language just academically.

Listening

Listening, is the skill of understanding spoken language. It is an essential skill, present in most of the activities we carry out through our lives.

Students were involved in various listening situations 65% to 90% of the time, but most students have little or no listening instruction. Little listening instruction may be due to the lack of preparation, time, or material. In addition, teachers may be uncertain whether they are good listeners themselves and may, therefore, hesitate to teach this skill “listening is a fundamental language skill, but it is often ignored by foreign and second language teachers” (Brown, 1997)

Listening strategies

Successful listening can also be looked at in terms of the strategies the listener makes use of when listening. The listening strategies help us to identify the purpose of the activity and it is important to know as a teacher what do I want that students learn with this listening, and carefully choose the strategy at the same time they have to catch the idea of the task.

Buck (1995) identifies two types of strategies in listening: cognitive and metacognitive. First the *cognitive strategies* that consist in the mental activities related to comprehending and storing input in working memory for later retrieval:

- *Comprehension processes*: associated with the processing of linguistic and non-linguistic input.
- *Storing and memory processes*: associated with the storing of linguistic and non-linguistic input in working memory or long-term memory.
- *Using and retrieval processes*: associated with accessing memory to be readied for output.

Second **metacognitive strategies** consist in those conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies:

- *Assessing the situation*: taking stock of conditions surrounding a language task by assessing one's own knowledge, one's available internal and external resources and the constraints of the situation before engaging in task.
- *Monitoring*: determining the effectiveness of one's own or another's performance while engaged in a task.
- *Self-evaluating*: determining the effectiveness of one's own or another's performance after engaging in the activity.
- *Self-testing*: testing oneself to determine the effectiveness of one's own language use or the lack thereof.

As we know to do a listening activity, we must follow three essential moments where it works with those types of strategies that depend on the purpose of the listening:

- I. *Pre-listening*: in this moment, the teacher contextualizes to students, it means to prepare them for the listening by means of questions, pictures, introduce vocabulary, etc.
- II. *While-listening*: here, students are ready for the listening, it can be an audio, video, song, conversation, or other media resources that involve listening, the majority of the times in this moment the students do something with the information such as filling the blanks, match the columns, catch the main ideas, etc.
- III. *Post-listening*: it consists fundamentally to evaluate the listening through the analyzing, the summarize with activities or strategies that involve those processes.

Types of Listening

Extensive and intensive listening

Different situations require different types of listening. In the classroom situation, students can improve their listening skills and gain valuable input by being engaged in the listening process through a combination of extensive and intensive listening (Harmer, 2007)

It is important to make the difference between “extensive and intensive” listening. The two types are described by Harmer (2007), he said that teachers have to provide students the perfect chance to listen to other speakers than their teachers “they help them to develop their pronunciation and acquire” (Harmer, 2007).

Extensive listening materials differ, they can be found from different resources such as recordings of stories, passages taken from books, television, radio... all the mentioned sources tend to treat spontaneous conversations, dialogues interviews...etc.

Creative teachers can recommend certain tapes and ask students to talk about the ones they have enjoyed the most. For the reason of encouraging this type of listening, students can be asked to perform a list of tasks such as:

- To record their responses to what they have heard.
- To assess the level of difficulty.
- To summarize the content of the used material such as a tape.
- To ask students to write their comments in a special comments' boxes to consult them and try to meet all the need of the learners.

All these tasks aim “to give students more and more reasons to listen, if they can share them information with colleagues, they will feel they have contributed to the progress of the whole group” (Harmer, 2004).

Consequently, extensive listening is an appropriate way for learners to be provided by extra chances for the reasons of constructing their linguistic bank.

Intensive listening

The other type of listening is the intensive one. It is practiced in everyday situations the ability of listen intensively is an essential part of listening proficiency. It refers to

the process of listening for precise sounds words, phrases, grammatical units and pragmatic units.

As far as intensive listening is concerned, it invites the students to meet different characters specially when real people are taking in real life situations, interact with speakers, interrupt them and why not asking for clarification this is what is named “live listening”.

“Live listening” is among the good ways to carry out intensive listening. It can take many strategies such as the teacher’s reading aloud to a classroom. Students dealing with this task listen to a natural spoken language of a written passage. In addition to other enjoyable activities like storytelling, conversations, and interviews (Harmer, 2007).

Consequently, intensive and extensive listening are two important ways to ensure the realization of listening in general and they have to be used appropriately by linking listening task in the way described above, opportunities can be provided for students using some of the language that occurred in the listening texts.

Speaking

Language is a tool for communication. We communicate with others, to express our ideas, and to know other’s ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with another.

The importance of speaking skills, hence, is enormous for the learners of any language. Without speech, a language is reduced to a mere script. We use language in a variety of situations. People at their workplaces, for example researches working or in a language laboratory, are supposed to speak correctly and effectively to communicate well with another. Any gap in commutation results in misunderstandings and problems.

The importance of teaching speaking

Talking as an interaction can mean “conversation” and describes interaction with serves as a primarily function. When people meet, they exchange meetings, engage

in small talk, etc. talking about education, teachers and students should be interested on using the language as a way to communicate it can be inside or outside the classroom because this is the main reason, we learn a language.

Strategies to teach Speaking

This information is provided by Lackman (2019) that proposes to work these subskills helping to develop an effectively speech focus as a teacher in these important components. An effective speaker can gain the attention of the audience and hold it till the completion not limited to one's professional aspirations. Speaking skills can also enhance one's personal life.

Sub-skills:

- *Fluency*: practice speaking with logical flow without planning or rehearsing-
- *Accuracy with words and pronunciation*: practice using words, structures and pronunciation accurately.
- *Using functions*: use specific phrases for purposes like giving advices, apologizing, etc.
- *Appropriacy*: practice using the language appropriate for a situation and making decisions about formality and choice of grammar or vocabulary.
- *Turn-taking skills*: practice ways of interjecting, eliciting an interjection or preventing one.
- *Relevant length*: practice speaking at a length appropriate to a situation.
- *Responding and initiating* practice managing a conversation by making responses, asking for responses, or introducing a new topic or idea.
- *Repair and repetition*: practice repeating or rephrasing parts of a conversation when they suspect that was said was not understood.
- *Range of words and grammar*: practice using grammar and/or vocabulary for speaking on a specific topic or for doing a specific task.
- *Discourse markers*: practice using words/phrases which organize a talk (e.g. firstly, secondly, on the other hand, to summarize).

1.3 THE TOPIC INTO THE THEMATIC LINE

In the book *Orientaciones Académicas para la Elaboración del Documento Receptional* (2002) that proposes three thematic lines: “Adolescents and their learning processes, Analysis of teaching experiences and School management and educational processes. In any of these lines, the central activity for the development of the subject is related to the teaching work that occurs in classrooms and in secondary school” (p.19).

The teenagers and their learning processes is the first line that demands that the trainee teacher put their observation skills into play, to interact with the adolescents inside and outside the classroom, talk with them, apply certain tools to explore their knowledge and it involves what are the learning processes they follow and how is the influence in them (SEP, 2002 p.19).

The analysis of teaching experiences is the second thematic line; it is about the experiences that trainee teacher has developed with one or more groups in the middle school in a specific content. The analysis was based on evidence produced in the classroom (student work, record, tutor observation, work diary) (SEP 2002, p.20). It allowed the teacher in training to assess their own achievements in the development of their professional skills.

School management and its educational processes is the last one and it talks about how the school influences the educational process and see that it can be improved according to the needs. The information search and analysis are oriented towards the work carried out in the high school where the trainee teacher carries out his intensive practice, therefore, it is important the students’ needs the type of information he needs and the most appropriate ways to get it, because it involved studying what happened in the classroom and at school (SEP, 2002, p.22).

The follow-up of the work of a small group of adolescents will help to find explanations about the ways in which school groups learn, the way in which the traits of teenagers are manifested in private students and the way it relates to the school content. Likewise, it will allow recognizing sections that the trainee teacher can carry out from the training or disciplinary field of the subjects of the specialty to improve students’ learning.

This follow-up also contributes to the development of skills and competencies in the future teacher that allow them to build together with teenagers' ways to interact with the group because of a common goal, where this topic was focused. The first thematic line was the best option to analyze how the students reacted to the situation and how were they engaged with the activities to develop speaking and listening skills using Chunks.

The topic of the study The use of Chunks to help third grades improve their listening and speaking skills is in the first thematic line since four students were followed up as case studies through observation, applying tools to explore their knowledge and at the same time how they learn and the relationship that this information with the topic knowing what is the impact of the subject on that selected small group.

Also, in this same thematic line, a process of reflection and analysis of the teaching work will be carried out, that is, whether to see if the activities brought to the classroom were functional or not for the students, in other words, if the teaching methods of the subject were adequate, also, for the case studies, what were the activities that they liked the most and with which they felt that they learned the most, what is the didactic material that adapts to them taking into account their learning styles, the context in which they live, their personality.

1.4. PURPOSES

1.4.1 General purpose

The general purpose was to use Chunks to communicate with others by means of strategies that helped students to develop the listening and speaking skills, working with the sub-skills that both have and hoping that they could use the different types of chunks outside and inside of the classroom.

1.4.2 Specific purposes

One of the specific purposes was to select strategies that helped students to developed their speaking and listening skills, because sometimes the activities were not selected correctly or they were not appropriate for the students' needs, so this purpose was to search and select strategies to achieve it and going from the basic to the complex.

The second was to practice chunks in order to developed students speaking skills, with this I pretend to helped students feel confident using their knowledge of the second language starting with simple phrases or words in order to gradually express themselves more fully.

The third purpose was to choose different type of lexical chunks that helped students to understand their listening skill, in every unit I pretended to reinforce specific vocabulary that allows students to improve their pronunciation and identify the information that the audio is talking about so that they could later know what they were being asked in a conversation or in another situation where it involved rescuing information.

The fourth purpose was to identify useful activities to interact with others, this purpose was related with the first but the difference is that the first one selected the strategies and this could identify them according to their usefulness to communicate something.

The last purpose was to recall previous knowledge that help students with the expressions or vocabulary in different contexts to use after practice it, and they could have more elements when they were speaking with someone.

1.5. QUESTION TO BE ANSWERED

Taking the base of Lexical Approach method but knowing that it applies to learn a language I considered the following questions:

- Which was the appropriate type of Chunks that allow students learn to communicate?
- What was the importance to combine Chunks in speaking and listening skills?
- How appropriate activities were selected for students to interact with each other?
- How previous knowledge influenced in the learning of speaking and listening?
- How could the student's communication process influence inside and outside the classroom?
- How to choose appropriate predeterminate phrases that help students develop the listening and speaking skills?

1.6. METHODOLOGY

1.6.1 Qualitative method

In the book *Qualitative Methodology: A Practical Guide* published in 2014 it says that “the qualitative method described in detail, , events, people, situations, behaviors, interactions that were observed through a study” (p. 16); and also annexes such experiences, thoughts, attitudes, that the participants experience or manifest; therefore, it was said that qualitative research refers to the qualities.

Considering that the qualitative method provided descriptive data of those impalpable aspects of the behavior of the students that have been selected as well as their attitudes towards the different situations.

The topic of study is within this methodology since four students are chosen as a case study, in addition to the trainee teacher participating in this research through interaction with the subjects being studied, and it is proposed to improve the practices of teenagers. In addition, the research question was selected, the topic must be interesting to maintain the commitment and interest of the teacher in training, it includes the place where the action was carried out and how it will access the participants, it is carried out in everyday contexts life and the strategies to use were determined, each strategy offers an objective perspective.

1.6.2 Ethnographic studies

To support the meaning of ethnographic study A. Giddens (2015) said “the direct study of people or groups during a certain period, using participant observation or interviews to know their social behavior” (p.17) it means that is a qualitative method where researchers observe and/or interact with a study's participants in their real-life environment. For which the following tools were used as information record to be analyzed later:

Observation (Interactive)

Photo / video documentation

Diaries, teaching material and planning

Use of mobile recording techniques

This study was developed while the trainee teacher was immersed in the environment where the problem was developed, being in contact with students to

learn more and interpreting the information collected through the tools already mentioned.

1.6.3 Case study

We have used the case study methodology proposed by Yin (1984). By using this methodology, the researcher can conduct its “a case study research can be single or multiple case studies, includes quantitative evidence, relies on multiple sources of evidence and benefits from the prior development of theoretical propositions research in its working context (Reis et al, 2010, pp 111-112). In other words, the case study was carried out by selecting four students as a sample to understand their external and internal factors related to the topic. The case study covered periods where strategies were put into practice and how these students react to them by registering in the journal.

1.7. RESOURCES

1.7.1 Lesson plan

This resource was fundamental for the study of this topic, since by means of it all the strategies used in a unit were foreseen, looking for everything that was planned to have a positive impact that contributes to the development of the students.

Then to put into practice such process, it was important to mention and to distinguish the elements of a lesson plan to follow the correct pedagogy, considering the sociocultural approach as part of a whole. It was necessary to catch students' attention and activate the learning process by explaining how and what they could achieve, also mentioning the use of target knowledge by recalling previous knowledge or background. Developing the didactic sequence means to introduce new information so students could understand, unite or combine and use it, so specific competencies could be reached and finally assessing the knowledge depending directly on the programmed evidences.

The planned activities (see appendix #2) had to spread the use of Chunks in their different types, in addition to the fact that they also had to go from the simple to a greater degree of difficulty and designing of a lesson plan required to consider elements that promote specific social practices, specific competencies, doing, knowing and being with the language, resources, assessment; this all could lead to help learners to organize, interpret and understand contents.

1.7.2 Didactic material

As a second resource was the didactic material, this could let me know what functionality it had in each class for the development of auditory and oral ability and with the use of Chunks. In addition to innovating it, to use it not only in a unit but also be flexible to reinforce phrases and vocabulary related to the research topic.

It was required to select materials and resources considering the topic itself and learning styles of students; for example the use of flashcards, word cards, videos, charts, posters, board games and worksheets for visual learners, and, material available to teach new vocabulary , while movement activities resources for kinesthetic ones; considering material that were used in real life situations; and mass or technological media for secondary level students and how they impact positively in its learning.

It was important to know that materials and resources play a meaningful role since they influenced students' outcome. The use of resources in the ESL classroom surely provided a more challenging instruction, more relevant and proactive teaching and learning process both individual and group practice especially when it comes to work with productive competences.

1.7.3 Journal

The journal was used as a record of each session and the progress that the boys may or may not have, this element was mainly characterized by the reflection and analysis of each class and was done in a reflective way and had as a goal that the trainee teacher improve his teaching practice as well as that of the students.

The Journal was an effective tool to learn about students of the same grade but different groups, same age but different knowledge and background of English language subject. All these was done by diagnostic tests, connecting knowledge to their school context, learning about their learning styles were some of the elements to reflect on the teaching practice, that all not only led to choose what the correct activities and strategies were but also to understand how to deal with teaching programs for them to acquire and learn the language.

The use of a journal allowed to register evidences about what was happening during the development of each lesson, also to reflect the results of the activities. In this case it was a useful tool to observe and write down successful and difficult aspects of students' performance since teacher modify the activities according to their needs and characteristics even when the lesson planning was the same for all groups.

PART II

THE

DEVELOPMENT OF

THE TOPIC

2.1 THE GROUP OF STUDY

The group selected where they were the four cases is 3rd "D". It had 45 students, 17 boys and 28 girls, the majority of them live in El Oro center, Tlalpujahua and towns near to the school, they liked listening reggaeton music, band music,, electronic music, among others, they were between 13-14 years old.

The 80% of the students came from families composed for their father and mother, the rest only lives with the mother or with another family member. The number of brothers and sisters they have ranges from 1 to 4, the 5% of them are kids and another 5% have more than 5 brothers or sisters.

The 81% of the students their parents were employees, 5% were independent workers and the rest are professionals. On the other hand, what is reflected in some boys who were already visualizing for the future and who career they want to study, most of them were positioned in something related to the mathematical field: engineering, or others also said that they wanted to be teachers, doctors, lawyers.

The students argued that the relationship with their parents was good and they maintain communication with them, however, there were no cases where the students live only with the mother and do not live with their father.

As for the task that are difficult for them to do in school, the mentioned that they translated ideas into a graphic organizer, solve mathematical operations, make summaries are some of them and that in their totality they attend this space for the conviction of learning.

Students' favorite hobbies were reading, listening to music, playing online, watching television, drawing, and playing sports. The perception they had of themselves was that they were friendly, shy, pleasant, lucky, and funny, which were the qualities that stand out the most.

Regarding learning styles, it is worth mentioning that a multiple intelligences test was applied by H. Gardner (1983) in which he says that we all stand out in a special way in some particular area, these innate abilities allow us to be better or worse in the performance of certain tasks and identify eight different types of intelligence: linguistic-

verbal, logical-mathematical, visual-space, musical, corporeal-kinesthetic, intrapersonal, interpersonal and naturalistic.

The results of this test were applied to the 45 third grade students in group "D", in which 19 students with intrapersonal intelligence stand out, this means that they have the ability to understand themselves and use this knowledge to operate effectively in life, secondly are 15 students with interpersonal intelligence, which is the ability to interact and understand people and their relationships, and thirdly, naturopathic intelligence with 11 students with the ability for scientific thinking, to observe nature, identify patterns and use it productively.

On the other hand, the intelligence in which 17 students stand out the least is in linguistics, this means that they need to develop the ability to use oral and written language with an advanced command, as well as to respond to it, and secondly, With 10 students, he finds musical intelligence where he describes the ability to know how to use and respond to different musical elements (rhythm, timbre, and tone).

Taking into account the previous results is the way in which the activities that were carried out in each class were planned, an interesting fact is that the students, as shown by the intrapersonal and interpersonal intelligence, are that, they learn first individually and then what they learn. They do as a team and this was one of the strengths that I found in the group and where various playful activities were applied where I realized that they thus learn the language through games and specific tasks.

2.2 STUDENT'S PROFILES

2.2.1 STUDENT A

Student A is the first one that I choose, he is a man, he was born in Atlacomulco, Méx. On April 16th, 2005, he is 14 years old, he has only a brother, he is the oldest, he lives with their parents and his brother and he lives in El Atorón. His relation with his parents is good although he has more confidence with his mother, he has communication with them, before going to school he has breakfast, he eats 3 times a day, he admires his parents for all the things that they have achieved.

He has a specific place to study in his living room or in a big table, he likes to learn with games or in a visual way, he enjoys the funny lessons and he hates lesson with noise and disorder, he considers himself a person who can do anything. Also, he has hobbies like watching videos or playing soccer, his favorite program is Fox Sport, he likes listening to all type of music, he is afraid of being alone, he likes sports.

He is a sporty person, he is a nice person, he is a loving person, he is kind, he is competitive, he is sometimes desperate, he is supportive, he has 2 best friends that are in the same group, he likes going to school because he enjoys learning. Also, he practices football soccer and taekwondo. He searches some qualities for his friends, they have to be friendly and reliable, he does not like hypocrite people and he considers that the most beautiful thing that has happened to him was to be born healthy and meet his family. He is still thinking what carrier will study, one option is physical education teacher. He had last year English average: 9.3 and general average: 9.1, he had the intrapersonal and interpersonal intelligence more developed, he had in the diagnostic test 3.4 (see appendix #3) and he had A1 English Level according to the Common European Framework of Reference.

2.2.2 STUDENT B

Student Bis a man, he is 14 years old, he was born in Atlacomulco on November 10th, 2005, he does not have sibilings, he is the only one, he lives with his parents but he has more communication with his mother and he currently lives in San Nicolas Tultenango. He has a place to study, it is a room made of wood with books and a computer, he has breakfast before going to school, he eats 3 times a day.

He likes playing basketball and soccer, his favorite serie is sex education, he likes listening to music in English, trap and a little bit other genres, he is scared of die, he considers himself like a funny person and attractive. He is still thinking what carrier will study, also he likes learning with technology such as apps, platforms, the things he enjoys when he is at class working by teams and they are funny. Something that he does not like is that he has his friends with him, because they are very talkative, and he gets easily distracted.

He likes going to school because he enjoys when discover something that is interesting, he does not enjoy monotonous classes and with too much information. His best friend is with him in the same group, he tries to show his supported all the time, the qualities that he searches in a person to be his friend are that he or she has to be nice and athletic, he hates hypocrite people because he does not like having problems after, the cutest thing that happened to him at this stage of his life was to meet a girl. He had last year English average: 9.3 and general average: 9.2, he had 6.1 in the diagnostic test (see appendix #4), his intelligences more developed were mathematical logical, intrapersonal, and visual space and he had A1 according to the Common European Framework of Refence.

2.2.3 STUDENT C

Student C has 14 years old; he was born on January 10th, 2005 in Atlacomulco, he only has a sister, he lives with his parents and his sister in La Bombita, El Oro, he is the oldest, he has good communication with his parents although he feels confident with his father. He is charismatic, humble, and special and he does not like the dark spaces; he considers himself a funny and nice person.

His favorite hobbies are playing soccer and playing videogames like free fire, his favorite program is Fox Sports, he loves playing soccer and he considers that he has that ability to play it, he enjoys listening to English, reggaeton and electronic music, he has four best friends that are in the same group. The qualities that he searches in the people to be his friends is that they must be nice and that be when he needs them, he dislikes smug and troubled people.

He goes to school because he wants to have a carrier, he has a pace to study in his bedroom, he has some school difficulties like he does not like doing summaries and homework, he likes learning when somebody explains him, the thing that he enjoys in a

class is the activities and the thing that he hate is when the classes are boring. He wants to be an engineer, soccer player, lawyer, or doctor. He had last year English average: 9.3 and general average: 8.6, in his diagnostic test he got 4 points (see appendix #5), his intelligence more developed was natural and he had A2 according to the Common European Framework of Reference.

2.2.4 STUDENT D

She is a girl, she was born on August 2nd, 2005 in Atlacomulco, she has one brother and three sisters, she is the second daughter, she currently lives with her mother in El Oro, her parents do not live together, she has close communication with her parents. She has a place to study where it has a desk with flowers and books.

Her hobbies are listening to music like 80's and 90's music, reading and check curious facts, her favorite program is Fox Sports, she likes playing basketball, she is scared of missing her beloved ones, she has the ability to decorate things, read and study. Her best friend is in the same classroom, she considers herself a nice person with strong character.

The qualities that she searches for a person to be her friend are that they have to be polite, nice and they have a good personality, she does not like to be with hypocrite people or with those who speak ill of someone.

Her dream is to have a profession, she likes learning with colors, she dislikes the less boring methods she means that teachers did not try to do something new during the classes, they used the same activities, the same strategies, and she enjoys the innovate classes, she wants to study chemobiological chemistry or doctor. She had last year English average: 10 and general average: 10, she got 6.1 in the diagnostic test (see appendix #6) and her intelligences more developed were interpersonal, body-kinesthetic and visual-space and she had A2 according to the Common European Framework of Reference.

2.3 THE TEACHING INTERVENTION STRATEGY

2.3.1 SITUATION I

“Being for the end”

UNIT IA

LEARNING ENVIRONMENT: Familiar and community

SPECIFIC COMPETENCY: Express oral complaints about a health service.

SOCIAL PRACTICE: Understand and express information related to goods and services

PRODUCT: Telephonic complaint voice mail

ACHIEVEMENT: Establishes the motive or reason for a complaint

DATE: From September 23rd to October 18th

HOUR: 11:10 am – 12:00 pm

GRADE: 3RD **GROUP:** “D”

BACKGROUND

This product was developed during 6 classes, where the content was distributed in each class for instance: common vocabulary that is used in a hospital, a listening about complaint and the parts of it, then the common complaints in a hospital, sentences to make a complaint and solutions for the problem. All this information helped them to do their own complaint obviously they practiced it with different activities.

DESCRIPTION

The class was interesting because before they did their own complaint, we remember some words like: hospital, nurse, x-rays- bathroom, waiting room, prescription, patient, ambulance that help them to do the task by means of a power point presentation where the steps for doing a complaint were included. In the first slide it had the points of a complaint such as greeting, introduction (reason for calling), say your complaint, conclusion (solution for the problem) and closing (contact information).

Harmer(2007) said that “extensive listening helps students to acquire vocabulary and grammar” (p. 302) so the teacher took up the example (listening) where they classified the information by means of a chart that it was divided on 4 parts (background-describe

the situation, body-motive or reason for the complaint, solution and closing) previously they listened and completed with the following words, hospital, Thank, afternoon, complaint and telephone, those words helped to identify the parts of the complaint.

Then in the first point -greeting- I asked them: tell me all the greetings that you know for example, hello, in the listening it says good afternoon, they started saying: “good morning, good night, hi”; in the second point also the teacher asked them “What are the phrases to do a complaint? For example, the teacher have to make a complaint, after that the teacher repeated the same question but in Spanish “Cuales son las oraciones que utilizamos al inicio para hacer una queja” With that little clue, they could answer “there is a big problem, the teacher would like to make a complaint; in the third point the teacher said “tell me, some complaints”, one student told me “complaint? Osea como profa”, so the teacher repeated the instruction in Spanish “cuales eran las quejas que vimos?” using the example of the listening, the teacher said “what was the complaint of the listening” they researched on their notes and told me “Oh, que el baño estaba sucio”, the teacher answered “yes, but in English”, they said “the bathroom was dirty”, the teacher repeated the instruction “tell me other complaints”, they mentioned “the doctor arrives very late, the nurse was rude with patients, the hospital lost my x-rays results”.

In the fourth point the teacher said “tell me the solution for the complaints, that last class we studied” they felt confused, the teacher had to repeat the instruction “yes, for example Apology, what does apology mean?”, they responded “Disculpa”, the teacher asked “tell me others solutions” with the example they could answer “refund, improve the service”; last point the teacher asked them “how the listening finished?” they said “thank you, teacher” the teacher repeat the instruction clarifying what part specifically the teacher was looking for “si, pero antes del thank you, que habia” so they again searched on their notes, they answer “como iban a contactar a la chica”, perfectly we reviewed that part in English that it was “Please contact me by phone. My telephone number is Thank you” this brainstorm helped me to know in each point how much the students were encouraged with the topic, although as you can see, the teacher had to give them some examples or repeat the instructions in Spanish.

All the points were mentioned, and they said to the teacher their ideas about each one. After that the teacher told them to “take a pencil, eraser, to make a complaint” like the listening example and suddenly the teacher put on the board a set of phrases in disorder considering the five parts. During the process, they had on the screen the parts of the complaint, each one in different color and on the board a set of phrases in disorder like good morning, I want a refund, I have a complaint to make, the nurse was so rude with patients, hi, I want an explanation.

To start with the first part they had to choose a greeting but in this part they had troubles because they did not understand the meaning of the word, so one student asked me “teacher, que es greeting”, the teacher asked him “listen to me, hi, hello” after that other students mentioned more examples: good afternoon, good night. In the next part, they identified quickly the place where they were going to be so only they need to help to write in past and the teacher gave them a little feedback about how could they refer the time in past talking about days, months and years, writing on the board ,when they caught the idea they could finish it. The teacher really enjoyed this part because most of the students could quickly choose one complaint and she helped the students who has low English level.

Also, the students corroborated the sentences that they wrote with that of their notes, she told them that the complaint had to be congruent with the possible solution so at the same time they were thinking in the possible solution, here also they had troubles because although they had notes, they were confused with the words like refund, apology and improve, but working near a classmate helped them to clarify their doubts like these.

During all the process to do their own complain I was like a guide because in each part the teacher solved their doubts checking the draft and about that Harmer (2007) said that “before we ask students to take part in a spoken or written activity we may check their knowledge of key vocabulary and help them with phrases or questions that will be useful for the task” (p.278) so at the end the teacher showed an example to form their complaint, and the most of them only had miss spellings, each student received feedback about their draft in order to do it correctly and we practiced the pronunciation of the vocabulary that they included in their complaint.

When they presented their product the majority of them had less errors in pronunciation the most common were: arrived, rude, dirty, apology, the teacher look forward to hearing from you to solve the problem, refund and I, the message was clear in some of them although they have to work in those words and Beckley (2015) notes that “, the aim should be to acquire a ‘listener friendly’ pronunciation – one which listeners can understand without effort and which can be used to make meaningful conversation possible” (. 126).

The task-based approach helps the students to do their own complaint but at the same time taking up the phrases that previously the teacher worked during 6 classes such as “Good afternoon! My name is....., I have a complaint to make, There is a big problem, I have to make a complaint, I want a refund or an explanation, You should improve your clean service” but also to introduce a new phrase “I look forward to hearing from you to solve the problem”. When the teacher evaluated their complaint, the teacher could perceive that some of them did not change the wrong things such as “mi-my” “hering-hearing” although previously they checked with me.

ANALYSIS

The four students “A, B, C and D” were working in different rhythms, but first It is turned to talk about the student A. He was confused when he saw the phrases to do this complaint, because he was asking for the meaning of each phrase and he said:

Student A: Teacher, todo eso vamos a hacer

Teacher: Yes, pero está fácil

When the teacher gave that answer his attention was better than at the beginning, the part that he got troubles was in the second where he had to detail the complaint, mentioning the date, the space where he was, and what was the complaint asking a lot about how to linked the sentences:

Student A: ¿teacher, puede repetir que significa Yesterday?

Teacher: Ayer

Student: teacher, como se dice sala de espera

Teacher: waiting room

Student A: ¿Me puede volver a decir qué significa the nurse was so rude with patients?

Teacher: Ok, pay attention to the image, what is she doing?

Student A: ¿cómo gritándole no?

Teacher: Perfect, it is when a nurse is disrespectful with patients, for example, Jeshua is so disrespectful with Diego

Student: Ya, ya entendí, que la enfermera fue muy grosera con los pacientes

During the activity the student A all the time tried to corroborate that his sentences were good with a classmate (student B) who is very good in English and also with my help checking his work and also saw how he was doing his product.

When he presented his final product, he was nervous because he was not sure about the pronunciation although previously, we practiced it.

In the meanwhile, the student B saw all the phrases, he selected quickly the phrases that he was going to use, he memorized his complaint for the final presentation also he stood up to review his draft. He was excited to present it.

On another hand, the student C had a lot of troubles because he was confused, and he stood up many times to ask about the vocabulary with his classmates:

Student C: ¿qué es arrived?

Classmate 1: que llegó tarde

Student C: que quiere decir la ultima frase (I look forward to hearing from you to solve the problem)

Classmate 2: que espera tener noticias de cómo se resolvió el problema

When I saw his draft, he had only spelling details, the order of the complaint was good, he took advantage of the classmate 1 who is very good in English in order to practice the pronunciation of the complaint, although he practiced a lot, he was nervous when saying his product but I could understand the idea.

The student D also was worried about the product, because she considered that she could not do it, but she was doing his draft carefully checking her notes of the vocabulary, when she finished, the teacher checked it and only had spelling details.

So, it is important to take the points of this strategy according to the four cases:

Student A: he was aware of this product it was important because he could notice how much he learned during the classes, also he had some troubles he could solve them with the help of the student B, improving his pronunciation and also he could feel motivation for his little progress presenting it in front of the group. Also, the listening helped him to visualize in a real context and it allowed him to return that information for the final product (see appendix # 7).

Student B: he linked all the information from the beginning, in the listening activities he showed all the time interested in the topic because he had all the answers correctly and he was participative during the lessons. When the teacher checked his draft, he only had spelling wrongs and he prepared to present his product. This strategy allowed him to feel self-confident using the language to continue learning more about English, he only had one mistake in a word during his speaking (see appendix #8).

Student C: he felt insecure when he presented his complaint, he had problems in pronunciation in the following words: yesterday, arrived, late, apology forward, hearing and solve, the message was good; it allowed him to participate in front of the group without grief during his speech I could see that he made an effort to remember the pronunciation of some words (see appendix #9).

Student D: she did very good her product because she checked all the time the words that she was writing, also she felt motivated when she stood up to check her draft. During her presentation, she was self-confident, she did not have mistaken because she was preparing her product, the only thing that I recommended was to speak a little bit fast to give cohesion to the speech (see appendix #10).

REFLECTION

The set of phrases helps students to learn English as a way to use in different situations and they have sometimes been called "word equivalents", and it has been postulated by

A.I. Smirnitsky (1986) that the vocabulary of a language consists of words and word equivalents (word-groups), similar to words in so far as they are not created in speech but introduced into the act of communication ready-made (page. 167).

I consider that the strategy was a good chance to use all the information of each class, I could better also my teaching practice it gave me the chance to use the Tasked based approach to achieve the product of the unit (Complaint about health service), I learnt that the use of a good teaching sequence helped me to carry out students step by step recycling the same vocabulary because I could see that some words of that vocabulary were difficult for them to remember however I felt happy when I checked their woks, in the way that if the students worked in the same line they could get good results.

According to the results I will implement other activities that help them feel more self-confident using the language but although they had some mistakes their speech was understood. One thing that I felt surprised was to see the shy students trying to do their product supported for their classmates.

Also, I could implement other activities to better it and organize a little game to review the content after the product.

2.3.2 SITUATION II

“TODAY, I WOKE UP HAPPY”

UNIT IB

LEARNING ENVIRONMENT: LITERARY AND LUDIC

SPECIFIC COMPETENCY: READ SUSPENSE LITERATURE AND DESCRIBE MOODS.

SOCIAL PRACTICE: READ AND UNDERSTAND DIFFERENT TYPES OF LITERARY TEXTS FROM ENGLISH-SPEAKING COUNTRIES

PRODUCT: EMOTIONARY (INVENTORY OF EMOTIONS)

ACHIEVEMENT: WRITES OPINIONS REGARDING MOODS

DATE: OCTOBER 21ST

HOUR: 11:50 AM – 13:40 PM

GRADE: 3RD **GROUP:** “D”

BACKGROUND

The product was developed during 4 classes in the first class they used the emotions like scared, happy, embarrassed, shy, in love, sick, surprised, excited, confused, angry, confident, sad using the following prompt: Today, I feel _____ the purpose of this class was to contextualize the topic to after recycle those words in different situations.

The second class consisted in adding new vocabulary for instant types of movies: romance, action, war, horror, adventure, family and related with examples of those movies, this class helped students to match the emotions according to the same examples or different using the prompt: When I watch_____, I feel _____.

The third class talked about genre of music using songs of singers like Camila Cabello & Shawn Mendes, Alan Walker, Sean Paul & Dua Lipa, J. Balvin & Bad Bunny, Imagine Dragons, Ariel Camacho, El Beбето and Fake Blood and also at the end of each class they wrote examples recycling the emotions and using the following prompts: When I listen

too _____ music, I feel _____ and When I listen to _____ by _____, I feel _____.

Also, the teacher showed the example of their final product that it was a roulette, it was going to have the 12 emotions and four circles with the personal pronouns: I, He, She and one name whatever they want.

DESCRIPTION

The final product (see the appendix #11) activity was to ask them the emotions by means of the question How do you say ____ in English? Randomly the teacher gave participations and told them: please, pick up your roulette and open your notebook while the teacher was writing on the board the questions that they were going to use and how they had to answer: How do you feel? I feel _____, How does he/she feel? She feels _____, He feels _____ and How does Mike feel? Mike feels _____.

After that the teacher explained those questions using her own roulette and the same, they answered according to the emotion and the question, they had to put attention in the personal pronouns, for instance, the teacher asked: How does she feel? They answered: She feels sick; I did that like 4 times in order to catch up how the mechanic would be for later, also the teacher asked them If they have questions and nobody answered so they took notes.

When they finished the next activity was to write 9 sentences (3 of the first, 2 of the second, third and fourth structure) also using their roulette like the teacher did. Some students did not bring their roulette so, they did their sentences with the emotions that they had on their notebooks. While they were doing their sentences, the teacher noticed a student who was not doing anything and the teacher told him: come here please and the teacher had to explain the activity in Spanish, the questions were on the board and the how he had to answer that helped him to understand more the activity besides the teacher did it with him; he spilled the roulette and when it stopped the teacher asked him randomly How does he feel? He felt confused and the teacher had to repeat the question and pointed, after that he looks at the answer and the emotion, he could tell me He feels sick, we did this like 4 times with different emotions and then he could follow the activity like his classmates.

Consequently, the teacher performed the final activity with a classmate, only using the questions: How does he/she feel? How do you feel? How does Mike feel? I asked randomly and after she asked me in addition, they choose a partner who was not her or his friend to do the same whereas I was monitoring, the classmates who did not have their roulette had to ask and share their answers, the teacher could see that between them it was corrections and help when their pair was in trouble. Finally, the teacher stamped their notes and choose some pairs to perform the last activity and gave them participations.

ANALYSIS

The fourth purpose was to identify useful activities to interact with others therefore, these activities developed help the students to go step by step in order to prepare them and be ready when they have something to say and also work by pairs allowing them not to feel shy as Jones (2007) addresses that “it is expected that pair work makes students feel more comfortable to exchange ideas with others” he also mentions that students do not feel shy and can share more personal thoughts and experiences in a pair than they would do in groups. Furthermore, he believes that group tasks can arise arguments as different people share different opinions and it tends to create disagreement among participants.

As you could see the strategy was divided in 3 activities: the first one asking them about the vocabulary in order to contextualize them and also practice the pronunciation of them, the second was to perform the activity with their help then they could write the sentences to practice individually and finally when they choose their partner to interchange the emotions.

The first activity was productive because through it, students who were deficient in remembering some emotion took advantage from those who have a high level and that usually responded correctly, this allowed them to reinforced their previous learning in addition they had the opportunity to answer the easiest Ones by themselves.

The group is competitive this allows to have their attention and gain participation as many times as they can, these types of activities were regularly implement since with them I can see how much vocabulary they were learning.

Another activity that helps me is to take the example of what I want them to do first, so I optimize the time by repeatedly explaining that I have noticed that they learn better through the examples, that is why this activity consisted in writing 9 examples of what we had already reviewed together. The purpose of writing the sentences was to prepare them for the last activity that was a speaking and so they would acquire greater certainty of what they were going to say and also prevent them from knowing at the time their partner asked them since in their notebook they already had some sentences written and could use them.

I considered the last activity very productive since carrying out a speaking activity with a large group most of the time is complicated but if the objectives are well laid out from the beginning of the class the results will be satisfactory. Another interesting thing that I could notice is that by working in pairs there is also feedback between themselves since when I was monitoring, I could listen when a student corrected another without offending her or making her feel bad and it also reinforces the learning and works with the memory.

As for the 4 case studies, I will explain how this strategy impacted on them:

Student A: the work with a student in which there has been an advance in the language. At the beginning of the first 2 activities, student A did them without a problem, following the same sequence as the others, and when in doubt he did not ask me directly if he did not rely on his classmates who were next to him. The part where this student showed a little more problems was in the last one since when asking the questions, he was confused between He and She also added the S in the feel. However, the one who worked with the aforementioned student favored to gradually correct this small error and the other one, this was showed when they present it in a group and it was expressed clearly .

In the case of student B: like student A, he chose to be with a partner who has a high level in the language, this favored both of them since they develop a good job being together since, they are supported when there are doubts. In part one they forgot to say the sound to the S in the feels when he was asking the third person and give the more in the answer, however, those small details were polished with greater practice.

On the other hand, student C: presented severe difficulties in not identifying personal pronouns which cost him more work in the last activity, although in the first he seemed to be in the same harmony as his classmates when developing the activities however although these were fine, the problem was that his partner did not help him enough to practice and that caused him to be confused with the pronouns: I, He, She, and at the moment they asked him, it was difficult to identify the personal pronoun with which he was going to respond, that means, if the question was How does He feel ? he showed confusion to answer and used a different pronoun than the one in the question.

Seeing the situation, he had to carry out a joint work with me where I showed him the example once more with his partner, supporting me with his aim after I let his partner ask him once and vice versa in such a way that he felt more secure Additionally, what helped him the most was to see his other classmates presenting their questions and answers using their roulettes in front of the group since that way he reinforced his knowledge.

The use of Chunk in these activities were prefabricated patterns that consisted in “the strategy of acquiring formulaic speech is central to the learning of language” R. Nattinger & S. DeCarrico, 2001,. 25) in another words it means that using sentences with their respective answers allowed in a long time to use it in a fluent conversation. I could say that it helped them to learn them feel confident after doing a role play.

Before, I did not work in pairs because I felt that the group was not going to do the homework well, but this time it was a good opportunity to reinforce previous knowledge and also the classroom environment was key since it allowed students to work in that way due to because they were relaxed and had a good attitude. As I mentioned in the last activity, they gave me the space to see those who understand and those who may need additional support and in this case, working as a couple "provided an almost natural situation for exchanges such as questions and answers, suggestions and reactions, opinions and arguments " (Haycraft, 1995, p. 82).

REFLECTION

Something that taught me this strategy in a meaningful way was to reinforce the work of grammar inductively and at the same time implementing it within an activity of speaking and listening in turn, since attention was required to pronouns to respond.

The way my students work also improved since peer work gives more confidence in the sense that if they make a mistake they can do it with a classmate as opposed to group work in which they fall to point to the person who were wrong, what happened in the case studies that also depend on the person with whom they work since it can make them improve or stay the same and as a trainee teacher the work does not give great result if it is the last option to choose someone.

According to the results obtained, the questions can be made even more complex by adding the genres of music and the types of movies and can aspire to an impromptu conversation considering the elements of personal presentation.

One of the things I learned from it was to trust the work to my students, despite the level that they have since I know that I needed to give them greater security and confidence to perform and in that way a satisfactory job was obtained.

Another thing that I could improve in this strategy would be to implement more questions so that the students already made a conversation but those questions were quickly prepared previously and, in this way I would know how much they have learned.

It could also improve peer work but now I can train them, and so those of low level can receive help from students who have better language learning.

2.3.3 SITUATION III

“LET’S GO TO PLAY”

UNIT 2 B

LEARNING ENVIRONMENT: FAMILIAR AND COMMUNITY

SPECIFIC COMPETENCY: SHARE EMOTIONS AND REACTIONS CAUSED BY A TV PROGRAM

SOCIAL PRACTICE: INTERPRET AND EXPRESS INFORMATION PUBLISHED IN VARIOUS MEDIA

PRODUCT: ORAL PRESENTATION

ACHIEVEMENT: EXPLAINS MAIN IDEAS THROUGH AN ORAL EXCHANGE

DATE: JANUARY 14TH

HOUR: 9:10-10:00 am

GRADE: 3RD **GROUP:** “D”

BACKGROUND

The product was developed in 6 classes, the oral presentation was a Quiz Show but in the first one it was to introduce the topic implementing the vocabulary of TV programs such as, wildlife documentary, talk show, soap opera, cartoon, talent show, sport programs, the news, quiz show, weather forecast, music programs, commercial, talk show and reality show, in the second class consisted in seeing what was the Mexican tv audience and the International and they met the meaning of each symbol that they could see in the tv for example AA kids, A general public, PG parental guidance. The third class consisted working 1Wh questions to after build the questions and they could identify them. In the fourth class they constructed their questions first in Spanish and then they do it in English, they answered those questions in a short form and when the questions were correct, they had to share them with their classmates.

In the fifth class, the time was not 50 minutes because of the organization of the school, but the time was enough to students pasted all the questions on their notebooks in order

to study each one per teams, there were 9 teams with different subjects: geography, math's, art, English, Spanish, sports, technology, music and history. In addition, each organization team internally wear a different garment that distinguishes them from the others.

In the sixth class was the presentation of the project, all the effort to earn points is put into play, before starting the dynamics each team had their garment or object that they were going to carry checked and immediately they settled according to the order that was on the board, for this the holistic evaluation was considered taking into account from the elaboration of questions to the presentation of the same in that class but beyond what how they behaved while working with their other classmates, which was reflected in the presentation with the teams who, despite not having a good pronunciation, tried it and still the other members supported them.

DESCRIPTION

The order of the teams was written on the board and they were also passing, in addition to finding them sitting in small circles, the activity was divided into three moments: in the first, the teacher explained how it was going to be done, the second was to do it and the third to count the points they obtained per team and deliver their rubric (see appendix #12).

As I mentioned earlier, the activity in which the boys used previous knowledge of the language in addition to adding unknown words was when presenting the Quiz Show. It is worth mentioning that each team gave a certain percentage to the elaborated questions and each one had to ask a question, not only to the same person. The dynamic was that each team had to choose a member to pass and turn the roulette, according to what the roulette marked the other teams asked the student who was standing if he did not know the answer, He gave his team the opportunity and if they did not know the answer either, there was a theft of points for the other participants.

The first team to go was the art team and who asked the question was the music team Who sings the song "miss"? the answer was correct Shawn Mendes and Camila Cabello and that was how the first 150 points were taken, then it was the turn to the technology

team and who asked the question was the history team Hitler was Cuban? the answer was no, so they took 200 points and so on.

The last part was the counting of the points and who had the most was the Sports team and the one that 'did not get anything was the math team. The following items were evaluated in the rubric: active participation of all members, the classmates prepare their questions, the message is understood.

ANALYSIS

In this strategy we worked with sentence builders which is a type of chunk that usually provide frames for sentences with some blanks as Nattinger & Decarrico (2000) said, it was used in this way to build the questions used for the game as well as Examples of the possible options that all the teams could consider since these had to be short and the answers had to be precise, for example in English they could use the topic of emotions and ask for 5 emotions, in Spanish using antonyms of the words like day: night, sitting: standing up.

Likewise, the reaction of the case studies in the presentation of the game was different since now everyone's performance depended on their evaluation and for the theft of points where they obviously benefited. With student A (see appendix #13), the work was carried out in an agile way since in his team he had a partner with a good level of English, who was not at the presentation but taught everyone the pronunciation of the questions, and in this way, his team obtained good result since it was one of those with the highest score.

On the other hand, in the team of student B (see appendix #14), the supported that he had with everyone surprised the group since the vast majority of his classmates who asked questions, their pronunciation was adequate, including his own. Finally, in the case of student D(see appendix #15), I saw the preparation she had individually, first identifying the words that were difficult for her to pronounce to help her classmates and perform better.

On the another hand, in the team of student C (see appendix #16), there were internal conflicts since not all collaborated when it came to asking questions, however at the game time they tried to say a question although the preparation of the student was little and

when the first question was asked no one understood him and he tried again and with more calm and with the help of a girl from the same team they understood him.

REFLECTION

Firstly, something that this strategy taught me is to dare that the students can work as a team since at first, I thought that we would not be able to carry out this activity was something new and fun because in each question responders could earn points. The fact that they worked in this way also gave me an easy way to evaluate them and this allowed me greater group control before, during, and after the activity and not only to rate content but also to take into account the internal organization, attitude, and behavior.

This strategy leaves a mark on my teaching practice because I understood that things cannot be carried out without motivating our students in any way, seeing the work of each team changed my way of teaching where I, as a teacher, could also involve.

With the results obtained, I would have liked to take these activities faster to play longer because, due to the organization of the school, the activity was postponed, also with the satisfaction of the students when carrying out this, it allows me to try to put activities like You are here to reinforce what you have learned.

One of the pleasant things was to see that the students put their effort to carry out this activity, which was really impressive since, when they turned the roulette wheel and asked the question, even though their pronunciation was not adequate, most of them understood the message why there was point theft and that made this game more interesting to see who earned the most points.

If I could change something about my strategy, it would only be to carry it out somewhere else so that the students were not so close together and implement the score through dollar bills to give it more gameplay and have some prize for the team that gets more points.

2.3.4 SITUATION IV

“LOVE STONE’S”

UNIT 3 B

LEARNING ENVIRONMENT: ACADEMIC AND EDUCATIONAL

SPECIFIC COMPETENCY: WRITE A SHORT REPORT ABOUT A HISTORICAL EVENT

SOCIAL PRACTICE: READ AND REWRITE INFORMATIVE TEXTS FROM A PARTICULAR FIELD

PRODUCT: REPORT ANTHOLOGY OF HISTORICAL EVENTS

ACHIEVEMENT: WRITES SIMPLE AND COMPLEX SENTENCES

DATE: February 25th

HOUR: 9:10-10:00 am

GRADE: 3RD **GROUP:** “D”

BACKGROUND

The product was divided in 5 classes each one talking about “Valentine´s traditions” in the first class the students became familiar with the vocabulary that we were going to work on during all the classes. This was presented through realia: arrow, balloons, card, chocolate, cupid, flowers, gift, heart, love letters, music, poem, present and rose. They had to take a piece of paper with the name of the objects and place them on the object that they believed belonged, then we corroborated the words and they granted shares. Then they were given a word search puzzle as a vocabulary note and they complemented the following sentence using last words: Last Valentine´s day I gave _____ to my _____ and I received _____ by my _____, obviously before they carried out this last activity they were given an example of how they had to do it.

In the second class, they strengthened their listening with a song "Perfect by Ed Sheeran" that contained some words they had seen such as heart, dreams, hands and eyes and some others a little more complex such as grass, arms, woman, children, and Angel. The song was divided into 3 moments, the first one consisted of seeing the words already

mentioned in a PowerPoint presentation on the screen, the image appeared and the participations were randomly given to the students who told me the corresponding word. The second moment they were given a worksheet with the lyrics of the song, they were given 3 minutes to visualize the words they had to complete and quickly scan it, then they practiced the pronunciation of the missing words: children, eyes, hands, kids, heart, beautiful, dreams, favorite, future, angel, arms, woman and grass and the third moment consisted of completing the song in 3 times: in the first, they had to listen, in the second they had to listen and in the third check. Finally, the song was sung, and the activities were reviewed.

The third class was about a legend from Guanajuato known as "El Callejón del Beso", to contextualize the students they were asked questions like Have you ever visited Guanajuato? What kind of places did you visit, and which did you enjoy the most? Have you ever heard the legend about "El callejón del Beso"? Later they saw a video of the legend to corroborate the story and when it was finished, they socialized again to continue with the next activity that consisted on putting the images in order according to the events that were narrated in the video.

When they finished, we checked the order of the images and then the story divided into paragraphs was placed on the board for which they were given 5 minutes to read each one, then together the order was placed checking the keywords and to finish in a graphic organizer they wrote the story of the legend.

The fourth class was about "Valentine's traditions around the world" and to break the ice they asked themselves questions like how would you like to celebrate this different date? Do you know any tradition or celebration of any country on this date? Most did not answer the second question, but in the first they shared points of view. After that, they saw a video on the subject from 5 countries where they celebrated this date differently, the first time they saw it, the students were frustrated and said "I don't understand anything" but later when they saw the images that were presented they could more or less interpret what it was about.

After this, the outstanding ideas of each country were placed on the blackboard they had to identify which one belonged to each one, for this, they were given 3 minutes to read

and immediately they saw the video again, at the end, they were awarded participation in such a way that they heard along with the ideas. To organize this information, they made a table of 5 columns and in each one, they would write down what corresponds to each country.

DESCRIPTION

Finally, the fifth class consisted to perform their product that was a stone using their creativity capturing in it an image that represents what we had worked on during classes related to Valentine's Day. At the beginning of the class teacher asked the question "How can I say... in English" of the vocabulary, then couples were formed taking as reference the highest and lowest levels. The students were asked to go down to the field where two circles would form as they had already been told who was going inside and who would be on the outside, both had to carry their stone with them to show and share the phrase they had put doing use of the phrases giving opinions.

To carry out this activity, the first example of how the oral production had to be made consisted on the following: I consider this phrase special because I can remind when I was in love and it says: _____, with a different marker color It was highlighted which parts they had to change to carry out the activity, so they did it first in a notebook and then practiced for 5 min. It should be noted that the students chose that phrase of the song or that it related to some theme.

As the students shared their phrase, it was visualized that their higher-level classmates corrected them in certain words such as heart, grass, live, life, have, together, still and this helped them to correct that pronunciation error little by little without feel evidenced.

At the end of the activity, they placed stickers on the presentation that they had liked taking into account that it has been understandable and creative in such a way that it allows us to see which of the students had performed better and who needed to improve a little more.

ANALYSIS

According to Chun-guang (2014) sentence headings or sentence frames / constructors that are part of lexical fragments that provide the frame of sentences and contain slots for

parameters or arguments for the expression of whole ideas help students to improve their oral ability to express their ideas but also involves listening development to decode the message and to respond.

Sentence frames provide an opportunity for students to use key vocabulary while providing a structure that may be higher than what they could produce on their own. In this case the simple frame was: I consider this phrase special because I can remind when I was _____ and it says: _____ the only thing that changes is the phrase of each student and also the feeling.

In case of student A (see appendix #17), during the activity I noticed he was something nervous when making some errors in the pronunciation of the following words phrase and remind, however, his performance was good when in contact with student B (see appendix #18) since he gave more support to saying the words mentioned well and this allowed the other couples who were with him to have a clearer message., student B expression was excellent and this is because he also coincided with student D, since both have a good level of English, allowing them to have a space for feedback and this helps, such as Hyland (2000) mentions that peer feedback encourages a student to participate in the classroom activity and make them less passively teacher-dependent and also increases their motivation by having these types of activities when they interact with others and say phrases like: you do it very well, teach me please.

Likewise, student C (see appendix #19) had complications regarding the pronunciation of the entire frame sentence but in this case, he was placed close to classmates B and D (see appendix #20) and some other students who have a good level of English so that he was not shy away and stopped doing the activity, this helped him see that he could, and through this support, his product was defended in a good way.

REFLECTION

With the application of this strategy, it is intended to implement the head and frame sentences as part of the study topic, so I can say that it is a practical and fun tool to teach since the students can retain more a short phrase and the dynamics with the That they worked from the stone gives them the plus to make an effort in the oral activity.

This activity was interesting for the students but at the same time for me, since many times in the English class we only focus on the content but trying to do something different can also bring us unexpected results as they saw when they showed their products on peers and this also helped not limit their creativity but rather fed it with that of others.

By following the benefits that the activity brought would help me to implement it not only with third-year students but also with other grades and forming the pairs so that there is a more enriching work.

It should be noted that most of the students brought their product by varying the material using sheets, cardboard, or even recycled things and that was one of the things that surprised me the most since, the students exceeded the expectations that I had when carrying out the activity I was amazed that most of them understood the message of the other person although their pronunciation was not correct also the boys who had more difficulty sharing their stone tried to stay with the high-level boys who knew they would be supported.

Likewise, the boys who did not bring their finished product tried to get involved in the dynamics by showing the phrase on a sheet of paper to remain without evaluation and this helped that no student was left without work.

Something that would increase this activity would be that the best products were made an exhibition of them with different groups to enrich oral interaction.

One of the obstacles that represented a challenge was the classroom space due to the students colliding with the seats, which is why the activity took place on the field in a more free and comfortable way for them and for me when monitoring them.

PART III

CONCLUSIONS AND SUGGESTIONS

3.1 CONCLUSIONS

English teachers have the obligation to provide the necessary tools to students to find the use of the language according to the context in which they live and this is only achieved with the planned activities and enriching the classes with the material according to the subject, and the latter represents a fundamental element when teaching the fact that the teacher disperses the subject, the students will also find themselves lost.

The use of Chunks in its different modalities is, of course, a very practical tool to teach for English teachers but also for students since in this way they are not saturated with information and learn the core of a class. Likewise, it brings tangible benefits when doing oral practices since it also works with listening and allows you to exchange variable information and gradually learn the language. That is why I chose this topic since in this way I learned to speak the language and at the same time to work my listening and in this way, the students also had a remarkable advance.

In this sense, it should be noted that the sentence frames and heads were some of the ones that mostly gave me results since by using different colors the students could identify where something was going to change and by what word using the vocabulary and not leaving it unused orally. These same sentences also helped them when carrying out listening activities since they first visualized the sentences that were missing something and when placing the audio, they could write the corresponding words.

Working with these 2 speaking and listening skills is quite a challenge since it is part of a process where memorization is constantly used, however, offering playful activities where these skills are present helps students not to see them as somewhat boring. How do you say in English? It is part of a mechanism more than an icebreaker a student-teacher student-student interaction now when they look for the word and its pronunciation, they ask how these words can be used within a sentence.

Communication is an essential part of life where it can involve two or more people where it tests your ability to speak and listen. This concludes in the case studies:

Student A: there is an advance to the student at the A2 language level- according to the Common European Framework of Reference, the learning process that was carried out with the student was significant since having in mind the image or having An example of

vocabulary used in an everyday situation was able to remember it and decipher it little by little in a complex sentence. The type of Chunks that was most functional for this student was the prefabricated patterns since he could more effectively exchange information with other classmates and even though he did not have an excellent pronunciation the message was understandable and concrete.

Student B: this boy's taste for learning is highly noticeable since he managed to increase the level he had to a B1- according to the Common European Framework of Reference, this progress is observed through the participation that he had in class It is also worth mentioning that he has the ability to correct his pronunciation errors when working in pairs with colleagues with the same level as him, this creates an ambition to continue learning and the type of Chunk that was most enriching for him, was the sentence builders, Through them, he strengthened the basic foundations of the language using the vocabulary learned and building sentences to ask and answer with other classmates.

Student C: In this boy cooperative learning was strengthened since the student showed more performance when working in a team, in pairs or in trios, since he felt more confident if someone corrected him in an oral activity, this helped him to raise your A2- level according to the Common European Framework of Reference. The most favorable Chunk for him was also the prefabricated patterns since, the association of new vocabulary with the previous one related him very well, he was able to change information through them and this was easier for him to express his ideas.

Student D: In the case of student D, the results of her progress were very enriching since progress was made in B1 according to the Common European Framework of Reference, with her maximum dedication and effort to learn the language. She found the set of phrases more practical since it is easier for her to see what sentence she can use in each situation.

3.2 SUGGESTIONS

The students acquire and make what they like and will have satisfactory results.

The teacher responsible for the class is due to prepare to be able to make a good activity in front of the group.

Give students the opportunity to make and to act in front of its group or the society, this helps them to lose the fear and thus to be able to speak without fear to be mistaken more.

Select practical set of phrases and put in context that students can use.

Make material where the vocabulary is explicit and use the lexis in practical phrases that also students can see with simple examples.

The teacher must have a good pronunciation because students can repeat the mistake that teacher makes.

Use authentic listening according the student's likes, for example, songs, short conversations, video with subtitles, thrillers of movies.

Be specific when the teacher uses a listening using the following questions: what do I want of this material? Will it be interesting for my students? What do they learn of this material? This material is essential? Why? If the teacher has the answer, he or she can use it.

In the speaking activities students work better in pairs or trios because they feel more confident and they can see also their mistakes and correct them.

Prepare the use of Chunks with simples' examples because of this way students will work fast, and they can use the previous knowledge.

Expect big things from the students most of them can surprised us in the presentation of projects when they use the language and correct the speaking mistakes individually.

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APPENDIXES



Appendix #1 This picture was represented a part of the secondary school, where the students are the most important in the teaching process.



LESSON PLAN
ENGLISH

MENTOR TEACHER'S NAME: OCTAVIO ROSALES ROSALES

TRAINEE TEACHER'S NAME: DARA SARAI CLAUDIO MORALES MONTH: FEBRUARY 17th TO 21st
GRADE: 3rd

GROUPS: "A" "B" "C" and "D"

FIRST WEEK

SOCIAL PRACTICE OF THE LANGUAGE: READ AND REWRITE INFORMATIVE TEXTS FROM A PARTICULAR FIELD

ENVIRONMENT: ACADEMIC AND EDUCATIONAL

SPECIFIC COMPETENCY: WRITE A SHORT REPORT ABOUT A HISTORICAL EVENT

APRENDIZAJE ESPERANDOS: escribir oraciones simples y complejas	COMO LO VOY A LOGRAR como contextualización al tema iniciaré enseñando el vocabulario de las cosas que se dan en San Valentín, después escribirán algunas oraciones usando esas palabras y por último, como refuerzo las utilizarán en una canción
PRODUCT: Report anthology of historical events	INSTRUMENT OF ASSESSMENT: <u>Portfolio</u>

LESSON	ACTIVITIES	MATERIAL	TARGET LANGUAGE	EVALUATION	ACHIEVEMENT
1	<p>Warm up APEBED</p> <ul style="list-style-type: none"> - Ask some mathematic operations - Look at the objects and try to know the meaning of the words individually <p>Development</p> <ul style="list-style-type: none"> - Randomly choose some volunteers to put the correct word in the object - Check together and practice the pronunciation of these words - Give a word search puzzle where students have to write the words - Per lines give a set of letters in order to check the spelling of the words and give participations to the winners <p>Closure</p> <ul style="list-style-type: none"> - Write 3 sentences using the prompts: Last Valentine's Day, I gave _____ I wish my friend/friends had given me _____ I would like to change _____ 	<p>-Realia of the target language</p> <p>-word search puzzle</p>	<p>Chocolate Flowers Gift/ Present Love Letters Cupid Arrow Heart Lovers Hug Love Music Cake Card Poem Rose Balloons Date</p>	<p>Word search puzzle</p> <p>3 sentences</p>	<p>Writes simple and complex sentences</p>
	<p>Warm up APEBED</p> <ul style="list-style-type: none"> - Ask some mathematic operations 		Love		


Appendix #2 The most important section is the target language since it is the guide for the study topic.

Diagnostic Test Results

ESCUELA SECUNDARIA OFICIAL No. 0088 "ING. SALVADOR SÁNCHEZ COLÍN"
 DIAGNOSTIC TEST THIRD GRADE
 PROFESSOR: OCTAVIO ROSALES ROSALES
 TRAINEE TEACHER: DARA SARAI CLAUDIO MORALES

34


Student's name: Darío Darío Hernández González Group: D
 TOTAL SCORE: 9
 INSTRUCTION: COMPLETE THE CHART WITH YOUR PERSONAL INFORMATION SCORE: 4


 MY PROFILE

- MY NAME IS: Darío
- MY LAST NAME IS: Hernández
- I LIVE IN: E1 Oco
- HOW OLD ARE YOU? 14 years old 1/2
- MY FAVORITE COLOR IS/ARE: Blue
- WHAT KIND OF MUSIC DO YOU LIKE LISTENING? Pop
- WHAT KIND OF MOVIES DO YOU LIKE WATCHING?

INSTRUCTIONS: READ THE TEXT. ARE THE SENTENCES TRUE OR FALSE? SCORE: 2

AN ENGLISH POST OFFICE!



Sarah and Colin live in an old house in an English village. Sarah is a secretary. She drives five miles to work every day. Colin works at home. The village post office is one room in their house and Colin works there. The people in the village buy their stamps in Colin and Sarah's house! The post box is here, too. It's a lovely house. The living room is yellow and brown. There are two big blue sofas. There is an antique table and chairs. There is a big picture of Sarah and her daughter. Sarah's mother is a famous painter. There are usually flowers. Sarah likes yellow and white flowers. The kitchen and bathroom are new. Colin and Sarah are very happy in their house and I like visiting them.

- Sarah and Colin live in a new house.
A TRUE B ~~FALSE~~
- Sarah stays at home every day.
A ~~TRUE~~ B FALSE
- The post office is in their house.
A TRUE B ~~FALSE~~
- Sarah is a famous painter.
A ~~TRUE~~ B FALSE
- Their living room is white.
A TRUE B ~~FALSE~~

INSTRUCTION: WRITE THE COLOR FOR EACH GROUP OF WORDS. SCORE: 2 1/2

EXAMPLE: Snow, Milk, Paper: white

- Chocolate, Tea, Beer: black
- Plants, Salad, Apples: green
- The Sun, Bananas, Cheese: yellow
- Buses in London, Roses, Tomatoes: red
- Water, Sky, Shark: blue

INSTRUCTION: USE ONE OF THE VERBS BELOW AND COMPLETE THE SENTENCES. SCORE: 3

~~TO PLAY / TO COOK / TO STAY / TO WORK / TO LISTEN / TO WATCH~~

- I ~~was cooking~~ at home yesterday evening and I read the newspaper.
- She ~~was playing~~ to the radio yesterday afternoon.
- The children ~~watched~~ television from five o'clock until 8 o'clock.
- My mother ~~was cooking~~ a delicious meal for us on Sunday!
- John ~~was playing~~ baseball last weekend with his friends.
- My boss ~~was working~~ at his computer all morning.

INSTRUCTION: ORDER THE CONVERSATION SCORE: 3





Susan: Look that my friend Lucia. Lucia: Come please.
 Anna: Look this is George and this is Peter.
 Lucia: Nice to meet you.

Susan: Hello! My name is Susan, what is your name?
 Anna: Hi! I'm George and this is my friend Hugo.
 Peter: Nice to meet you.

George: Nice to meet you too.
 Hugo: Nice to meet you too.

Appendix #3 This diagnostic test was from student A, you can see that he did not have the basic bases to respond grammatically correct, also he comprehended the information.

ESCUELA SECUNDARIA OFICIAL No. 0088 "ING. SALVADOR SANCHEZ COLIN"
 DIAGNOSTIC TEST THIRD GRADE 6.1
 PROFESSOR: OCTAVIO ROSALES ROSALES
 TRAINEE TEACHER: DARA SARAI CLAUDIA MORALES
 Student's name: Leonardo Martinez Hernandez D
 TOTAL SCORE: 16
 INSTRUCTION: COMPLETE THE CHART WITH YOUR PERSONAL INFORMATION SCORE: 7







MY PROFILE

- MY NAME IS: Leonardo
- MY LAST NAME IS: Martinez
- I LIVE IN: El Alorán
- HOW OLD ARE YOU? 14 years old
- MY FAVORITE COLOR IS/ARE: Orange
- WHAT KIND OF MUSIC DO YOU LIKE LISTENING? Latin
- WHAT KIND OF MOVIES DO YOU LIKE WATCHING? Romantic


INSTRUCTIONS: READ THE TEXT. ARE THE SENTENCES TRUE OR FALSE? SCORE: 5

AN ENGLISH POST OFFICE!



Sarah and Colin live in an old house in an English village. Sarah is a secretary. She drives five miles to work every day. Colin works at home. The village post office is one room in their house and Colin works there. The people in the village buy their stamps in Colin and Sarah's house! The post box is here, too. It's a lovely house. The living room is yellow and brown. There are two big blue sofas. There is an antique table and chairs. There is a big picture of Sarah and her daughter. Sarah's mother is a famous painter. There are usually flowers. Sarah likes yellow and white flowers. The kitchen and bathroom are new. Colin and Sarah are very happy in their house and I like visiting them.

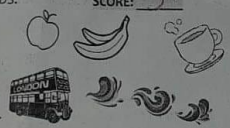
- Sarah and Colin live in a new house.
A TRUE B FALSE
- Sarah stays at home every day.
A TRUE B FALSE
- The post office is in their house.
A TRUE B FALSE
- Sarah is a famous painter.
A TRUE B FALSE
- Their living room is white.
A TRUE B FALSE



INSTRUCTION: WRITE THE COLOR FOR EACH GROUP OF WORDS. SCORE: 5

EXAMPLE: Snow, Milk, Paper:white.....


- Chocolate, Tea, Beer: GREEN
- Plants, Salad, Apples: GREEN
- The Sun, Bananas, Cheese: YELLOW
- Buses in London, Roses, Tomatoes: RED
- Water, Sky, Shark: BLUE



INSTRUCTION: USE ONE OF THE VERBS BELOW AND COMPLETE THE SENTENCES. SCORE: 0

TO PLAY / TO COOK / TO STAY / TO WORK / TO LISTEN / TO WATCH

- I TO STAY at home yesterday evening and I read the newspaper.
- She TO LISTEN to the radio yesterday afternoon.
- The children TO WATCH television from five o'clock until 8 o'clock.
- My mother TO COOK a delicious meal for us on Sunday!
- John TO PLAY baseball last weekend with his friends.
- My boss TO WORK at his computer all morning.



INSTRUCTION: ORDER THE CONVERSATION SCORE: 3

2


Susan: Look that my friend Lucia. Lucia! Come please.
 Anna: Lucia this is George and this is Peter.
 Lucia: Nice to meet you.

1

Susan: Hello! My name is Susan, what is your name?
 Anna: Hi! I'm George and this is my friend Hugo.
 Peter: Nice to meet you.

3

George: Nice to meet you too.
 Hugo: Nice to meet you too.



Appendix #4 This diagnostic test is of student B, where an understanding in the broad language can be appreciated, recognizing that it responds to the proposals in a complete way.

ESCUELA SECUNDARIA OFICIAL No. 2084 "ING. SALVADOR SANCHEZ COLBY"
 DIAGNOSTIC TEST THIRD GRADE
 PROFESSOR: OCTAVIO ROSALES ROSALES
 TRAINEE TEACHER: DARÁ SARA CLAUDIO MORALES

Student's name: Maga Delsira Plata Hernandez Group: II
 TOTAL SCORE: 104 **4**

INSTRUCTION: COMPLETE THE CHART WITH YOUR PERSONAL INFORMATION SCORE: 14

MY PROFILE

1. MY NAME IS: Maga
2. MY LAST NAME IS: Plata
3. I LIVE IN: Oriz
4. HOW OLD ARE YOU? 13 years old 1/2
5. MY FAVORITE COLOR IS/ARE: green
6. WHAT KIND OF MUSIC DO YOU LIKE LISTENING? Pop, Rap, R&B
7. WHAT KIND OF MOVIES DO YOU LIKE WATCHING? Thriller

INSTRUCTIONS: READ THE TEXT. ARE THE SENTENCES TRUE OR FALSE? SCORE: 4

AN ENGLISH POST OFFICE!

Sarah and Colin live in an old house in an English village. Sarah is a secretary. She drives five miles to work every day. Colin works at home. The village post office is one room in their house and Colin works there. The people in the village buy their stamps in Colin and Sarah's house! The post box is here, too. It's a lovely house. The living room is yellow and brown. There are two big blue sofas. There is an antique table and chairs. There is a big picture of Sarah and her daughter. Sarah's mother is a famous painter. There are usually flowers. Sarah likes yellow and white flowers. The kitchen and bathroom are new. Colin and Sarah are very happy in their house and I like visiting them.

1. Sarah and Colin live in a new house. A TRUE B FALSE
1. Sarah stays at home every day. A TRUE B FALSE
2. The post office is in their house. A TRUE B FALSE
3. Sarah is a famous painter. A TRUE B FALSE
4. Their living room is white. A TRUE B FALSE

INSTRUCTION: WRITE THE COLOR FOR EACH GROUP OF WORDS. SCORE: 0

EXAMPLE: Snow, Milk, Paper: ... white ...

1. Chocolate, Tea, Beer:
2. Plants, Salad, Apples:
3. The Sun, Bananas, Cheese:
4. Buses in London, Roses, Tomatoes:
5. Water, Sky, Shark:

INSTRUCTION: USE ONE OF THE VERBS BELOW AND COMPLETE THE SENTENCES. SCORE: 0

TO PLAY / TO COOK / TO STAY / TO WORK / TO LISTEN / TO WATCH

1. I stay at home yesterday evening and I read the newspaper.
2. She listened to the radio yesterday afternoon.
3. The children watched television from five o'clock until 8 o'clock.
4. My mother cooked a delicious meal for us on Sunday!
5. John worked Dasebi last weekend with his friends.
6. My boss plays at his computer all morning.

INSTRUCTION: ORDER THE CONVERSATION SCORE: 4


Susan: Look that my friend Lucia. Lucia! Come please.
 Anna: Lucia this is George and this is Peter.
 Lucia: Nice to meet you.

Susan: Hello! My name is Susan, what is your name?
 Anna: Hi! I'm George and this is my friend Hugo.
 Peter: Nice to meet you.

George: Nice to meet you too.
 Hugo: Nice to meet you too.

Appendix #5 This diagnostic test is of student C, where a general deficiency of vocabulary, grammar is seen, and it is also noted that some answers were intuitive.

ESCUELA SECUNDARIA OFICIAL No. 0088 "ING. SALVADOR SÁNCHEZ COLIN"
 DIAGNOSTIC TEST THIRD GRADE
 PROFESSOR: OCTAVIO ROSALES ROSALES
 TRAINEE TEACHER: DARA SARAI CLAUDIO MORALES
 Student's name: Ariadna Estrella Garcia Penaza Group: D
 TOTAL SCORE: 16
 INSTRUCTION: COMPLETE THE CHART WITH YOUR PERSONAL INFORMATION SCORE: 4




MY PROFILE

1. MY NAME IS: Ariadna Estrella
2. MY LAST NAME IS: Garcia Penaza
3. I LIVE IN: El Oro
4. HOW OLD ARE YOU: Bien Pank's
5. MY FAVORITE COLOR IS/ARE: BLUE
6. WHAT KIND OF MUSIC DO YOU LIKE LISTENING: Todo tipo de musica in English
7. WHAT KIND OF MOVIES DO YOU LIKE WATCHING: de terror


INSTRUCTIONS: READ THE TEXT. ARE THE SENTENCES TRUE OR FALSE? SCORE: 4

AN ENGLISH POST OFFICE!



Sarah and Colin live in an old house in an English village. Sarah is a secretary. She drives five miles to work every day. Colin works at home. The village post office is one room in their house and Colin works there. The people in the village buy their stamps in Colin and Sarah's house! The post box is here, too. It's a lovely house. The living room is yellow and brown. There are two big blue sofas. There is an antique table and chairs. There is a big picture of Sarah and her daughter. Sarah's mother is a famous painter. There are usually flowers. Sarah likes yellow and white flowers. The kitchen and bathroom are new. Colin and Sarah are very happy in their house and I like visiting them.

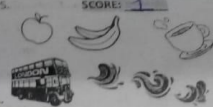
1. Sarah and Colin live in a new house.
A TRUE B FALSE
1. Sarah stays at home every day.
A TRUE B FALSE
2. The post office is in their house.
A TRUE B FALSE
3. Sarah is a famous painter.
A TRUE B FALSE
4. Their living room is white.
A TRUE B FALSE



INSTRUCTION: WRITE THE COLOR FOR EACH GROUP OF WORDS. SCORE: 1

EXAMPLE: Snow, Milk, Paper: ...white...


1. Chocolate, Tea, Beer:
2. Plants, Salad, Apples: ...green...
3. The Sun, Bananas, Cheese:
4. Buses in London, Roses, Tomatoes:
5. Water, Sky, Shark:



INSTRUCTION: USE ONE THE VERBS BELOW AND COMPLETE THE SENTENCES. SCORE: 0

TO PLAY / TO COOK / TO STAY / TO WORK / TO LISTEN / TO WATCH

1. I ... at home yesterday evening and I read the newspaper.
2. She ... to the radio yesterday afternoon.
3. The children ... television from five o'clock until 8 o'clock.
4. My mother ... a delicious meal for us on Sunday.
5. John ... baseball last weekend with his friends.
6. My boss ... at his computer all morning.




INSTRUCTION: ORDER THE CONVERSATION SCORE: 3

2 Susan: Look that my friend Lucia. Lucia! Come please.
 Anna: Lucia this is George and this is Peter.
 Lucia: Nice to meet you.

1 Susan: Hello! My name is Susan, what is your name?
 Anna: Hi! I'm George and this is my friend Hugo.
 Peter: Nice to meet you.

3 George: Nice to meet you too.
 Hugo: Nice to meet you too.



Appendix #6 This diagnostic test is of student D, specifically, the student denotes a general knowledge of the language and who in turn understands it.

Situation I

Nombre:		Día	Mes	Año	Folio
Tema:		October	11 th	2019	

Topic: Draft of the complaint

- ① Good morning
- ② My name is Dante Guzman
- ③ There is a problem

Yesterday I was
I was in the waiting room
The doctor arrived very late
I want an explanation
I look forward to hearing from you to
solve the problem. Thank you

Thank

Appendix #7 In this complaint of the student A the only mistake was spelling and the order the phrase that is underline that was after Yesterday, I was.

October 17th, 2019

Good afternoon

My name is Leonardo Martinez

I would like to complaint about the hospital staff

yesterday I was in the waiting room

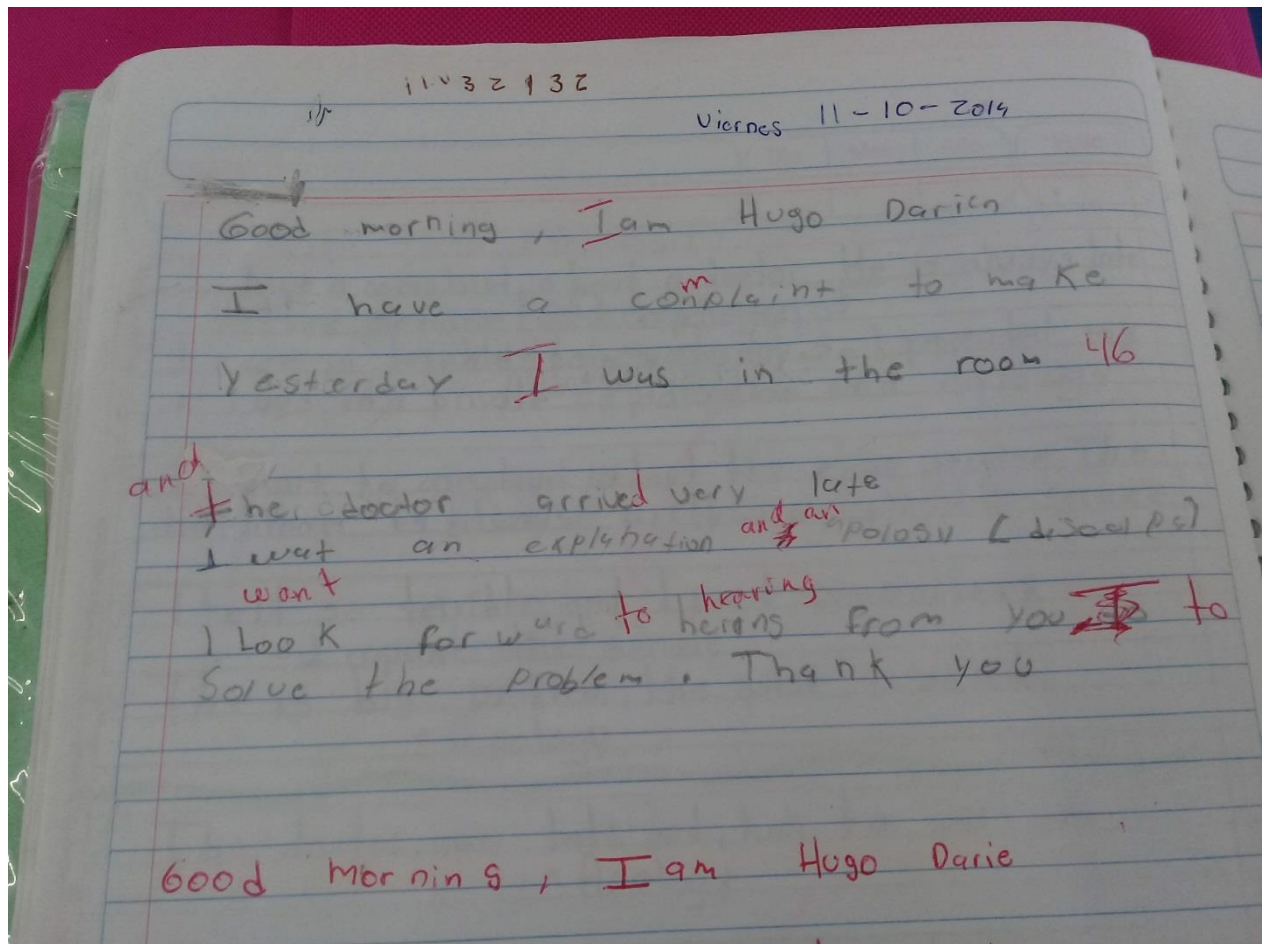
the hospital staff lost my lab results

to solve the problem I want refund

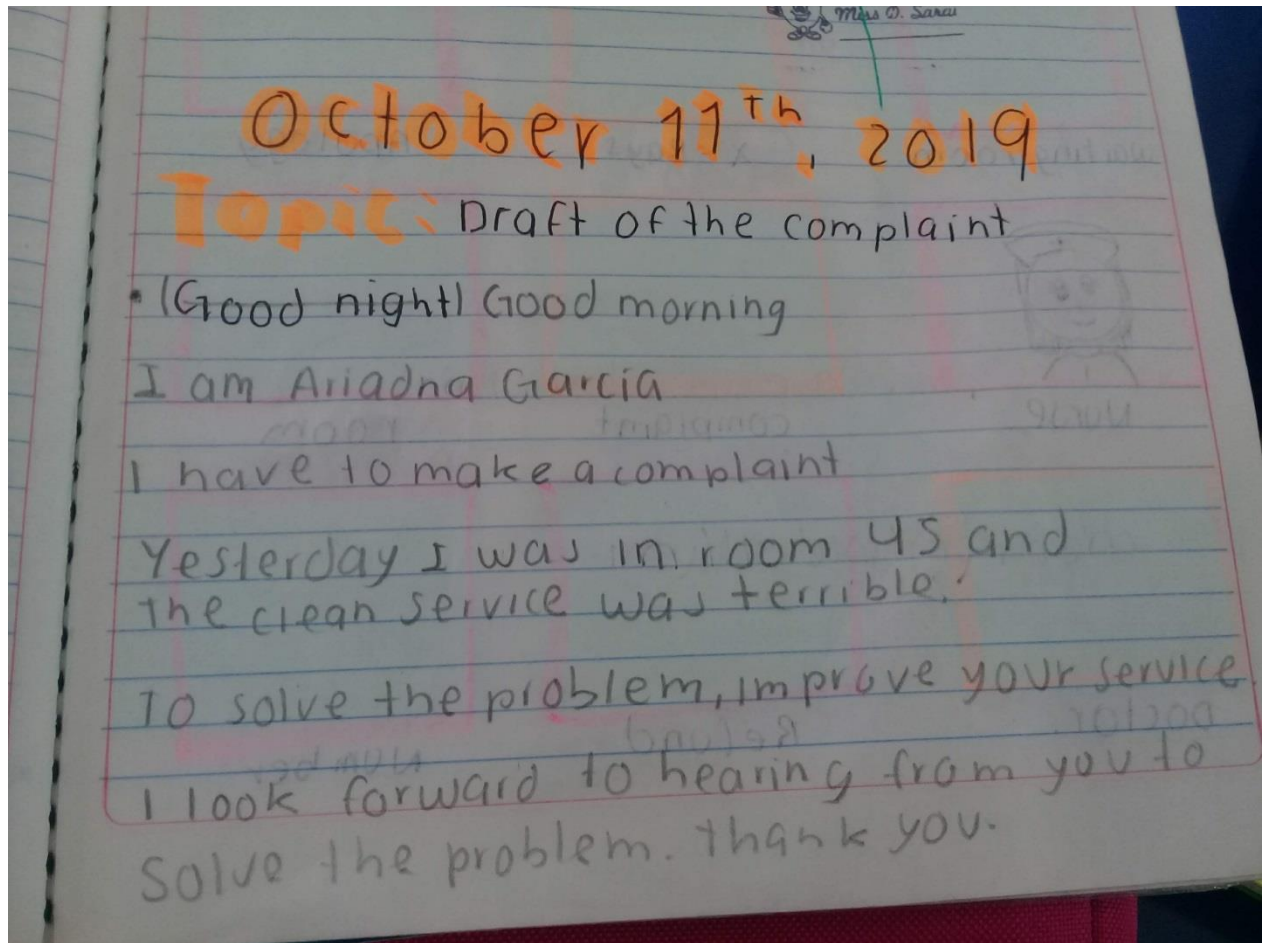
Please contact me by phone. My telephone number is 7122 04 2888

Thankyou

Appendix #8 This picture showed the level of the student B that only omit one word and one spelling mistake.



Appendix #9 The student C had spelling mistakes principally he omitted words and also parts of complete phrases.



Appendix #10 This complaint of the student D had the precise information with out mistakes and she linked very good the set of phrases.

Situation II



Appendix #11 This is a video where the student B and D were interacting with their pair using each one a roulette as a material supported.

Situation III

ASSESSMENT CRITERIA - TEAMWORK				
TOPIC: _____				
MEMBERS:				
1. _____				4. _____
2. _____				5. _____
3. _____				6. _____
BEFORE THE PRESENTATION				
CRITERIA	EXCELLENT 4	GOOD 3	SUFFICIENT 2	INSUFFICIENT 1
1	Had all the members a good organization to make the questions?			
2	Had all the members had a good behavior ?			
3	Did the team present their questions on time ?			
4	The necessary corrections were made in the questions?			
5	All the members participated to share their questions with other teams on time ?			
DURING THE PRESENTATION				
1	Did the students prepare their questions?			
2	Had the students a good behavior ?			
3	Did the students ask a question?			
4	Did the members wear something different to distinguish themselves?			
5	Had the students a good participation during the show?			
6	Did errors and pronunciation interfere with the message?			
7	Did the students have an appropriate tone and volume ?			
8	Did the students talk fast or slowly?			
9	Was the speech fluent ?			
Total:				
Recommendations:				

Appendix #12 This rubric is part of the situation 3 where the students performed a quiz show and the teacher graded 2 parts before the presentation and during the presentation.

Who was Adolp Hitler
 Jewish

Who discovered America
 Cristobal Colon

In what year was the first world war
 1914

Adolfo Hitler is from Mexico
 True ~~False~~

Barak obama its cubal
 True ~~False~~

Who was the last president of Mexico
 Enrique Pena Nieto

Appendix #13 These questions are the student A he constructed them with his team, his topic was about History.

1-how many generations of computers have existed? **R=** five generations

2-which are the three brands with better quality in cell phones? **R=** Apple, Samsung, Huawei

3-what is the technology for? **R=** to solve in a more effective, fast and efficient way some of the problems that are presented every day in the life of the human being

4-mentions a technological article
R= computer

5-mentions an advantage of technology

6-mentions a disadvantage of technology
R= Elimination of jobs

Appendix #14 The questions are about technology, they were made in the team of the student B and some of them his technological team offer more than one answer.

Sports

¿What is the fastest swimming style? R=Crol

¿How many finals in the world did the argentine national team play? R= Four

¿Who scored the three point five hundred goal in the Atletico de Madrid league? R=Christian Vieri

¿tell me the where vollevball was invented? R= U.S

¿that they have in common ty Cobb, CY Young and Roberto Clemente? R= They are baseball players

¿which country was the winner of basketball at the London Olympic two thousand and twelve? R=U.S

Appendix #15 The student C was in the sports team, the question were complex and only a 5% of the class could answer them.

Nombre: _____
Tema: _____

1. Which is the most spoken language in the world? 25
chinese language

2. Which is the biggest montain in the world? 10
mount Everest.

3. Which is the most active volcano? 15
Kilauea volcano

4. Who was the first person who climbed the montain Everest? 30
Tenzing and Edmund

5. How many planets are there in the solar system? 35
8 planets

6. Name three Mexica's rivers
Lerma, Bravo, Grijalva.

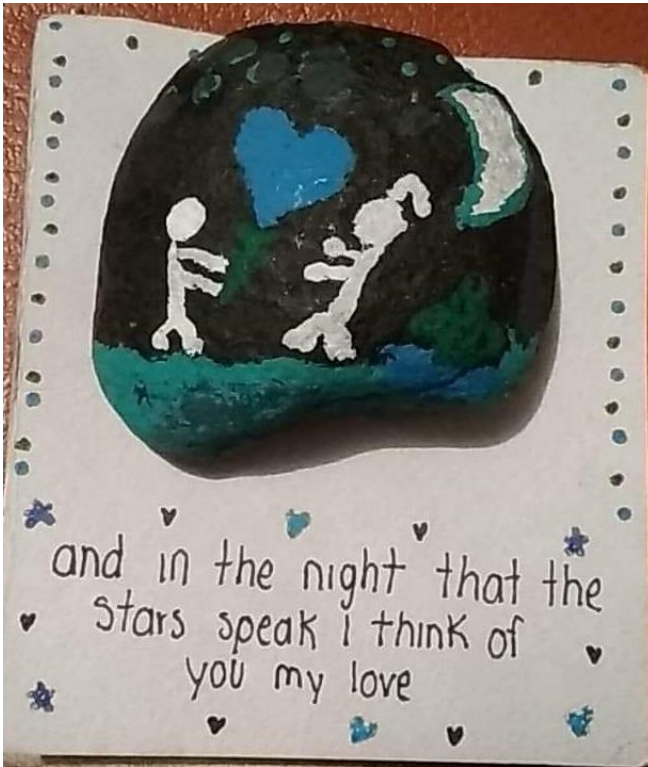
40 world

make to my people today
 Claim

50
20
30
10

Appendix #16 The geographic team was the student D, where she proposed with her classmates simple questions.

Situation IV



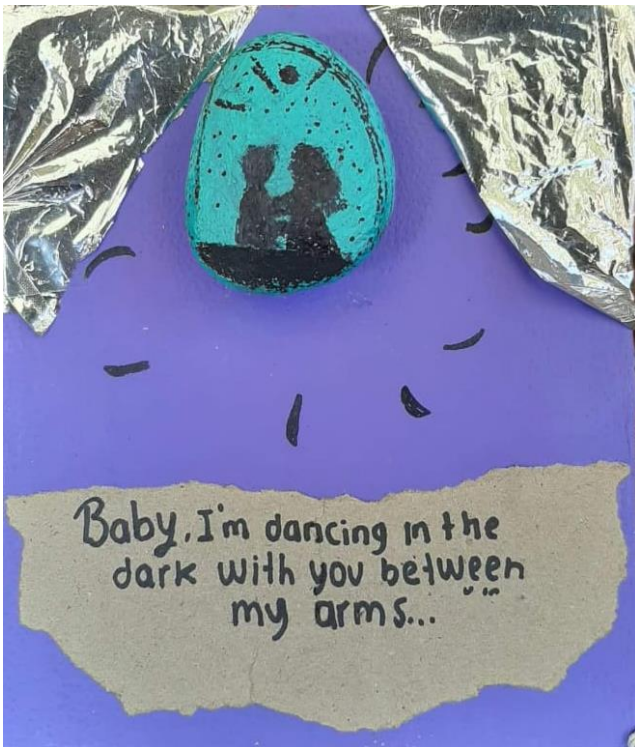
Appendix #17 This is the final product of the student A, as you can see he wrote a phrase of the famous song Thinking out love.



Appendix #18 The love stone was of the student B, he wanted to show that it did matter the beauty because he consider that the words and feeling is the most important.



Appendix #19 This picture is the student C, he wanted to show the love that he had once, and he hoped to do the right things and never break hearts.



Appendix#20 The sweet student D used at night environment, the picture and the phrase showed one big love dream.

ASUNTO: Se asume responsabilidad

Atacomulco, Méx., 7 de julio de 2020.

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

Quien suscribe **C. Dara Sarai Claudio Morales**, 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: **"The use of chunks to help third grades improve their listening and speaking skills"**.

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



Dara Sarai Claudio Morales

ASUNTO: Autorización de Documento Recepcional

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

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

El que suscribe **Dr. Rodrigo Zaldívar Pérez**, tiene a bien informarle a usted, que el Documento Recepcional titulado **“The use of chunks to help third grades improve their listening and speaking skills”**, de la C. **Dara Sarai Claudio Morales**, 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