



**UNIVERSIDAD PEDAGÓGICA NACIONAL**

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**UNIDAD AJUSCO**

**EDUCATIONAL INTERVENTION PROPOSAL**

**Developing writing skills through project: “written production:  
Magazine”**

**RECEPTIONAL WORK**

**THAT IN ORDER TO OBTAIN THE DIPLOMA OF  
SPECIALIZATION IN TEACHING AND LEARNING ENGLISH AS A FOREIGN  
LANGUAGE, ONLINE MODALITY.**

**PRESENTER :**  
**Jassiel Humberto Alvarado Torres.**

**TUTOR’S NAME :**  
**Gernot Rudolf Potengowski**

**México, DF. a 19 de junio del 2022**



**UNIVERSIDAD PEDAGÓGICA NACIONAL**

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**UNIDAD AJUSCO**

**PROPUESTA DE INTERVENCIÓN EDUCATIVA**

**Desarrollar las habilidades de escritura a través de un proyecto:  
"Producción escrita: Revista"**

**TRABAJO RECEPCIONAL**

**QUE PARA OBTENER EL DIPLOMA DE  
ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS COMO  
LENGUA EXTRANJERA, MODALIDAD ONLINE.**

**PRESENTA :  
Jassiel Humberto Alvarado Torres.**

**TUTOR :  
Gernot Rudolf Potengowski**

**México, DF. a 19 de junio del 2022**

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## Introduction

In this document, I will talk about the different aspects of my teaching practice in some of the chosen sessions. I will address different important aspects within it such as the distribution of the sessions and their main elements, as well as the times for each of them, in the same way, a small autobiography will be presented, along with some of the teaching experiences and the teaching context in which I have lived this process of being a teacher.

I will also talk about the context that surrounds the institution, such as the general information and the resources and infrastructure that the school has, as well as the vision, mission, and values of the school, the distribution of the spaces, and particularly the context in which the students are found, which will be of help to carry out this task.

Subsequently, a critical analysis of the teaching intervention presented will be presented, focusing on the theoretical aspects related to the proposed activities and which are related to the learning seen during the specialization sessions.

Other aspects to be presented in this document are my vision of the students' learning and their learning processes, the goals, roles, and responsibility of the students in this process, and of course a general vision of the intercultural approach within the implementation of the work plan.

The paper ends with a proposal for the evaluation of the activity, the conclusion, and the presentation of the products obtained.

## Critical Statement of your Teaching Philosophy

A teaching philosophy is a written description of our values, goals, and beliefs regarding both teaching and learning... and uses evidence from your teaching to make the case that you have excelled as a teacher... As a general expression of your beliefs and practices, your teaching philosophy can shape your syllabi

Teaching philosophy are unique to each individual and reflect contextual factors such as the discipline, influential mentors, personal educational experiences, type of teaching (graduate vs. undergraduate, large vs. small classes etc.), and program-related teaching requirements (e.g. case-based learning)

Every Teacher is simply someone who loves knowledge and knowledge, and who has a personal idea of what is valuable in life. A teacher is always eager to learn and know more. An applied teaching philosophy is not just a way of thinking, but a way of being and living.

When a person decides to dedicate himself to teaching, he knows that to give one must have; so the teacher tries to have more knowledge and thus be able to impart it. The teacher seeks and follows the teachings of the great teachers, trying to follow in their footsteps. The great teachers always had a philosophy about education. And what is the objective of educating?

What the Teacher tries is to give his students all the possible knowledge, so that they live a better life. A rational and reasonable man will conduct himself with much greater dignity and respect than an individual who is thoughtlessly carried away by his emotions or his impulses.

A man who knows himself and the world around him will make good use of his physical, mental, and environmental capabilities. The goal of the Master is to improve human behavior through reason, logic, and action.

The teacher can undoubtedly lean towards a specific educational philosophy, a learning theory, as well as particular approaches or techniques as long as it promises to bring favorable consequences and results for the students, as well as helping to meet the objectives that are proposed as a group.

Every teacher must seek and adopt the philosophy of teaching that in his opinion benefits the greatest number of individuals the most, and of course; he will apply the most appropriate educational system or philosophy to support his teachings.

Each teacher can also adopt the best of each philosophical theory, and in this way can impart their knowledge, so that these are understood and applied in the real life of the students, and according to the prevailing circumstances in each situation, as well as its context. and life in particular.

The goal and the purpose are always to achieve individual and collective improvement so that each day man lives better and takes advantage of his potential.

[Autobiography, teaching experience and teaching context.](#)

[autobiography as a teacher.](#)

My name is Jassiel Humberto Alvarado Torres, I am 28 years old, born in the city of Leon, Guanajuato. On August 11, 1993. Son of M. Elizabeth Torres Rodriguez and Huberto Alvarado Torres, natives of the City of Aguascalientes and the city of Victoria Guanajuato respectively. I am the third child in a family of four children.

Since I can use my reason, I have lived in the daily life of schools, knowing this context of the educational environment, which is because my two parents are vocational teachers, not just professions, as well as my grandparents, vis-grandparents, and great-great-grandparents, al just like my uncles, cousins , and brothers. In the course of my history, I always found myself from school to school since my parents were teachers and working double shifts, I had to continue my educational duties at the work of any of them, in this way I began to learn about strategies, theories, and evaluation, as well as appropriating the language, the didactics, and the dynamics without knowing that little by little and slowly I became a vocational teacher like my parents.

With time the rest of it touched me, because I had to prepare and instruct myself to practice professionally, which has given me great satisfaction, one of her and the most important I consider, learning to see in each challenge and opportunity for growth, the second love and love the profession and finally always be resilient to situations as every teacher does.

Derived from all my predecessors and my close family nucleus, I come from a very competitive family since in their history they have postgraduate studies, as well as important positions within the educational field, ranging from teachers, managers, to supervisors and heads of the sector.

Throughout my studies, I have had the opportunity to learn about the different modalities that education can offer since I have studied both in private schools and in government schools and I have had to adapt to each of them. Thus understanding the characteristics of both and thanks to this knowledge is that later as a teacher I can understand the reality of both educational sectors.

I must also say that being a teacher came unexpectedly because my high school studies were focused mainly on being a doctor, which did not happen favorably, since one of the main requirements is to have a command of the English language, a domain that I did not have according to the standards of the University of Guanajuato (where I presented to be a doctor) and seeking not to run out of studies I had the opportunity to study at the Escuela Normal Particular of the Instituto America, where I began with my focused studies to the teaching of English, with the purpose of learning and mastering the language more and thus being able to take the medical exam once again.

As time went by, I realized that the language and the environment seemed extremely familiar and simple to me and that I knew many of the concepts that the teachers presented to us in their subjects

and even without knowing where I had learned them from. Then I understood that life had prepared me for this moment, because it seemed very interesting to me and I began to like the idea of being a teacher a lot, so I put aside the idea of being a doctor and dedicate myself completely to my training as a teacher.

In addition, an idea that motivates and enriches my teaching philosophy is that since I planned to be a doctor, the purpose was always to help others, and being a teacher fulfills that same purpose because teaching involves helping others, helping students. I even believe that the teaching work carries great responsibility because we do not work with things like furniture, but with people, and with their minds and knowledge and that is where the responsibility as a teacher lies because we have the power to mark positively or negatively to Our students with our words, we can influence them and change their vision of things until we are guides for their good.

In the same way, a more understandable act concerning to the students is one of the visions and a part of my philosophy as a teacher that most puts into practice, that is, I like as a teacher to provide students with knowledge and practices simpler, give them tips on how to learn faster or how to master a particular topic because I was also a student, I also know what it is to start from scratch and I also encountered the same problems when I was a student, I also know what the barriers are so that as students our knowledge of seeing truncated and without progress.

### General information of my school.

Name of the school: General Secondary School No. 21 "Jorge Gonzalez Camarena".

Address: Ambar street, 322

Colony: Villas de San Juan.

Phone: 4773301957

Serial: 11DES0109M

School zone: 02

Director's Name: Ma. De los Angeles Ibarra Melendez

### School vision, mission, and values

The vision of the school is that the student graduates with a view to the future, helping him to learn for life, providing him with comprehensive education, to be an actor of positive change; able to act with all freedom and responsibility before the expectations that life throws at him.



The mission of the school is to train the student integrally in a harmonious environment and in the values that will contribute to the positive development of all their faculties.

The school's values are responsibility, honesty, trustworthiness, respect, commitment, leadership, the attitude of service, discipline, equality, and democracy.

This mission, vision, and values must be maintained in constant exercise since they are the basis on which we have to work to train people of integrity who can stand out in society and carry out the school project.

### Teaching staff.

In the General Secondary School number 21 "Jorge Gonzalez Camarena" priority has always been given to the students as the center of attention of all the personnel and the human resource that includes: the teachers, the administrative personnel, the administration personal, and all those who collaborate for the proper functioning of this school, where each one of them fulfills an important function within the educational community.

the organization diagram of the school is in the appendix 1 (see appendix 1)

### Distribution of spaces

The school serves the following groups within its facilities:

MORNING	
GRADES	GROUPS
First	A, B, C, D,E, F
Second	A, B, C, D,E, F
Third	A, B, C, D,E, F

EVENING	
GRADES	GROUPS
First	G, H, I, J, K, L
Second	G, H, I, J, K, L

Third	G, H, I, J, K, L
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In addition, the school also has:

- 10 classrooms: 6 of them correspond to the first grade and the remaining 4 to the second
- A quartermaster cellar
- A multipurpose room
- 3 gardens
- 8 classrooms: 2 of them for second grade and 6 for third grade.
- A computer center
- Two bathrooms
- Offices of prefecture, administration, subdirection and management
- A civic playground
- Teachers' room (newly created)
- Library and cellar (now teachers room)
- Parking lot
- 1 court: soccer and basketball.
- A cooperative

### Social context.

It is important to know the environment in which students develop as this affects their performance within the school. It is of great help for the teacher, to inquire through surveys, questions, talks or some comments that are heard among the students, the characteristics of the environment, of the environment in which each one of them develops their vital activities. Although it is thought that the environment may not influence the students, I consider that the influence of the environment, both the immediate environment and the entire social context in which it is immersed is very important for them. Human beings need others to develop, that is why they are sociable by nature. So I gathered information about the surroundings of the General Secondary School No. 21 "Jorge Gonzalez Camarena".

The school is located in the Colony Villas de San Juan, Ambar street 322.<sup>1</sup> (see Appendix 2).  
(The circle encloses the location of La Esc. Sec. Gral. N ° 21 "Jorge Gonzalez Camarena")

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<sup>1</sup> <https://rankeando.com/1258571-escuela-secundaria-general-no-21-vespertino>

## School features

The land that the school has an area of 9,329.31 m<sup>2</sup> and is in charge of the federal government; It has ample spaces for the recreation of the students, it is a large school and the classrooms are very spacious. It is good to point out that most of the infrastructure is in good condition and the rooms have glass floors. In the last two years, several improvements have been made around the campus such as paving the main street that gives access to the school, installing a dome that covers it completely over the playing field area to be able to hold events any day and, the remodeling from the main entrance. Around the school, there are very important roads like the Boulevards Villas de San Juan, Galena, hacienda Los Otates, Guanajuato, etc. with few recreational centers or spaces for sports or health for the inhabitants of the colony.

Access to the neighborhood and specifically to the school, although it is fast, is usually very complicated since the main street where you can get there is a street that is very hidden and is often confused enough with a street parallel to it, this impairs the fluidity of public and private transport.

The colony Villas de San Juan has the services of drinking water, public lighting, drainage, paving, educational centers of the basic level (public), and has its Health Center.

The houses of this colony mostly show facades of a great diversity of construction materials, there are brick and concrete or sheet roofs. Most of them do not have a garage and only the most recent constructions that also have more modern finishes do. There are even houses in blackwork that are already inhabited.

The people who live in the neighborhoods surrounding the school are middle and lower middle class. Most have basic studies and a few have higher-level studies. Due to the proximity of some vacant lots, various gangs of gang members have formed who are dedicated to making graffiti in schools and seeking lawsuits in the streets. there are no facilities for these young people to use their time in any other way; The atmosphere is not favorable, so most, over time, have been part of the gangs and little by little the streets near the school have become more unsafe.

## My personal theory of learning

### what happens inside students when they learn

There are many different theories regarding the way people learn. However, we don't get too concerned thinking you must teach in a certain way because a theorist says so. Because the

experience tells us what works with one group or individual learner might not work with another. You might find at first you are teaching the way you were taught at school, college or university. It might have suited you at the time, or it might have had a detrimental effect. the Secret is that we don't be afraid to try something different and step out of your comfort zone. You will need to find out through experience what works and what doesn't work with your learners.

One of the most significant theories for me in terms of the students' interaction with their environment is constructivism.

Constructivism tries to make learning an active and contextualized process of knowledge construction rather than knowledge acquisition. The learner brings past experiences and cultural factors to a current situation and each person has a different interpretation and construction of the knowledge process.

Vygotsky's (1978) theory is one of the foundations of constructivism and asserts three main themes.

1. Social interaction (my main point of interest) plays a fundamental role in the process of cognitive development. Vygotsky considered that social learning precedes development and asserted that every function in the child's cultural development appears twice: first, at the social level, and then, at the individual level; first, between people (inter-psychological) and then within the child (intra-psychological)<sup>2</sup>

2. The more knowledgeable other (MKO). The MKO refers to any person who has a better understanding or higher level of skill than the learner, with respect to a particular task, process, or concept. The MKO is usually the teacher, or an older adult, but the MKO could also be a peer, a younger person, or even information from the internet.

3. The Zone of Proximal Development (ZPD). The ZPD is the distance between a learner's ability to perform a task under the guidance of an adult and/or with the collaboration of peers and his or her ability to solve the problem independently. According to Vygotsky, learning occurs in this zone.

This leads me to think about these questions:

1. what the learner can do

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<sup>2</sup> Vygotsky, 1978 page 57.

2. what the learner can do with the help of others
3. what the learner cannot do yet but will try to do.

## The goals for instruction

### what should be learned

The module objectives are the subset of learning objectives that we as teachers associate with each module and become an important tool when specifying the objectives or goals to be achieved.

The objectives that are appropriate for each module and we add them in the order in which we expect students to encounter them.

Starting with the most general/basic objectives first and putting the more specific/complex objectives towards the end of the module, and trying not to address too many learning objectives in one module is a good idea to avoid that this may hinder the sequence of activities. Conversely, trying to cover the same learning objective in too many modules can disrupt the sequence of activities that move learners toward achieving the learning objective. If you are not satisfied with the sequences, you can reorder or eliminate them later.

Consider the level of development you want to address and the scope of information inherent in the topic and also for each learner. To focus the level of development, select a narrow set of learning levels, and to focus the breadth of the topic covered, adjust the statement of learning objectives.

Asking whether there are some objectives that are general to the whole module should help us to put generic objectives, such as transferable skills and competencies, before subject-specific objectives

## The role and responsibility of the students in this process

Students, teachers and parents must work together. Each has responsibilities and a role to play. Students will be more successful in their learning if they are responsible, involved and have a positive attitude.

Responsibilities:

attend classes on time and regularly.

Be prepared for class with all necessary materials.

Take care of school property.

Complete all homework assignments.

Organize your time well.

Respect yourself and others.

Read regularly.

Do their best.

Participation:

participate in classroom activities.

contribute to group activities.

asking questions when they don't understand.

participating in school activities and having fun.

participating in community and leisure programs.

Attitude:

understanding the values, expectations and culture of parents.

maintaining good physical health by exercising, eating well and getting enough sleep.

listen carefully to teachers and parents.

develop positive attitudes; be cooperative and considerate.

Accept challenges.

Help others.

### The role(s) of the teacher in this process

It is important to understand that most teachers assume a mix of all roles. No teacher falls into just one category. They may take on two different roles at the same time.

How a classroom works is complicated. A good teacher is one who knows what role to play and when to play it. A teacher's role in classroom management is enormous.

## The overall intercultural approach

If EFL learners are to become successful intercultural communicators, it is essential to provide them with a thorough and systematic intercultural training, and not only of the culture of the main English-speaking countries. EFL students will benefit by gaining solid knowledge of the different world cultures, and they must also develop the ability to compare their native culture to other cultures, to evaluate critically and interpret the results of such comparisons, and to apply this knowledge successfully in both verbal and non-verbal communication, for both transactional and interactional purposes. Since “culture in language learning is not an expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading, and writing”, it is of paramount importance that the cultures, not simply chosen cultural aspects, are dealt with during EFL lessons.

Successful international communication is reason enough to introduce the intercultural approach into EFL classrooms. However, there is another good reason.

Intensive intercultural education seems to be a good way to sow the seeds of tolerance, acceptance, understanding, and respect.

## Language and language learning and teaching

A key message of teachers need to analyze their personal, professional teaching 'stance': the professional big-picture understanding and position they bring to their work which shapes their programs and pedagogies.

This teachers to consider their stance and develop it with regard to:

- professionalism and knowledge of education, teaching and learning
- personal and professional experience and self-understandings
- understandings of new and different contexts for students, teachers and communities and their impacts on learning
- contemporary understandings, including complexities and ambiguities, of languages and pedagogy
- the relationship of experience and past practices to new situations and new understandings as their stance develops and changes.

None of our personal and professional beliefs, perspectives or commitments are ever static, and the Guide addresses those aspects that teachers think about when considering the development of a personal and professional stance. At the end, there are questions to encourage consideration of these

aspects in relation to stance and to invite teachers to make changes to their thinking and to the practices of their work

## Implementation of the lesson plan.

### Description of the sessions

During the application sessions of the activities of the educational proposal and intervention, the students took into account aspects of their knowledge and previous sessions for the realization of this activity.

The students worked previously identifying the different characteristics of each of the written texts, and because the class as such is "written production", it was proposed as a final project activity, the creation of a product involving the written aspects and testing the knowledge obtained so far, hence the creation of the magazine.

The students were formed in teams chosen by themselves and chose one of the types of texts exposed in the previous classes, and according to the type of text chosen, they made their design proposal, taking into account the feasibility that each of the texts and their characteristics allow them to innovate and create their own written document for one of the sections of the virtual magazine.

The students designed and created their products during one of the sessions in which they had more minutes available and agreed at the end of the sessions to make the general and virtual design of the magazine as a whole, as well as the presentation of it to their classmates.

### Lesson Planning

1. Lesson plan identification cell.	
Author	Jassiel Humberto Alvarado Torres
Educational stage	Sexto semestre de Preparatoria. Nivel mixto.
Title of your Lesson plan	<b>Types of texts ( La revista)</b>



Learning Objective of the plan/Competency	<p><b>Propósito de lenguaje</b></p> <ul style="list-style-type: none"> <li>o Desarrollar en el alumno la habilidad de comprensión de lecturas para identificar los distintos tipos de texto antes trabajados. (narrativo, expositivo, infomativo, etc.)</li> </ul> <p><b>Propósito formativo-intercultural</b></p> <ul style="list-style-type: none"> <li>o Guiar a los alumnos en la creación de una revista en donde se adjunten los diferentes tipos de textos y sus expresiones escritas para su presentación en conjunto</li> </ul>
Communicative skill considered	Reading/Writing.
State of the following options	Recycling topic
Functions	Hablar sobre temas mixtos de revista (travels, interviews, soundtracks, etc.)
Main Grammar structure	Depending to the text structure
Other Grammar structures	Punctuation marks
Brief description of the plan	Se eligió la revista como parte del proyecto final de los estudiantes y con la finalidad de poner en practica sus conocimientos previos aprendidos sobre los diferentes tipos de textos y sus características, debido a que la creación de una revista nos permite colocar en conjunto distintos textos dentro de un mismo formato y que a su vez nos permita respetar las características propias de las formas de expresión escrita (interwies, information, narrative) que los

	alumnos quieran abordar dentro de la formación de la misma revista.
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Hours of the plan implementation	4 horas
Number of sessions	1 sesion de dos horas y 2 sesiones de una hora.
Contents required for the lesson	Lectura Notes about the types of texts
Link of the content	<a href="https://literacyideas.com/different-text-types/">https://literacyideas.com/different-text-types/</a>
EEAILE tutor on line	Gernot Rudolf Potenwoski

Introduction to the Lesson

Step of the lesson	Teacher activities	Students activities	Session number
Before the lesson	<p>Teacher requests students take to the session information in English about the topic of the reading with their sources searched previously.</p> <p>The first day of the lesson, teacher writes on the board date, topic and purpose of the activity.</p>	<p>Students take to the session information in English about the topic of the reading with their sources searched previously.</p>	00
During the lesson	<p>Teacher welcomes students to the class.</p> <p>Teacher reviews briefly the topics seen the previous lesson.</p> <p>Teacher checks that students brought the assignment requested the previous session.</p> <p>Teacher creates the context</p>	<p>Students greet the class and express briefly how they feel that day.</p> <p>Students practice what they learned in the previous class.</p> <p>Students talk about their finding about texts, answer the questions orally and discuss their answers.</p>	

<p>Set the objective or competencies of the lesson</p>	<p>based on the assignment that the students did and go over the following questions:</p> <ul style="list-style-type: none"> <li>• what subject will I write about?</li> <li>• What knowledge do I have on the subject?</li> <li>• what specific aspect of the topic do I want to write about?</li> <li>• What else do I need to know about the topic?</li> <li>• what type of text will I choose?</li> <li>• To whom will it be addressed?</li> <li>• What type of register will I use?</li> </ul> <p>How will I organize the ideas?</p> <p>Teacher writes the learning purposes of the lesson and have students read it and comment.</p>	<p>Students read the learning purposes of the lesson, clear doubts and express opinions briefly.</p>	<p>01</p>
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1.1. Communicative skills development.



## Reading

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
<b>Vocabulary introduction</b>	The teacher give the students the corresponding information about the topic.	<p><b>A.</b> Students identify the different aspects of each type of text depending on that they use.</p> <p><b>B.</b> The students discuss the previous questions to develop the activity.</p> <p><b>B.</b> Write them</p>	<i>Notes about the types of texts</i>	01	Exercise
<b>Prediction</b>	Teacher asks the students about their previous knowledge.	Students brainstorm about the types of the texts and their characteristics			Students participation

## Writing

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
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<p><b>Use of language.</b></p>	<p>The teacher give the students the corresponding information about the topic.</p>	<p><b>A.</b> Students identify the different aspects of each type of text depending on that they use.</p> <p><b>B.</b> The students discuss the previous questions to develop the activity, and write a draft of their writing expression about the topic that their choose.</p> <p><b>B.</b> present for feedback</p>	<p><i>Notes about the types of texts</i></p>	<p>01</p>	<p>Exercise</p>
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Activity developemnt					
Step of the lesson	Teacher activites	Students activities	Materials	Session number	Evaluation
<p><b>Introduction</b> <b>Oral practice</b></p>	<p>The teacher explain the characteristics of</p>	<p>The students take notes about the specifications of the activity</p>	<p>Notebook Paper</p>	<p>May vary</p>	<p>Revision of the advance</p>

the activity.

The first day of the lesson, teacher writes on the board date, topic and purpose of the activity.

Pen  
Colors  
Internet

accordi  
ng to  
the  
work  
and  
activity

**Development**

Teacher organizes a brainstorming with the reflexion questions

- what subject will I write about?
- What knowledge do I have on the subject?
- what specific aspect of the topic do I want to write about?
- What else do I need to

Students take notes of and discuss the questions orally

Students following the instructions to prepare the draft of their activity.

Notes

02

Revision of the draft.



know about the topic?

- what type of text will I choose?
- To whom will it be addressed?
- What type of register will I use?
- How will I organize the ideas?

Teacher solve questions , doubts and follow up their activity

Ask to the teacher about some doubts concerning to the activity if necessary

Notebook  
Paper  
Pen  
Colors  
Internet

Revision of the progress

Teacher check the different aspects for the presentation

The students expose their presentation as a magazine and explain the different characteristics for the activity and how the magazine works.

Assorted material

Revision for the complete project

Closing

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## Experience report

Experientially, I could realize that working together is of utmost importance when working with the language, in this case English, because the students were able to reduce the gap that existed between the language level of one and the other, because at the time of carrying out the activities and the application of their skills together they were able to carry out the work and in turn further develop their skills, they discovered their own strengths and limitations.

As a teacher, I think it is important for the students to know and recognize the place where they are academically, because as a teacher, the positioning of a student is of utmost importance to take him/her into account as an important part of the teaching process and, of course, as an important part when it is time to require support from his/her classmates.

As a teacher, it is also very important for me to know and recognize myself as a person capable of guiding and giving feedback to my students, knowing that these new educational proposals can have a greater impact on my students and their learning processes.

## Theoretical foundation

Brown (2000:343) explains that micro skills are related to imitative and intensive types of writing task whereas macro skills are related to responsive and extensive writing. <sup>3</sup>The descriptions are as follows:

### a. Micro-skills:

- 1) Produce graphemes and orthographic patterns of English;
- 2) Produce writing at an efficient rate of speed to suit the purpose;
- 3) Produce an acceptable core of words and use appropriate word order;
- 4) Use acceptable grammatical system (e.g., tense, agreement, patterns, and rules);
- 5) Express a particular meaning in different grammatical forms;
- 6) Use cohesive devices in written discourse.

### b. Macro-skills:

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<sup>3</sup> Brown (2000:343)

1. 1) Use rhetorical forms and conventions of written discourse;
2. 2) Appropriately accomplish the communicative function of written texts according to forms and purpose;
3. 3) Convey links and connections between events, communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification;
4. 4) Distinguish between literal and implied meaning when writing;
5. 5) Correctly convey culturally specific references in the context of the written text; and
6. 6) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with influence in the first draft, using paraphrase and synonyms, soliciting peer and instructor feedback for revising and editing.

Therefore, in order to be able to compose a good written text, a writer should focus on the micro and macro skills of writing. The writer also considers a number of linguistic aspects of writing.

Also there are three steps in writing process. The first step is called as Pre-Writing. This step seems more difficult because a writer has to begin to make their idea into outline. In pre writing, writers have to have big desire and motivation to write something. Then, they can share what their concept to their friends or partner and finally they develop the concept into outline. Writing, in this second step, writers begin to write. What they have thought about are expressed in the written form. The last is Post-Writing. Writers share their writing with others, they can read aloud or exchange to their friend or partner (writing conference) then they will give and get comment and feedback from it.<sup>4</sup>

## Evaluation

Formative assessment:

is part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening. In this sense, formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made.

## Rubric

Analytic rubrics generally focus on more specific aspects. In the case of the writing domain, for example, an analytic rubric might be focused merely on organization.

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<sup>4</sup> (O'Malley 1996: 139).

Criteria	Excellent	Good	Satisfactory	Fair	Poor
<b>Preparation</b>	Handouts, slides, presentation ready before workshop; exceptional material provided; greets audience at arrival	Handouts, slides, presentation ready before workshop, greets audience at arrival	Handouts, slides, presentation ready before workshop and available in app	Handouts, slides emailed to participants after workshop	No handouts or slides available for workshop
<b>Content</b>	Well organized and suited to audience. Covers topic completely and effectively. Includes practical application and additional resources or research.	Well organized and suited to audience. Covers topic completely and effectively. Includes practical application.	Well organized and suited to audience.	Content is well organized, appropriate to audience but missing key information.	Material disorganized and/or too advanced or simplistic for audience

## Video

[https://www.canva.com/design/DAFCDXxqyII/IqaWwcWGwT3kL8e3kDCypA/watch?utm\\_content=DAFCDXxqyII&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink](https://www.canva.com/design/DAFCDXxqyII/IqaWwcWGwT3kL8e3kDCypA/watch?utm_content=DAFCDXxqyII&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)

## Video sessions

<https://drive.google.com/drive/folders/1ISNK0kEz0Cv9E6cgYZiOy60FZ022paWT?usp=sharing>

## Critical Analysis

As part of a critical analysis of the proposed activities, I realize the capabilities and difficulties encountered by the students, because there were some limitations in the process, which made the process a little less efficient or made the fluency of the activities a little more difficult, such as the different levels of the students, the lack of written and oral practice to communicate, the attachment they still have for the mother tongue and the constant use of it for translation.

However, there were also several strengths in the process of the activities, strengths that are continuously increasing and that the students master more quickly and with better skills, such as the use of technologies, devices, and applications, which allow them to create a series of materials and where they can express their ideas and create digitally what they propose.

Imagination and correct guidance were an essential part of the success of these activities, as the students followed the instructions correctly, which resulted in a successful activity, thus demonstrating

that written activities are not only limited to traditional writing activities but can also be innovated so that students can further develop their skills.

## Conclusion

Writing is vital for developing various human skills, such as attention, concentration, memory, organization and methodology. Writing is the precursor to learning. Without the essential psychomotor development associated with writing, children would be less able to assimilate subjects and study material.

above all, writing contributes to the development of a child's cognitive faculties.

Reading and writing are learning skills that last in the life of any person and the combination of both represents the proper use of written language, hence the importance of reading and writing because both are basic tools that help children to acquire more knowledge and develop new skills.

The importance of reading and writing in elementary school lies in developing children's ability to express themselves through written language and, at the same time, to enrich their oral language, since both skills require interpreting texts and understanding the message they wish to convey.

In addition, reading and writing is an excellent tool that fosters creativity and imagination in children because it allows them to read stories or create them, which speaks of a cognitive capacity that allows them to mature in different areas of knowledge that will last for the rest of their lives as long as they are constantly exercised

As Teachers we will need always consider the writing as one of basic skills in language learning, writing has micro and macro skills. The writer should consider the aspect of micro and macro skills in writing in order to the learners are able to do such in writing.

writing should maintain between micro and macro aspect. In micro aspect, the learners practice specific written forms at the level of word or sentence (hand writing or typing, spelling, punctuation). On the other hand, the learners emphasized on macro aspects of writing which cover on content and organization of the writing. Moreover, micro skills are related to imitative and intensive types of writing task whereas macro skills are related to responsive and extensive writing.

# About the world

SOCIAL

Discover the wonders of Italy, Greece and France. Here we inform you about everything!

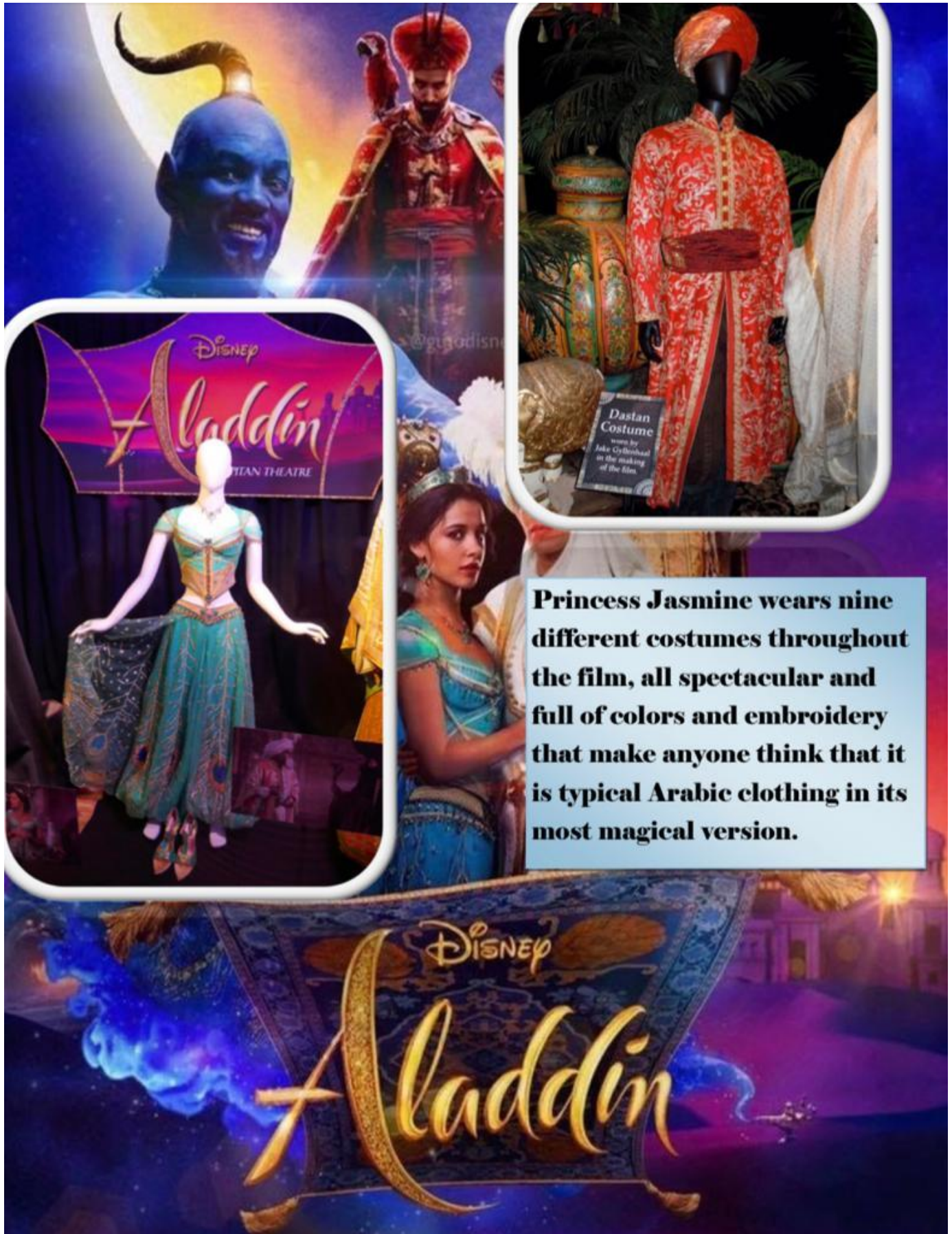
The music used and listen in our favorites movies either these songs represents the essence of a movie

In the fashion of the movies, they have tried to show us the evolution. Therefore, the article that is inside explains the whole process until now in the movies, in the world of fashionism.

We know in the world of entertainment there are countless movies to watch. In this section we Will make a brief recount about the chick flicks that we







**Princess Jasmine wears nine different costumes throughout the film, all spectacular and full of colors and embroidery that make anyone think that it is typical Arabic clothing in its most magical version.**

# Interviewed



## • ARIANA GRANDE •



We continue here at the Grammys, and we just found Ariana Grande, we thought she wouldn't come this year, but here she is ready for the interview and beautiful as always. Let's remember that she is one of the best known female artists in the industry, has more than 400 nominations and has won more than 120 awards throughout her career as a singer, an artist in all the extension of the word.

A: Hello Ariana, beautiful lights tonight, how are you?

Ar: Omg thank you very much, I feel very good, you know that these nights are always very special

A: We have seen you a lot lately in "The Voice", regarding your participation How do you live being a coach now?

Ar: It's spectacular, of course with my teammates all the time it's laughing and getting to know each other, but in addition to that I have the opportunity to share with artists, learn from them and work together and it's something I really love.

A: Do you plan to release tracks soon?

Ar: Right now I'm with "The voice" which is a project that has me very excited, I think I'm ready to win and have a good time but the ideas and compositions are still very present, I've been working a lot on that and soon there will be interesting topics, it's the only thing I can say. A: And changing the subject... On May 15 you

celebrated one year since your marriage, how are you in this new stage? Ar: All good in that aspect, I feel that nothing has changed and at the same time it is all so different, of course we enjoy it, we keep it very private and for the same reason on the day of our celebration we wanted to keep it away from the press, basically to be out of the public eye and spend the moment with the people closest to us.

A: Of course it was a big decision and they look at each other happily.... And your ring What can you tell us about that work of art? Ar: I love it, the engagement was a little more exaggerated and the one at the ceremony we wanted a very simple but completely personalized, it's what I wanted and also Dalton took care of a lot of what we both wanted.





**TO TRAVEL= TO HAPPY**

Author: Luz del Carmen  
González López

# Greece



Greece is a fascinating country where history and culture match its natural beauty.

Strategically located between Europe and Asia, Greece is one of the most influential countries in Western history. In Greece, the concept of civilization, democracy, the Olympic Games, literature, the study of history, politics and the basic principles of science and mathematics were born.

Precisely this historical importance has left in Greece an artistic and architectural heritage legacy that is very difficult to find anywhere else in the world.

If you add to this the beauty of its coasts and islands, bathed by the Mediterranean and the Aegean, its small and picturesque villages and Mediterranean forests, you will realize that it is not difficult to find.

Some of the most representative places to visit in Greece for your tourist route could start with Athens, the capital of Greece, walking aimlessly through the neighborhoods of Plaka, Monastiraki, Anafiotika or the Central Market of Athens.

Santorini, although there are many islands to visit in Greece, the best known of all are those that make up the Santorini archipelago.

Naxos is another of the islands that you could visit and the best way to get around Naxos is by bicycle, quad or buggy.

And finally Mykonos is the perfect place to party in Greece and enjoy even more in summer.

## References

Taken from Kuhlman, N. (2008). *An Introduction to Language Assessment in the K-12 Classroom*. ELT Advantage modules.

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## Internet references

**<https://files.eric.ed.gov/fulltext/EJ1096289.pdf>**