

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

**Tasks to Promote English Language Acquisition
in a Mexican Public Middle School**

TRABAJO RECEPCIONAL

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

PRESENTA:

CLAUDIA IVETTE BARAJAS CASTELLANO

ASESOR: ALMA DELIA GARCIA SALAZAR

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*Task to Promote English Language
Acquisition in a Mexican Public
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DIRECTOR DE TESIS:

ALMA DELIA GARCIA SALAZAR

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Introduction

Communicating effectively implies being able to be perceptive, receptive, and productive at different skills, such as listening, speaking, writing, and reading. These skills are tightly carried out when learning a second language focusing on their adequate development to be able to use the language in social exchanges.

Teachers are usually in charge of finding the best strategies to develop students' language skills. To become skillful at looking for the best techniques, it is important to keep updated. Therefore, this specialization has been an important stage in my teaching because it reflects what I was before and now. As teachers, we are a whole, compound of pieces of thoughts, beliefs, feelings, and experiences. This has an impact on our everyday teaching and the way we pursue our students' goals in the language. Besides, the information in practice, makes more significant what has been studied.

The actual use and analysis of theories of language acquisition are significant when being studying-teaching English. Besides, the analysis of the actual teaching performance is labeled and has a more detached purpose. Therefore, throughout this specialization has been important to find techniques and strategies to form real acquirers and not just learners. It is common to set a bunch of activities engaged to a purpose or objective without looking closing if it is intended to acquire the language. It can sound like a difficult situation, but once we are into the theories and the analysis, small strategies become so meaningful for our goals.

The acquisition is an aspect of language that has become so important in my daily teaching. So, the purpose of this document is to portray how what I have learned has been applied in teaching English. Also, it is important to look at how small intended changes in our teaching can make a real change in what our students are acquiring.

However, teaching a second language consists of implementing learned techniques without taking apart who we are and still deciding what the best practices can be to achieve

the goal: learning and or acquiring a new language and being efficient communicators. These practices should focus on the proper implementation of tasks that attain being skillful at reading, writing, listening, and speaking, according to the context and skills we have to consider to be part of the model of the learners.

The importance of analyzing English activities in groups in a secondary public school impacts the results and improvements that can be carried on to motivate the acquisition of a second language. It is important, instead of looking at English as another subject to pass, students can look at it as the start point to becoming bilingual. Besides, English classes cover a small school time compared to math or Spanish classes. Thus, the sequence of tasks proposed for students must be intended to help them acquire English even if time class is limited. It is also important to identify the possibilities surrounding our context and have an ongoing reflection on how and what we are doing to guide our students towards acquisition. The intention is to find out purposeful tasks to promote then language even the circumstances.

It is important to point out that the outcomes from this proposal may be affected by different factors. They can be related to the length of time that tasks need to see proper outcomes or measurable results. Besides, all those school activities mislead the flow of the tasks and completeness.

This document is divided into five chapters. The first chapter portrays me as a teacher and how this impacts the overall elaboration of this document. The second outlines the methodology, practices, and some other considerations for the described lesson plan. The third chapter shows how the assessment was included based on the methodology and previous concepts to evaluate the four skills. In addition, it provides a factual reporting of the proposal tasks presented. The final chapter IV, it is discussed the findings, implications, and future research for second language teaching practices.

Chapter I

My Teaching Philosophy

My Autobiography Highlights. I am Claudia Ivette Barajas Castellano and I was born and raised in Leon, Guanajuato. I was born into a teacher's family. I began learning English when I was in high school. Afterward, I wanted to become a physics engineer so that is where I decided to study English because English is the language of science. While I was studying, I was able to teach some teenage groups and that was my first experience teaching English.

Later, I had the opportunity to teach at the place I learned English, so that is where my English teaching story began. I mostly began teaching English to adults. Even though I was already teaching English, I became a math teacher. Nevertheless, I have never worked as a math teacher.

Since that day I have always taught English because of several reasons: the job opportunities, the pay, and being comfortable with the environment that surrounds me when teaching English.

Language Learning and Teaching Experience. Looking back at the events that took me to become a teacher is an effortful task. I keep track of some vivid moments that made me become a teacher. Some memories take me back and forth because they vividly make me come back to when it all started. Besides, some of those aspects have impacted some areas of my current teaching practices. I will portray those experiences that had an impact on my teaching practices before and how they have changed over time.

My teaching experience began while I was studying English as a Second Language. I had the opportunity to teach teenagers between 11 and 12 years. I remember it as if it was yesterday because everything I had to teach was based on my experience as an English

student. As a student, I remember my middle school teachers mostly using the Grammar Translation Method and from time to time the Audiolingual method. The teacher used to have tons of rules written on big papers that were on the tables. In that way, we could memorize some rules and verbs by looking at what we were searching for. I think they wanted us to understand some examples and somehow translate them into real-life examples. Afterward, I had another teacher whose intention was more to motivate us about the language but he did not know how to manage the affective filter when teaching us. He used to speak English most of the time and used songs to teach us. I do not think he wanted to communicate with a wide variety of activities but at least he pronounced correctly when speaking.

These experiences made me think about how I wanted to be when being in the classroom teaching teenagers. At that stage I was confused, so I remember getting students into playing more than having them translate. When playing, I used a lot of drilling for the vocabulary I was teaching. I would say that an aspect of the Direct Method was involved in my teaching because I insisted on drilling a set of words until students could achieve a better pronunciation and assimilate them.

Afterward, I began teaching at the place I learned English. This made me more aware of the importance of applying similar techniques that my teachers used. This school took the Communicative Approach as an important part of “Learning English to be able to communicate”. Besides, at the beginner’s level, it was pretty common to deal with lots of drilling and dialogue memorization derived from audios and pre-arranged conversations. Now, I know that it was intended for students to directly relate to the achievement of better pronunciation. It also relates to Sociocultural Theory which highlights the importance of language learning through social interaction and some cognitive factors. (EEAILE, n/d). Nevertheless, language items would take an important role when teaching, for instance:

learning syntax and phonology. It was so important because of the need to achieve that correctness in pronunciation and form of the language.

After teaching at different language schools, I realized that I had adopted the Communicative Approach as something part of my daily teaching. Even when I applied different techniques, the CLA was always part of my teaching in the early years when I became an English teacher.

Language Methodologies, Approaches, and Techniques in My Teaching.

My teaching process has been affected by different circumstances and experiences that lead me to conceive teaching the way I do and practice it today. This conception is evolving because of the immersion I have known with SLA theories and methodologies. I now relate theory and practice and start thinking beyond my experience and daily practice.

In my teaching practice, I usually begin with some vocabulary that can be done through words, flashcards, or realia. This depends on the topic and the goal to be achieved. This is quite opposite of what Bloomfield argues (EEAILE, n/d). He describes that speech occurs before writing. Through my teaching experience, learners tend to write what they listen to because this might make them feel safer with the language utterances they are practicing. Besides, behaviorism and the Natural approach, agree on the fact that L2 is learned in a similar way to the L1. Even when there is a reiterative process and proper reinforcement is common for students to ask “How do you write it? I believe that this happens because students have already acquired an L1 so they are contrasting it to the L2 so they can acquire new structures and not only habits. (EEAILE, n/d, Lesson 5)

Another common practice that I carry out is the drilling of chunks of language or isolated vocabulary. This helps students to remember isolated vocabulary and sometimes this can be useful when integrated into a whole idea or situation. It probably could be improved if

I tend to do it more in an audiolingual way through songs or some real audios that can be interesting for my students.

About the Specialization, I have adapted some changes. Now, I try to make my students exposed to the language by listening and following some aspects of the Natural Approach. Besides, I consciously aimed to support students' emotional part by making them some reflection questions about the tasks or the class, in order to make them feel comfortable and motivated to keep on trying and improving.

Furthermore, I involve students in the practice of language in social situations. This is a fact that is highly connected when teaching English. It is necessary that most of the time students can show what they can do with the language in a common context situation.

Learning, Updating, and Adapting. This period where I have been in touch with readings, teachers, analysis, and planning along with what theories are, is been so rewarding and has incited a total change. Being into this process, I have experienced changes and improvement in my teaching due to being willing to modify aspects that I have been doing the same because they have successfully worked. These changes have been difficult, but I have experienced my student's progress more quickly. Before, I was afraid of modifying the curricula and I just used to go along, and just make it easier for students. Now, I am willing to make the changes my students need to acquire the language, low the affective filter and expose them more frequently to the language, just as we are since we are born. I also believe, that there are tasks that do not fit my personality and it is okay not to make them part of my teaching. Now, I judge myself less and avoid comparing my practices to others because I am not the way the other teachers are, and that is all right, too. So far, I am so pleased with the results, and I think it was the breaking point from what my teaching was before this specialization and what it is now.

The life of a teacher is determined to be in continuous change and adaptation. Sometimes we adjust ourselves to new generations, goals, institutions, and teaching strategies. But we hardly ever look at our beliefs and ideals as teachers. We certainly can adapt, but our essence keeps being part of every teaching environment we are in. Thus, by closing looking at it, we can use the best of ourselves to get the best of our students.

Chapter II

Methodology and Practice

Theoretical Perspectives in My Teaching. Teaching is a complex activity to develop. Sometimes we imitate “actions” that in our experience we consider appropriate to retake and get students involved in the class and learning a language. When we study and read through the several SLA theories and approaches, it is possible to do our teaching more consciously. This can lead us to improve the way we want our students to learn or acquire the language and to find significant results for our everyday teaching procedures. Analyzing the way, I carry out my teaching, made me notice I follow certain patterns that correspond to the CLT and Acquisition theories by Krashen such as the Input Hypothesis, Affective Filter, Natural hypothesis, and TBA.

Communicative Approach, Affective Filter and Input Hypothesis. The communicative approach is usually portrayed in my teaching practices. The materials involved in these practices play an important role. Currently, I have to provide a variety of materials because they have to suit different students’ needs. These needs highly relate to the economic part, but I also have to make sure that they address the learning goals set. The materials have to provide students with the correct amount of input as it is mentioned in Krashen’s theories. Besides, students have to get the message pretended by the teacher. My expectations are multidirectional because they are not just based on the curriculum or a textbook, instead, they are intended to help students keep on practicing and notice certain gaps they have with the language.

Acquiring a language is a situation that implies different factors. One of them is the exposure that students have to the target language. Krashen (1982), believed that the type of input given to the students is relevant in quantity and form. Besides, it has to go beyond what students already know, making it understandable so the student can get the message. This idea goes along with the conception that a student can internalize the language when understanding the information given by the input. This is called intake.

The input occurring in my class can be implicit and explicit. The implicit input students receive is by visual enhancement (colors, bolding, and pictures to point out specific information) and recast (guiding learners to notice mistakes in their language formulation). It also considers the explicit input when providing input to my students. It might come in different types: feedback + enhancement, processing instruction, or when necessary, focusing on the form by a previously given rule. (EEAILE, n/d)

Also, creating a good environment and proper help for students to understand an L2 has been a priority. Lately, by reading about SLA and the different theories related, I could link theory with the proper way to get students into acquiring English. Additionally, in this scholar year, the emotional part plays an important role in our everyday lessons more than in past years. This relates to the affective filter hypothesis. Krashen (1985) points out that students with a low affective filter are more willing to acquire a language. This can be achieved by helping students to be calm during the lesson. To try out this hypothesis I planned an activity that involved numbers and some information personal questions. In this part, I involved comprehensible input by using flashcards that contain the numbers and the previous information students had. Also, I suggested to them some questions where numbers had to be used to answer. By giving them examples of how to answer, with the help of a strong student, they could answer. For the last part, I took them to the court for open space, so they could build up a conversation using the different information they already had.

Thinking about what I usually do the most in my classes, completely relates to the description above. It also involves the TBA which shares some techniques that CLT involves in the teaching classroom.

Task Based-Approach. As I previously described, CLT is commonly part of my teaching practice. Besides, the TBL is also applied. It is linked to the CL because both achieve the target of the language to use language functions to communicate. Persuading language functions in a class, help students to find the purpose of learning determined items of English. Also, it relates to the practices I commonly do as some techniques part of the Direct Method as well. Although the applications of the Task-Based in the classroom relate to more interactive to achieve particular semantic and communicative elements over social interactions and grammatical characteristics.

Recently, I have used this all together with the CLT, since they share the fact of immersing students into real contexts, using specific functions of the language, and interaction among students, and that do not persuade fluency or accuracy at the same time. For instance, introducing themselves to meet new people and, signing in for a class or course. These types of tasks help students to keep motivated and involved in learning English.

Although there is a wide variety of techniques that can be applied in my daily teaching, working with true beginners and 12-year-old students imply the application of techniques that can be repetitive. This works for my teaching environment because students can get used to participating in dialogues, drills, and role-plays about some aspects of the language. Afterwards, it is possible to “increase the difficulty” of the techniques applied so students can feel engaged and motivated in class. Although Audio lingual could work well for my current context, there are some aspects of infrastructure that might avoid the flow in the development of these types of activities. Working with the TBA is so useful in my teaching because of its several advantages and the practicality it implies in my current classroom context.

Lesson Planning

Teaching Context. The current lesson is planned to be applied in first grade in a public middle school. The school is located in a middle-economic level area. Most of the students fit that economic level. The students' families are varied which implies some students live with their parents, and some others with one of them. More than half of students' parents are professionals and the rest are employees of factories or have their businesses.

The students are between 12 and 13 years old and almost all of them bring their essential materials to class, but around 20% of students may have trouble affording internet access or a gadget to work digitally. They come from being almost two years locked down because of a pandemic which implies they lack basic knowledge of English, in contrast, some of them learned to be more responsible in their learning process and are familiar with digital tools.

The groups are around 30 students per class. The classroom has the minimum materials which are aboard, a desk, a chair, and deteriorated chairs for students. English classes take place three times a week and they last 50 minutes. Teachers switch classrooms every 50 minutes, so materials that may stay on the walls of the classroom are shared with the rest of the classes and the afternoon shift. Some classrooms may get noisy because they are located close to the main avenue which is next to the school. The school has some specific classrooms for the different subject academies but the English academy has no current room, besides, the whole school has one projector which has to be booked in advance. Therefore, the only material is the one I take.

Currently, the English program focuses on taking back those expected learning outcomes that were not covered because of the pandemic period. However, the English curriculum has its drawbacks since the program is not developed since kindergarten as it is

considered in the APRENDIZAJES CLAVE program. Therefore, English students' level is low and most of them are true beginners. Around 20% of students have some previous basic knowledge of English and just 4% of students are knowledgeable in English.

Lesson Plan Rationale. The design of a lesson plan is a complex activity due to the specifications and implications it has related to our context, goals, and institutional requirements. However, planning becomes a habit when teachers accomplish the task because tasks are carried out and tested at the same time having a wider view of what works for our context.

As part of the rationale, it is important to consider the nature of our planning that when being part of an institution, we are demanded to consider the curriculum. According to the “Programa Básico Imprescindible” by the SEP (2021), planning comprehends two stages which are about being competent in the language and acquiring a basic domain of the language. Based on that, it is important to consider the previous knowledge of students and the pandemic situation they experienced. Therefore, the focus of the lesson plan is mostly a “Familiar and Communitarian” atmosphere in which the communicative activities relate to the social exchange of oneself and others, literary expressions, and, the process of the information. These communicative tasks suggest that students can participate in a personal interview in the scholar community.

Development of skills in Planning. Activation of previous knowledge is a constant task in my teaching. It is indispensable to look at where students are and make some possible corrections to keep on building knowledge. Vocabulary in long-term memory requires repetition and retrieval (Nation, 2001).

Therefore, by repeating vocabulary in different tasks, students can assimilate it. Besides, Perez,L & Alvira. R. (2017) describes that spacing, use, organization, and imagining ensure that information moves permanently. Also, repeated exposure to new words is

necessary because the more the students deal with new words the better, and they enhance their learning. These strategies reflect in-memory strategies such as making associations and reviewing (Oxford,1990). Additionally, students register new words in their notebooks, advising them these words would be useful for their development of language. As Zimmerman (2009) describes, students can write vocabulary in their notebooks so they can have a set of words they consider relevant. Some other strategies that are applied to my students are about showing flashcards and oral repetition. It is useful in my context because of the infrastructure that we have. Besides, it is important to implement the ludic part in the classroom, so through some games, students get more familiar with the vocabulary and they can easily learn it.

Through the tasks planned is always important to consider some prior activities to make students get the task better. Independently of the type of skill developed, it is important to consider always students' comfort and context to keep on moving on topics and the language. Some elements that can be generalized for different classroom tasks are described as follows:

1. Activate previous knowledge.
2. Avoid feeling overwhelmed.
3. Provide clear instructions.
4. Examples of the desired response.
5. Material appropriateness to the students
6. Monitor students' responses and provide feedback

(EMAIL students' presentation, 2022)

As the intention is to immerse students as much as possible in the language, a kind of extensive reading is presented to students adapted to their level. Schmitt, D., & Schmitt, N. (2005), agree that extensive reading is necessary for learners to see vocabulary in different

contexts, so they identify how it is used. Ross (2007) defines authentic materials as materials that have been produced to fulfill some social purpose in the language community. These materials are good to identify different elements of language such as false starts, slang, reduced forms, and abbreviations at the natural rate of delivery. Even though not all of them may be appropriate for our students' level or background knowledge, this can be useful to get them exposed to the natural form of the language. Besides, they can get chunks of language and use them in their everyday conversation or real written expressions. Also, when facing real oral exchanges of the language, they may feel more comfortable and safer about understanding and being able to produce oral and written ideas to be an effective communicator.

In both receptive skills, it is important to integrate strategies-based instruction. The application of learning and communication strategies to classroom learning has come to know as strategies-based instruction. (Brown, 2007, p.129). The acquisition of a language is a process that is determined by different factors in which students play the most important role. Therefore, the development of strategies to create linkages between what is seen and what is used in real context can be used later on in real communication exchanges. Also, through the input, they receive a handle to recognize patterns of the language and use them according to their needs or context. At this stage, as real beginner learners, they can relate chunks of the language and accommodate them into their productive skills. Since the speaking activity is a recompilation of what they have previously reviewed and practiced, the preparation of a planned situation will demand them to do some kind of notes due to the nature of the task.

Through our courses, we might face different techniques that took us to develop our writing skills. Teaching writing considers five categories of classroom writing performance according to Brown (2007):

1 Imitative or writing down. It is highly used in beginner students who are just able to write simple words or sentences. It persuades to students get familiar with the conventions of the L2.

2 Intensive or controlled. It works specifically on being controlled by the topic, grammar feature, or vocabulary we want our students to practice or achieve.

3 Self-writing. This category focuses on writing to the self which can be done through a diary or a journal.

4 Display writing. In this category, formal writing is the key.

5 Real writing. For this category, the writing focuses on real purposes or audiences which can be academic, vocational, or even personal.

For the productive skill, of writing, students are being part of a Penpal project, so the writing performance that students are developing is through imitative real writing. It is a challenging activity for teachers, but so rewarding for students. Besides, they can learn from real English-speaking people. As part of an experiential learning approach, I decided to involve students in a Pen pal project. The expectations towards this project are high due to the students' motivation. Barksdale M.A. et al., (2007), point out that a productive method for assisting students in developing personal understandings of other people is through pen pal friendships". This is a powerful tool that in the United States is very common a usual. Nevertheless, it is limited to being used in Mexico's public schools.

Starting from the activity, it is part of the culture of the language, something common to make "pen friends". As I explained to my students that it is not used in Mexico. Students feel engaged in communicating with people speaking the target language in a different country that unconsciously they are becoming literate in the target language. (Barksdale M.A. et al., 2007). Besides, students become interested in knowing about their pals. These aspects directly impact being culturally literate in the language. Through the development of the Pen

pal exchange, it is important to motivate students to learn from their pals and learn what they can integrate when speaking English. However, being respectful and tolerant towards their ideas is a process that they can practice and assimilate along with the project.

Even when students are not having immediate touch because of institutional rules, e-mailing is being done in the classroom. E-mailing is a strategy to motivate students to do writing activities. Also, it shows students' progress in writing and understanding of the language. As Liao (1999) explains, e-mailing can be gene beneficial to teachers because they can use students' correspondence to identify problematic areas for learners, so the teacher can make decisions about what to teach.

Language Skills. Reading, as a perceptive skill barely focuses on the fact that the reader is ready to understand the whole of the text that is given. There might be some lack of understanding due to the nature of the text, but the reader will then use strategies to interpret the meaning of the text. As Anderson (1999) states, reading is influenced by the reader's prior knowledge. Therefore, students' abilities will take into account their L1 knowledge to infer the meaning of what they are reading. To be a good reader there are some processes to take into account, such as when Sánchez (2004) describes decoding, which involves translating symbols into sounds making visual representations of speech or making inferences that involve using previous knowledge or experience to comprehend the text and understand the main idea of the author.

Listening involves being receptive to what the speaker is trying to say. When learning a second language we are usually exposed to different listening ideas that are pre-designed to fit into a course, situation, and level. Regardless of the situation, the listener must develop these listening skills to be a good communicator. Listening in the classroom needs to be part of daily instruction. As Swanson (1984) states that there is a tendency for teachers not to

emphasize the listening objectives. This is certainly the case in my daily teaching practice due to the school's infrastructure.

To develop writing skills in our students, it is important to look at the type of writing activities that help our students achieve the set goals. Hyland K. (2007) describes L2 writing as a process where a person selects, develops, arranges, and, expresses ideas in communication. Therefore, this is what we persuade our students to achieve when learning L2 writing. As teachers, we should remember how we learned to write, and whether it is possible that our main reference was our L1.

Speaking differ from the other productive skill (writing) in the sense that it tends to be unplanned, contains errors and pauses or hesitations, shows reciprocity and it may vary in form according to the purpose. (Richards, J.C., 2008). Therefore, the possibilities to motivate the use of language in class are unlimited. From doing drilling with small utterances or chunks of language to a planned oral presentation. According to the activity applied, there are moments where fluency or accuracy are the main points. Due to the time class, some aspects of pronunciation like rhythm, stress, and intonation do now play a great part in my daily classes. For the nature of the groups, I am currently working with, skill-getting activities are part of my teaching classes. As Brown explains (2000), these types of activities are aimed to practice formal, mechanical features of the language, internalizing rules, and bridging the gap and meaningful expressions.

Language skills are not taught isolated. They are commonly linked because the connection among them makes students aware of language use, form, and function. Brown (2007), considers that skills integration has positive effects on motivation. By integrating skills into the activities, students can find a source to produce language easily.

There are some important considerations to take into account when designing an activity where students can develop their language skills.

1. Topic. It is linked to curricula and students' needs, but at the same time thinking about making it significant to students.
2. Materials. These have to be available for most of the students, so for the ones lacking materials, there can be some adaptations.
3. Level. These have to be at the students' level keeping that I +1 factor to go beyond the actual students' knowledge.
4. Instructions. They have to be clear and sometimes with an example so it is understandable for students.

Through the research, analysis, and application of the different language skills, it is clear the way that language classroom activity is employed in my classes. They mostly follow the PPP (Presentation, Practice, and Production) pattern. As part of this cycle, a variety of activities is implied.

1. Activate previous knowledge.
2. New topic presentation. It can be done through a reading, dialogue, game, or direct presentation of the new language.
3. Drilling. Working with drilling activities in every class, helps students identify pronunciation, keep on practicing, internalize language and associate it with real life. These examples are worked in every class.
4. Instructions. Instructions are always written so students associate oral and written language. The use of L1 in instructions is vital so students feel sure about what they have to work on and also can be self-confident in expressing their questions. Some examples can also be applied, so responses are attained easily.
5. Monitoring.

6. Feedback. Although en feedback might take time, there are several ways to provide feedback. Oral and immediate could work with large groups, but there must be a space in classes for detailed feedback for students regarding their overall performance.

Lesson Plan

LESSON PLAN	
Author	Claudia Ivette Barajas Castellano
Educational stage	First-grade middle school: beginner
Learning objective of the plan	<p>Propósito del lenguaje:</p> <ul style="list-style-type: none"> • Exchange information about current interests. • Exchanges associated with oneself and others. <p>Propósito formativo. Intercultural:</p> <ul style="list-style-type: none"> • Use a simple wide linguistic repertoire in a variety of known and current situations.
Communicative skill considered	Reading, Listening, Writing, and Speaking.
Functions	Expressing likes and dislikes
Main grammar structure	The verb to be likes and dislikes verbs (simple present)
Other Grammar structures	Possessive nouns and adjectives, Pronouns, infinitive, gerunds, personal pronouns
Hours of the plan	7-8 hours
Sessions	9 sessions
Contents required for the lesson	Personal information, nationalities, age, family, likes, dislikes, and hobbies.
EMAIL tutor	Alma Delia García Salazar

Communicative skills development

LISTENING SKILL					
	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL	SESSION	EVALUATION
Pre-listening	Activate previous knowledge.	Sts play the game "Mime it" where they act a hobby or activity given by the teacher and the teams' guesses.	Vocabulary in cards.	1	

	T explains to students the activity with the help of a slide or poster.	Sts first, read the description they have to complete to know what they have to listen for.	Poster with information and handouts.	2	
Listening	Sts, listen to people talking about their personal information and some likes and dislikes. *T may play the whole video conversation to make information clearer if the classroom is available.	Students listen the first time to follow the description and identify the information they have to write down.	https://www.youtube.com/watch?v=QQavoMYmMVE Video *Video projector		Observation of students' responses.
Post-listening	T asks sts how they feel about the activity and how good they think they did it.	Sts, check each other's work.		3	Self-evaluation

READING SKILL

Pre-reading	T shows pictures of some celebrities on the board and asks if students know them. T clarifies the name of each celebrity.	Sts guess orally who they are and what they do. Sts may associate celebrities with something the knowhow movie, a song, etc.)	Celebrities' pictures.	4	
Reading	In the classroom, T pastes on the wall, the sheets of paper with the description of each celebrity. T asks students to identify words to know whether is a woman or a man, occupation, and hobby insights. T asks the group to match the hobby description with the celebrity picture. T gives guides students and gives them feedback orally. T tell students the answer so they self-evaluate their work.	Sts read the descriptions and guess which celebrity has that weird hobby. Sts scan the text to find the information needed to identify the general idea. Sts read before the description, and then they match it to the picture. Sts share the information they found to know to find the correct information.	Celebrities' hobbies description handouts and pictures. Reading adapted from: https://www.elle.com.au/celebrity/celebrities-with-surprising-hobbies-23780	4,5	Students describe the hobbies of each celebrity
Post-reading	T indicates sts to choose three celebrities.	Sts write information about those three celebrities using a diagram: map mind, table, et.	Notebook, reading handout, and colors.	5	Sts can clearly illustrate specific information about each celebrity.

SPEAKING SKILL

Pre-speaking	T asks students about their favorite celebrities and writes down some on the board.	Sts, give their answers.		6	
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	T groups sts in pairs, with a person who shares the like for a celebrity.	Sts, prepare some questions they want to know about this person. HW: investigate information about this person related to the questions written.	Celebrity information		Written questions
Speaking	T tells students they are creating an interview with this celebrity. They have to perform and adapt the questions and information to be presented as a conversation like on a red carpet or a talk on the show.	Sts, prepare the interview they are holding with the celebrity.	Previous information and questions.	6,7	Draft of the conversation or questions to the
Post-speaking	T points orally good aspects. T invites students to respectfully help their classmates to suggest positive good changes for the next presentation.	Sts suggest something to improve to make the conversation clearer.	Clothes to dress up Rubric for evaluation	8	Oral product evaluation (conversation)
WRITING SKILL					
Pre-writing	T asks students how they feel about writing and reading the letter they received. T asks what they can now write about in their response to their pen pal. T asks what they did well in the last letter and what they can improve T motivates students to include ideas different from the ones they already mentioned like weather, weekend activities, and family that can give them a better idea of how life is there.	Students may give some ideas either in English or Spanish. Sts write on the board some words or phrases that relate, to answering.	Letters received Markers board	9	
Writing	T monitors sts with possible sts' questions.	Sts, write the response letter to their pals.	Notebook Writing tools	9	
Post-writing	T takes pictures of the letters to be sent.	Sts self-evaluate the content of their letter based on the checklist provided by the teacher.	Cellphone Writing checklist	9	Checklist rubric

Tomado de Velasco, R. (2006) Método de clase con Lectura de comprensión. Curso "Estrategias de lectura formativa en inglés para secundaria". Cursos y Talleres en línea. Recuperado de <http://red.ilce.edu.mx/>
Date & Place: León, Gto., 19 de abril de 2022

Chapter III

Assessment

Finding proof about whether something has been beneficial or worked has to pass through an evaluation. The teaching-learning context is endlessly going through this cycle. From the moment we stand up in the classroom, we do some analysis of our students that allows us to make decisions related to strategies that should take place to peruse the learning goals. As Hughes (2003) explains, assessing has different intentions such as measuring language, progress, diagnosis, and placement. Therefore, assessment happens every time, so it is important to consider its outcomes, too. So, assessing students is carried out both formally and informally. At the moment students receive a comment about what they are doing, pronunciation, or tasks, they are being informally assessed. Informal assessment may lack the necessary learning evidence to have a summative assessment to meet the institution's requirements. Thus, it is necessary to adopt some formal assessment tools to have a better idea of the student's capability at the learning goals.

Even though testing is not considered as part of assessing students, validity is a principle that has still to be part of the task that is part of the whole evaluation. It is considered important because students cannot be assessed for something that is out of context or purpose. Students have somehow experienced the content presented in the assessing part.

Assessing Perceptive Skills. After the path that I have been through, assessing listening and reading skills have been taken differently in my classes. Before, I used to consider the summative part as the final score for having a grade. Nowadays, it has been modified. I continuously expose students to listening and reading interaction with the language. When it comes to the activities, there are some I consider as part of the evaluation. Even though these activities are being used as an assessment, I try to focus on their effort to

get the information out of texts and listen. I have adopted this criterion based on the fact that for most of my students this is the first time they are exposed to the language. Besides, I want to adapt it more to the exposure they have to the language and how much they can internalize it through common practice. Therefore, continuous observation, and notes about their attitudes, participation, and actions towards these types of activities, are considered as part of assessing perceptive skills. As Brown (2004) explains, emotional factors such as illness, fatigue, anxiety, and cognitive factors such as developing strategies can affect the way students perform on a test. In my experience, I agree with this statement. Students feel overwhelmed because of the fact they have to do it correctly. It has been difficult for me to make them focus on the effort they make, and the strategies they use to get across the meaning of language in perceptive skills. So far, I am pleased with the results and I will keep going with this strategy polishing it without losing the objective.

Listening. Regarding listening, dictation and recognition are being developed as part of assessing. Through selective listening strategies, students are exposed to the language and at the same time, they are working on their comprehension abilities. The listening activity described in the lesson plan presented relates to intensive listening, recognition of information, and repetition. (EEAILE, 2022). In this activity, students first are asked to identify some sociolinguistic factor items that help students to understand the situation. As students are beginners, this listening might be intensive so they are discriminating information to recognize information to complete the cloze.

Reading. The way the reading ability is assessed is relatively similar to listening, students have more time to decode and look for unknown words, though. In the particular activity described in the lesson plan, the students are required to look at particular aspects of language to infer and interpret the asked information. Therefore, they are being assessed on

their ability to first scan specific information, and afterward decode information to infer and interpret the required information.

Assessing Productive Skills. Assessing productive skills gets to be more concise since the evidence is either written or orally presented. Nevertheless, the evidence is analyzed in different ways due to the nature of writing and speaking. Another point is that productive skills usually come out of perceptive skills. O'Malley and Valdez Pierce (2008) argue that PBA includes assessment where students have to give either an oral or written task. In productive skills, I currently seek the fact of students being competent and able to communicate with the language. Competency is derived from the idea of being competent and the mastery of social skills. (EEAILE, 2022). This is linked to the learning goals described in the "Aprendizajes Clave" where the learning goals are described and they also consider the development of skills described in the CEFR. Besides, they internally need vocabulary, and grammar to fulfill a task. So, feedback on certain errors made in productive skills tasks is pointed out because most of the time students just need a little reminder to identify knowledge that is already there.

Speaking. The speaking activity demands students to apply all that they have been able to understand, and therefore, make it part of their speech. Within the activity, students are asked to perform an interview with their mates about personal likes, and where they also have to do some research in order to get the proper information to do the oral exchange of information. This activity wraps up what has been worked through the previous tasks since it integrates previous knowledge, and ideas generated. I agree with how Brown (2004) describes assessment, in the sense of every assessment should be formative. Whether is informal or formal, students have to be aware of how they are doing with the language. Also, it is more important than in the assessment it is described to students have the general of what they

are expected to do, and through the productive skills, there is a balance between the formative and summative assessment.

Writing. The writing skill is informally and constantly evaluated. Every time students are asked to write something on the board or the script of an interview, writing items are being evaluated: such as spelling, vocabulary, and language use. But also, allows assessment of students' language use more holistically. In the particular tasks described, students have to be constantly writing their answers to be able to inform the result of the listening and reading activity, and even to plan the script for their speaking product. Nevertheless, communicative writing tasks motivate students to use language to communicate and be able to integrate what they previously worked on. Therefore, a rubric can be practical and easy for students to understand what they have to focus on. The writing process allows students to revise their written pieces once the brainstorming has taken place. After that, they can edit and make the proper adjustments. The rubric will not only evaluate their product, but it will help them to analyze their process. (Brown, 2004)

Assessment tools. An aspect that I always take into consideration when planning assessment is practicality. Due to the number of groups and students I have, choosing an assessment personal task could take me so long. Besides the aspects considered should be reliable the outcomes can be consistent with what the learnings are doing. Brown (2004) argues that tests should not be too expensive, be created to meet time constraints, be easy to administer, and follow an appropriate and accurate scoring procedure. This also relates, not just to testing, but to the assessment tools chosen.

An assessing tool I always use is a track list in that place, I keep track of students' quizzes regarding vocabulary, listening, participation and of course, attitudes students have in class. The track of answers and specific tasks portrays a better idea of the correctness or

Aspecto	Destacada	Bueno	Mejor o apolo
1 Tema / contenido	Cumple con el tema contenido de manera detallada	Contiene información parcial sobre el tema con poca de detalle	Muestra poca o nula información sobre el tema
2 Calidad	Muestra fecha, título de actividad, organización y revisión	Muestra algunas datos parciales y/o parciales orden	requerida muestra pocas elementos de tu actividad terminada
3 Exactitud	Presenta pocos errores los cuales no impiden sus actividades	Muestra errores en algunas partes difíciles	nada o parece una copia
4 Secuencia orden	Muestra una secuencia ordenada de sus actividades. Incluye varios de detalles que personalizan sus apuntes y son	la comprensión de las actividades en la secuencia correcta	gran cantidad de traducción
5 Creatividad	personalizan sus apuntes y son	Se abrevian algunos detalles o color que personaliza sus apuntes	Muestra apuntes a lápiz y/o monocromático

Notas:
 Falta portada, ver detalles y corregir. Mejorar la organización de tus apuntes. A distancia debe completar las entregas.
 Firma: _____

5

sin mayor detalle

Figure 2. Rubric to evaluate notebook. (own picture)

Rubrics are helpful to be concise about the focus of assessment. Therefore, they make assessment objectives useful. Oral products to assess speaking are set every two months, at least. Although students are continuously asked to perform some short social exchanges, the speaking assessment is bimonthly. Kuhlman (2008) describes the essential aspects to consider when building a rubric. They are pronunciation, fluency, word choice, usage, and ideas or meaning. In the rubric I consider, I describe these aspects plus the ones that are part of the task. The points given are if the student is doing it great, regularly or they need help because the aspect is barely seen or used.

Oral Product Evaluation



Student's name: _____ Topic: _____

	Great	Regularly	Needs help
1 Hace uso correcto del vocabulario para describir las ideas. (Personal information questions, likes, dislikes, hobbies)			
2 Habla claro a una velocidad, entonación y volumen adecuado. (Preguntas, alitos, adiración)			
3 Muestra buena pronunciación en casi toda su presentación.			
4 Describe información específica haciendo uso correcto de la forma del lenguaje. (pronombres, verb to be, questions words)			
5 Muestra apoyo visual llamativo y relacionado con la información que presenta. (Representación característica del famoso entrevistado)			

Observaciones: _____

Figure 3. Oral product rubric evaluation

The rubric used to evaluate the written assignment describe the essential aspects students have to cover. Since my students are beginners, I include basic aspects because they have just started to write in English. Also, I include aspects that I have already explained in class, so they have it as a reminder. In the score, I just decided to include two aspects because as I mentioned before, they are building up knowledge and confidence in the language. It is necessary to assess their improvement, but at the same time make them feel motivated and focus to improve on what they are poorly doing.

Written Product Evaluation



Student's name: _____ Topic: _____

	Always	Not always
1. CAPITALIZATION (Uso de mayúsculas de acuerdo a las palabras que lo ocupan)		
2. CONTENT (Escribe sobre temas relacionados en clase y/o investigaciones propias)		
3. LANGUAGE USE (Hace uso correcto del vocabulario adecuado)		
4. FORM AND LENGTH (El formato corresponde al de una carta, con un mensaje completo, ordenado y limpio.)		
5. HANDWRITING AND SPELLING (La escritura y tipo de letra es legible y su ortografía es correcta)		

Observaciones: _____

Figure 3: Writing rubric.

Experience Report

Expected outcomes. Expecting a lesson plan to flow just as planned is utopic. It is because all the surrounding, situations can arise from one moment to another. Also, activities may be modified at the moment of application because of the time, the institution's activities, or even the responsibility of students. Therefore, a plan B is always in my mind although it does not appear in my plan, adaptations are made in action to keep the flow of the class and attain what has been initially planned.

Even though situations may arise, the outcome pleases me and sometimes just goes over my expectations. In the perceptive skills, it was expected for students to generally understand the ideas of what we have previously reviewed. Students were able to get through the task goal in the listening activity. On the other hand, reading was a bit tough for them and that is related to the L1 reading skills they have acquired. Besides, the input that perceptive skills are giving students has been attained. Since I began studying this Specialization, I bet for more language input either oral or written to enhance the acquisition aspect through exposure to the language.

This is reflected in the way students produce language. My expectations on the productive skills tasks were overall thought for them to be practical, significant, valid, challenging, and holistic. These types of activities are often hard to start since students are not used to carrying out a task on themselves, making decisions, and being in charge of what they are doing and learning. They are custom to use a translator when things get difficult. So, the fact that students have to be organized and motivated to carry out activities from what they know is an everyday challenge. In contrast, evaluating productive skills tends to be more practical when planned. I usually implement rubrics, so students know beforehand what they are expected to do. Therefore, feedback is more objective and students can easily review what they have to focus on or improve at language. At this stage, I have found out that students

who barely do something in class, can carry out the productive tasks, either because they are motivated, they were exposed to the language or they like them better. And this is where their exposure to perceptive skills asks relates.

Perceptive skills evidence

News **LISTENING** **PRACTICE**

A. Match the words that go together.

COUNTRY	NATIONALITY	LANGUAGE
Bangladesh	Iranian	English
United States	Chinese	Bengali
China	Bangladesh	Farsi
Iran	American	Chinese

B. Listen to the audio. Complete the information with the words from the box.

1. Farsi 2. Bangladesh 3. Learning 4. Iran
 5. Chinese 6. Lucie 7. China 8. English 9. Museum
 10. Bangladesh 11. Farsi 12. Government 13. History and memorial 14. History 15. Lincoln Memorial

Her name is 1 Bobina. She is from 2 Bangladesh, so she is 3 Bangladesh. 4 Walk in street. She likes 5 History and 6 Government. They make history alive. Her favorite memorial is 7 Lincoln Memorial. *Great Job!*

His name is 1 Lucie. He is from 2 China. He speaks 3 Chinese and 4 English. He likes the 5 Museum of Washington D.C.

Her name is 1 Lebanese. She is from 2 Iran. She speaks 3 Farsi. She likes 4 Learning about government and politics about Washington D.C.

C. Write a similar description about one of your friends.
 His name is 1 Ural. He is from Mexico. He likes 2 playing and learning.

Figure 4: Listening activity with answers.

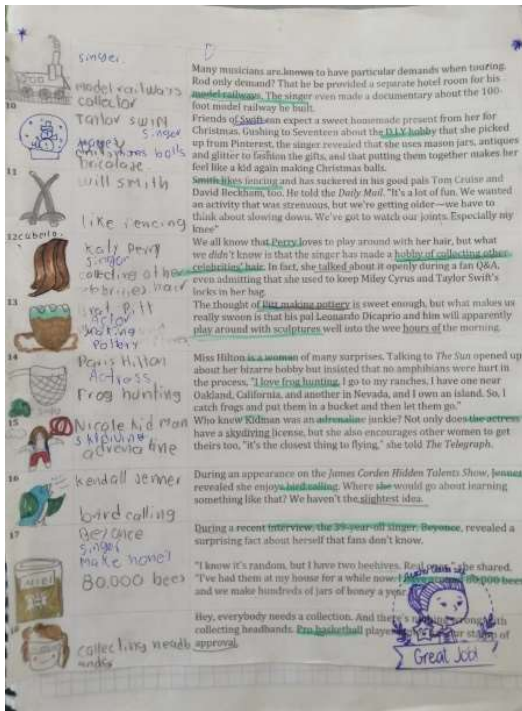


Figure 5: Reading activity answers.



Figure 6: Reading activity group check.

Productive skills evidence

What is your name?
Taylor Alison Swift
how old are you?
my birthday is December 13, 1989 so I am 32 years old
What is your nationality?
my nationality is American
What language do you speak?
I speak English
how tall are you?
I'm 1.78 m tall 5'9" feet 5'10"
What is the name of your father?
Scott Swift
What is the name of your mother?
Andrea Finlay
Where did you study?
I studied in Hendersonville High School
• Wymissing Area Junior/Senior High School
occupation:
• driver • Producer • actress • director
• designer • businesswoman
Presentation: today we have Taylor Swift
welcome how are you? I'm fine, (but how many), how do you feel? I feel excited to be here today.

Figure 7: Speaking draft.

Jennifer Garcia Fuentes 1 D
Dias: viernes 28 de Abril / 2022
Leon, Guanajuato, Mexico
Hi!
Hello! Nice to meet you ☺, I like twice!, I don't like bts, my hobbies: dancing, sleeping, my favorite hobby? my favorite food? my pizza.
I'm 12 years old
I'm in 1st grade of high school. I come in at 7:30 am and I go out at 1:40 pm
Take care!
De: Jennifer
Para: Hiba
Good bye!
Nice to meet you

Figure 8: Written product.



Figure 9: Speaking students' performance.

Deeply analysis of the activities. The implementation of the different activities is intended to attain students being successful with the language in social exchanges, just as is expected by the current curriculum for the SEP. It is also important to focus on the fact that the tasks developed consider students' needs, context, and preferences as the most possible. Although these are planned separately, it is clear that skills are not isolated or developed. The tasks proposed were developed in the order described because it would allow students to first be exposed to the language, through the receptive skills and then, be able to use language to successfully communicate through the productive skills.

Vocabulary plays an important role in each task due to the important role it plays to attain each of them. At the same time, students all enrolled in whether they would be able to remember and, therefore, work with it. In every activity, vocabulary activation is developed, either explicit or implicit. As Read (200) states, vocabulary is required to keep building language. The vocabulary activation works well in each activity. Students can handle what is in the task with a certain ease.

The listening activity was carried out by identifying the information. By asking them, they mentioned the aspects they have to pay attention to through gist. Therefore, they needed to disregard information that was not useful to complete the information of the people being interviewed. After listening, students would be able to mention specific information about what the interviewees have described. As I previously mentioned, skills are hardly carried out isolated. So, for this task, a writing activity was attached to help students repeat the form of language that they may further be able to use. I consider that my expectation was high because students will not be able to have the visual support that could have made the task easier. The outcome of the activity made me realize students are moving on from what they originally were able to understand when listening to English. A change that I can make is to

increase the amount of English teaching speaking time, so they get more exposure to listening to English.

The reading activity was quite successful even considering students the amount of reading time they dedicate even in their L1. Therefore, I have to re-think going from the basics of reading by giving them strategies to read in L2. The analysis regarding knowledge they already had such as pronouns, occupations, and hobbies, would be useful to skim the text given. The analysis took longer than expected because students have to deal with frustration towards understanding every single word of the text. Therefore, it was necessary to explain how building competency in reading works and the users it is for them to start practicing these types of strategies. Even though the expected outcomes were quite different, I was greatly surprised that some students can apply certain reading strategies such as predicting, visualizing, inferring, and discriminating useless information.

About the writing task assignment and evaluation, there have been some drawbacks regarding the time to send and receive the letters and the time students need to develop their letters. The time set to fulfill this task takes longer than expected. Students need more time to do their research on the information they want to include in the responsive letters. Some of them are overusing translators and the purpose of the task is not completed. So, they have been told that any visible overuse of a translator will not be considered as part of their evaluation. One important change to consider is to provide more class time to develop the letter. Another change that can be done is to let students work in pairs or small groups to share ideas and knowledge about what they have to write.

In the speaking task, students could easily feel motivated and engaged in what is about. Making feels comfortable regarding things they like established a good learning environment because ideas come easily and creativity pops out. I asked students to watch an interview where the celebrity they chose has participated. Motivation made them look for not

just one video, but for more information regarding the person selected. Therefore, the task has been feasible. So far, most students have properly developed the scripts of what the interview will contain. Nevertheless, some students fall into using translators to fulfill the activity. I had to explain to them how this method avoids them from learning something. Most of them have made an effort and that is what the task expectations are. The activity has not been concluded due to the number of days off during this month.

Lesson plan video

The highlights of the lesson plan were a great way to have a deeper analysis of the outcomes of the activities planned. This video shows the most important moments about classes where it can be seen how activities were carried out.



LINK: <https://drive.google.com/file/d/1XuLdAywur8Or4TdGloPbwvBhBYcAJ8Yn/view?usp=sharing>

Chapter IV

Conclusions

The journey of learning is an endless process. The way we prepare professionally should have a wide and positive impact on our students. This specialization has positively helped me to make this development means in terms of learning, language, language theories, teaching practices, being reflective, use using that information in favor of my students. Therefore, this research has also disclosed the fact of applying theories to teaching practices, and it shall contribute to analyzing better the different scenarios and results from the application of this plan may have.

It is important to highlight the best results that the elaboration of this project has had on me and my context. One of them is learning and learning about the language. Teaching English to teenagers at a very basic level does not imply high knowledge of the language. Therefore, we might stay in a "comfort zone" where we may think that is enough with what we know about English. This has made me increase my English level in writing and be more aware of my speaking skill used for different purposes. As languages are always moving with world changes, learning about them is an endless process.

Besides, learning about language theories made me realize that there are some things that as teachers we usually do. Also, there are some things that we skip doing, and those might be clues to the success of our teaching objectives. For instance, the hypothesis by Krashen (1982) that even though there is a lot more research about it, it still fits in my current teaching context. It is so rewarding to look at how purposeful reading and applying this theory is. By doing small changes in my planning by exposing students more to the language, they have had greater progress than what I remember with my past students. Meaningful input will stay in their brains forever just as it is when they were babies. Developing listening

has been the best of what I could have done with my students' language acquisition. It is something that I need to keep on applying in my classes.

A breaking point is also the way knowledge is achieved. Some years ago, we were told about the importance of handling successfully our emotions and even teaching students to do so. Now, creating emotionally good teaching-learning environments is a key to letting language acquisition just flow. It is underestimated most of the time by usually going straight to abstract knowledge. It may take time of our teaching time, but it can show better results when carried out.

In the planning, I considered how languages are usually learned and I translate that into the lesson plan. First, exposing students to listening to me, dialogues, songs, and so. Then, keep on listening and reading, and finally wrap it up all together into the productive skills: speaking and writing. I realized it is easier to explain small particles of the language than to start explaining when they have not been in touch with the target language. This small change has had impressive results. Students would be able to remember chunks of language, words, and even pronunciation that they later would be able to use in the productive skills tasks. I was very glad that they could acquire language without them even noticing.


Another aspect that I observed through my practices is the flexibility that my assessment should have. Assessing students is a complex situation when it comes to making that evaluation suitable for everyone. Besides, I consider students are in a formation process. Therefore, evaluation should be flexible and adaptable to what we are persuading towards language acquisition and students' development.

Still, there is a lot of work to do. One thing that is necessary to keep on doing is to become more literate about acquisition strategies and tasks that could fit my teaching context and expectations. Another aspect is about assessment, to find and study a proper and suitable assessment to fulfill the institution's demands and students' achievement of the language.


Chapter 5

Appendixes

Listening material



VISITING WASHINGTON D.C.




LISTENING **PRACTICE**

A. Match the words that go together.


COUNTRY	NATIONALITY	LANGUAGE
Bangladesh	Iranian	English
United States	Chinese	Bengali
China	Bangladeshi	Farsi
Iran	American	Chinese

B. Listen to the audio. Complete the information with the words from the box.


Farsi	Mehronoush	learning	Iran
Chinese	Louis	China	English
Bangladesh	Lincoln memorial	monuments and memorials	museums
Sabrina	walking around	history	Bangladeshi



Her name is 1 _____. She is from 2 _____, so she is 3 _____. She likes 4 _____. She likes 5 _____ and 6 _____. They make history alive. Her favorite memorial is 7 _____.



His name is 1 _____. He is from 2 _____. He speaks 3 _____ and 4 _____. He likes the 5 _____ of Washington D.C.



Her name is 1 _____. She is from 2 _____. She speaks 3 _____. She likes 4 _____ about government and politics about Washington D.C.

C. Write a similar description about one of your friends.



V•A LearningEnglish

Taken from: <https://www.youtube.com/watch?v=QQavoMYmMVE>

Reading material.



Weird Celebrity Hobbies



i Write the name of the celebrity and the hobby they do.

Ophra Wiinfriie	Claudia Schiffer	Paris Hilton	Ryan Gosling	Rod Stewart	Brad Pitt	Mike Tyson	Tom Hanks	Beyoncé Knowles
Angelina Jolie	Kendall Jenner	Penelope Cruz	Katy Perry	Will Smith	Andrew Garfield	Taylor Swift	Nicole Kidman	Lebron James

PICTURE (HOBBY)	NAME / HOBBY	HOBBIE DESCRIPTION
1		American television host lady is, according to some, the most influential woman in the world. So how the heck does she have time for all of these hobbies? We assume she's some sort of superhuman hobbyist. What else can we say—we like her! She enjoys acting, reading, and doing philanthropy among some other hobbies.
2		This is one for the bizarre category. The actress admitted to having collected over 500 coat hangers in various shapes and sizes—none in metal.
3		In an interview with <i>GQ</i> Australia, he revealed that he learned how to knit on the set of <i>Lars and the Real Girl</i> and kept up the hobby. The actor even admitted, "If I had to design my perfect day, knitting would be it. And you get something out of it at the end. You get a nice present. For someone who wants an oddly shaped, off-putting scarf."
4		Ok, we don't know if this is still a thing but he is a man of many talents. Not only was he a gymnast (and even did a backflip on his appearance on <i>Ellen</i> and a famous superhero movie), but he used to be an avid stamp collector. The perfect man actor? Possibly.
5		We're not sure if it's because of all the insane stories that came out of her relationship with Billy Bob Thornton, but this hobby does not surprise us all that much. In fact, we've always felt that this actress possesses Big Maleficent Assassin Energy.
6		Retirement often compels people to take on new hobbies, however, pigeon racing is definitely an unexpected one. Most likely because not many people know that it exists. The former boxer Tayson is known to be quite dedicated to maintaining and training his birds and even hopes that the sport will become more popular with the younger generation.
7	Tom Hanks Collects typewriters	He, the living embodiment of wholesome, strikes again with his love of vintage typewriters. In an essay he penned for the <i>New York Times</i> , the actor discusses everything about the hobby, from getting his first model at 19, to the 250+ that he now has in his collection.
8		She has reached icon status in the fashion industry as a model. With over 1,000 magazine covers and campaigns for some of the biggest designers in the world, she has made a pretty penny throughout her career as a top model? Well, she is actually an avid insect collector. She has an enormous collection of insects as well as a library of insect encyclopedia.

9		Many musicians are known to have particular demands when touring. Rod only demand? That he be provided a separate hotel room for his model railways. The singer even made a documentary about the 100-foot model railway he built.
10		Friends of Swift can expect a sweet homemade present from her for Christmas. Gushing to Seventeen about the D.I.Y hobby that she picked up from Pinterest, the singer revealed that she uses mason jars, antiques and glitter to fashion the gifts, and that putting them together makes her feel like a kid again making Christmas balls.
11		Smith likes fencing and has suckered in his good pals Tom Cruise and David Beckham, too. He told the <i>Daily Mail</i> . "It's a lot of fun. We wanted an activity that was strenuous, but we're getting older—we have to think about slowing down. We've got to watch our joints. Especially my knee"
12		We all know that Perry loves to play around with her hair, but what we <i>didn't</i> know is that the singer has made a hobby of collecting other celebrities' hair. In fact, she talked about it openly during a fan Q&A, even admitting that she used to keep Miley Cyrus and Taylor Swift's locks in her bag.
13		The thought of Pitt making pottery is sweet enough, but what makes us really swoon is that his pal Leonardo Dicaprio and him will apparently play around with sculptures well into the wee hours of the morning.
14		Miss Hilton is a woman of many surprises. Talking to <i>The Sun</i> opened up about her bizarre hobby but insisted that no amphibians were hurt in the process, "I love frog hunting. I go to my ranches. I have one near Oakland, California, and another in Nevada, and I own an island. So, I catch frogs and put them in a bucket and then let them go."
15		Who knew Kidman was an adrenaline junkie? Not only does the actress have a skydiving license, but she also encourages other women to get theirs too, "it's the closest thing to flying," she told <i>The Telegraph</i> .
16		During an appearance on the <i>James Corden Hidden Talents Show</i> , Jenner revealed she enjoys bird calling. Where she would go about learning something like that? We haven't the slightest idea.
17		During a recent interview, the 39-year-oll singer, Beyonce, revealed a surprising fact about herself that fans don't know. "I know it's random, but I have two beehives. Real ones," she shared. "I've had them at my house for a while now. I have around 80,000 bees and we make hundreds of jars of honey a year."
18		Hey, everybody needs a collection. And there's nothing wrong with collecting headbands. Pro basketball player James has our stamp of approval.

Adapted from <https://www.elle.com.au/celebrity/celebrities-with-surprising-hobbies-23780>

Rubric to Evaluate Notebooks

9/12/21
 Cesar Emmanuel Barra Montano


Aspecto	Destacada	Buena	Necesito apoyo
1 Tema / contenido	Cumple con el tema contenido de manera detallada	Contiene informacion parcial sobre el tema con poca de detalle	Muestra poca o nula informacion sobre lo
2 Calidad	Muestra fecha, titulo de actividad, organizacion y revision	Muestra algunos datos parciales poco orden y/o parciales orden	requerido Muestra pocas elementos de tu actividad terminada o parece una copia
3 Exactitud	Presenta pocos errores los cuales no impiden sus actividades	Muestra errores en algunas partes de ella	Muestra una gran cantidad de traducciones
4 Secuencia - orden	Muestra una secuencia ordenada de sus actividades. Incluye varios de talleres que personalizan sus apuntes y son	Muestra la comprension de las guias actividades en la secuencia correcta	Muestra una gran cantidad de traducciones
5 Creatividad		Se abrevian algunos detalles o color que personaliza sus apuntes	Muestra apuntes a la piz o monocromatico


Notas: 5 sin mapa detallado

Falta portada, ver detalles y corregir. Mejorar la organizacion de tus apuntes. A distancia debe completar las entregas.

Firma: _____

Observation List


SECRETARIA DE EDUCACION GUANAJUATO
ESCUELA SECUNDARIA GENERAL
" FRANCISCO RAMIREZ MATA "
CONTROL DE EVALUACION DEL MEDIO :


FECHAS:

No	NOMBRE DEL ALUMNO	Puntos	Audiencia	Vocab	Listening	Gram	Final	Ensayo	Oral	Escritura	Lectura	EVALUACIONES		PROMEDIO DEL BIM.		
												C	F	C	F	
BLOQUE 1																
1	AGUILAR HERNANDEZ MAYRA VALERIA			3	8			x	9							
2	ALVAREZ CASTRO EVELIN NICOLE															
3	ARANDA POZUELOS FERNANDA	✓		9	7			10	10							
4	AYALA GODINEZ ALAN URIEL			3	8			x	9							
5	BERNARDINO LOZOYA DANNA PAOLA	✓			6				9							
6	CARRANCO AVILA JUAN PABLO	✓		6	5			10	10							
7	CASTRO CARPIO DIANA NAYELI	-		8	10			10	10							
8	CRUZ RUIZ FERNANDO ISRAEL	✓		8	10				7							
9	DIARTE FELIX BRIANDA PAULINA	-			5			2	9							
10	ESPINO POMPA DEREK	✓		3	8			x	9							
11	GARCIA ARIAS GAEL MAXIMILIAN	✓		10	6			10	10							
12	GUERRERO MALACARA ANGEL EMILIO ELIUTH	✓			5			x	-							
13	HERNANDEZ OVIEDO LUIS DANIEL	-		8	5			x	10							
14	INFANTE ZUÑIGA BRANDON DE JESUS	✓		10	10			x	10							
15	LANDIN CUEVAS DIEGO ABAD			5	6			x	9							
16	LOPEZ HERNANDEZ ANA JAQUELINE	✓		3	8			7	7							
BLOQUE 2																
17	MACIAS GUTIERREZ IXEL NOEMI	✓		5	8				9							
18	MARTINEZ MEDINA JOSE URIEL	✓		3	6				10							
19	MORALES VALDES EDILSON ENRIQUE TADEO	-		8	5			x	9							
20	NAVARRO CHAVEZ JUAN LUIS			6	10			x	9							
21	OCHOA CATALAN DYLAN ALEXANDER	✓		10	10			10	10							
22	PADILLA SUAREZ JOSE ANGEL	✓		9	6			10	10							
23	PRECIADO ESTRADA JAVIER ESAU	✓		8	7			8	10							
24	RAMIREZ MEDINA DENISSE DEL ROSARIO	✓		9	8			10	10							
25	RAMIREZ MONREAL JOSE DEMIAN	-														
26	RODRIGUEZ ALFARO ADONAI	✓		8	8			10	10							
27	RODRIGUEZ CABRERA DAVID ISRAEL DE JESUS	i		1	7			x	-							
28	RODRIGUEZ REVILLA KARLA ELIZABETH	i		8	10				10							
29	SALAZAR GARCIA JORGE ABRAHAM															
30	SANCHEZ SANCHEZ MARELY MEREDIC	✓		7	6			10	10							
31	TORRES GUZMAN VALERIA ITZEL	✓		7	7			10	10							
32	incomplete : i															
33	Listening															
34	Oral															
35	Written Reading															

Rubric to Evaluate Productive Skills

Written Product Evaluation



Student's name: _____ Topic: _____

	Always	Not always
1. CAPITALIZATION (Uso de mayúsculas de acuerdo a las palabras que lo ocupan)		
2. CONTENT (Escribe sobre temas relacionados en clase y/o investigaciones propias)		
3. LANGUAGE USE (Hace uso correcto del vocabulario adecuado)		
4. FORM AND LENGTH (El formato corresponde al de una carta, con un mensaje completo, ordenado y limpio.)		
5. HANDWRITING AND SPELLING (La escritura y tipo de letra es legible y su ortografía es correcta)		

Observaciones: _____

Oral Product Evaluation



Student's name: _____ Topic: _____

	Great	Regularly	Needs help
1 Hace uso correcto del vocabulario para describir las ideas. (Personal information questions, likes, dislikes, hobbies)			
2 Habla claro a una velocidad, entonación y volumen adecuado. (Preguntas, altos, admiración)			
3 Muestra buena pronunciación en casi toda su presentación.			
4 Describe información específica haciendo uso correcto de la forma del lenguaje. (pronombres, verb to be, questions words)			
5 Muestra apoyo visual llamativo y relacionado con la información que presenta. (Representación característica del famoso entrevistado)			

Observaciones: _____

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Nombre completo del(la) autor(a):	Claudia Ivette Barajas Castellano		
Matrícula:	210926018		
Domicilio:	Eucalipto de Jerez 143 Jardines de Jerez 2da sec.		
Teléfono:	477 156 8710		
Correo electrónico:	210926018@g.upn.mx aidualc7@gmail.com		

Atentamente,
Ciudad de México a 19 de junio de 2022.

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