



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

“COMPRENDIENDO EL MENSAJE”

TRABAJO RECEPCIONAL

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

PRESENTA:

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UNIVERSIDAD PEDAGÓGICA NACIONAL

CAMPUS AJUSCO

FINAL PROJECT

IMPROVING WRITING SKILLS

“GETTING THE MESSAGE”

STUDENT’S NAME: DEL CASTILLO VALVERDE CLARA CELIA

TUTOR’S NAME: ELIN EMILSSON



Mexico City, June 18, 2022.

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CHAPTER 1

PHILOSOPHY AND THEORY

1.01 TEACHING IDENTITY AND PHILOSOPHY

In the history of language teaching, certain methods such as Audio-lingual, Grammar Translation, and Total Physical Response have come into view. All these methods have been widely and extensively discussed and evaluated by researchers and scholars. Each of them has its focus, weak points as well as strong points, and they are based on a theory. In other words, methods are developed based on theories such as behaviorism, structuralism, constructivism, and universal grammar.

The different beliefs, methods, and assumptions about teaching are the matter of English teachers. Teachers have learned, performed, and achieved knowledge about teaching and learning through experiences with their students. An English teacher must know their students, their interests, and background knowledge of the target language, in this case, English, so the teacher can plan what to teach and how to teach it, choose the right materials, or elaborate on them. Most teachers follow the academic program established by the institution they work for, but even the teacher can decide on his/her planning to involve students within a learning-teaching environment that allows them to feel comfortable and confident using the target language, a place where mistakes are experiences for learning not only for correction, where the social interaction flows using English.

Nowadays the importance of learning English as a second language has increased since English is considered a lingua franca in many countries and a tool for global communication that is the reason why English teachers in their many different roles are essential in this teaching-learning process, but it is also crucial the way they teach.

Based on these beliefs, the communicative approach is adapted in foreign/second language teaching. One of the characteristics of this approach, which is not a method, is that students learn the linguistic form, meaning, and functions, but this does not mean that grammar is not important for effective communication. The communicative approach focuses on functional as well as structural aspects of language. Fluency and accuracy are considered complementary principles underlying communicative techniques. (Brown, 2004)

Four main skills must be developed when learning a language: listening, speaking, reading, and writing. To achieve these skills, students must be immersed in a bilingual environment, as mentioned above, that allows them to develop the skills and become a master in using the language for communicating.

The integration of the four skills in English classes is essential, and the bond among these skills is necessary, for example, Speaking cannot be worked on or developed without Reading and listening and writing cannot be developed or worked on without reading or speaking. The main four skills must be together in a lesson so students can practice and perform each of them simultaneously if they are immersed in a real-life context. One of the main advantages of using real-life contexts is that students can share their own experiences and activate their prior knowledge to work engaged and easily in English class. Then the productive skills that are speaking and writing can be developed and achieved by students in a meaningful way.

Productive language skills, speaking, and writing, are important because they are the observable evidence of language acquisition. The more the speaker or the writer produces appropriate and coherent language the more we have proof of the progress in the learner's language system.

Teaching productive skills is also important because written and spoken communication are basic life skills. In real life, people generally may need to inform, convince, or share ideas. They are also sometimes required to take notes, fill in forms, and write emails, letters, reports, or stories.

At this point, it is important to mention the relationship between the four skills with the communicative competencies that also must be developed and performed by the students too. English teachers must consider working with all of them in their classes because according to

the communicative approach students must be competent in using the target language for communicating.

Communicative competence implies two cultures: the student's culture and the one they are learning through the target language. Therefore, intercultural competence is communicating effectively in a range of cross-cultural contexts and having knowledge and a lot of culture-specific information about various countries. (Byram M. G., 2002)

Nowadays most teachers use the internet as a teaching resource, there is a great variety of sites that help teachers to innovate and practice English with their students in a lively way.

Students' assessment is another important aspect to be considered in teaching English, it is necessary to check their progress in learning the language.

An evaluation or assessment is a process to collect information about students' performance/achievement and it is useful for observing and analyzing results and making changes or arrangements in the teacher's planning to improve the teaching-learning process of the teacher himself and their students.

Performance-based assessment measures students' ability to apply the skills and knowledge learned from a unit or units of study, Generally, the task challenges students to use their higher-order thinking skills to create a product or complete a process. Ongoing observation and students' products can be taken to complete this kind of assessment. (O'Malley, 1989)

1.02 THEORY UNDERLYING THE TEACHING PRACTICE AND IDENTITY

Knowing that an approach is a way of looking at teaching and learning. Underlying any language teaching approach is a theoretical view of what language is, and of how it can be learned. An approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn. The communicative approach is the best-known current approach to language teaching. Task-based teaching is a methodology associated with it. Other approaches include the cognitive-code approach, and the aural-oral approach (audiolingual method). Learners in the modern language classroom often learn

through techniques drawn from various methods/approaches in what has been labeled an 'eclectic approach'. Teachers select techniques from various approaches according to the different needs of their learners. Most coursebooks mix methods and techniques in this way. (British Council, s.f.)

The communicative approach starts from a theory of language as communication. As Hymes (1972) referred "the goal of language teaching is to develop as communicative competence", so Hymes's theory of communicative competence was a definition of what a speaker needs to know to be communicatively competent in a speech community. Hymes created this theory supported by Chomsky's theory of competence. (UKEssays. (November 2018). History of Communicative Language Teaching. Retrieved from <https://www.ukessays.com/essays/english-language/the-origins-of-communicative-language-teaching-english-language-essay.php?vref=1>)

Another linguistic theory that supports the communicative approach is Halliday's about the functions of language, which complements Hymes's with the seven basic functions that language performs for children learning their first language.

Also, the communicative approach is related to theories of learning, like Johnson's and Littlewood's with the communication principle: "Activities that involve real communication promote learning; the task principle: "activities in which language is used for carrying out meaningful tasks promote learning (Johnson 1982) and the meaningful principle: "language that is meaningful to the learned supports the learning process". These principles address and promote second language learning, rather than the processes of language acquisition.

Another theory of the language learning process embraced in the communicative approach is Stephen Krashen's who sees acquisition as the basic process involved in developing language proficiency and distinguishes this process from learning, referring to acquisition as the unconscious development of the target language system because of using the language for real communication.

The task-based learning approach is a lesson of sequencing activities in which students solve a task that involves an authentic use of language, rather than completing simple language questions about grammar or vocabulary.

The task-Based Learning approach is a good way to get students engaged and using English, promotes the collaborative element, builds confidence with the language, social situations, and interaction among students, and helps students to develop their critical thinking and autonomy through problem-solving activities.

This approach is linked to the communicative approach and the development of communicative competencies.

Task-based learning has these seven principles in its process:

- Scaffolding
- Active learning
- Recycling
- Task dependency
- Integration of form and function
- Reproductive and creative language use
- The place of reflective learning

A task could be defined as a unit of work, the learner constructs a holistic understanding of the topic, usually simultaneous to constructing a tangible product or behavior according to Littlejohn's explanation. And in Willis's words could be "a goal-oriented activity in which learners use language to achieve a real outcome. In other words, learners use whatever target language resources they have to solve a problem, make a list, do a puzzle, play a game, or share and compare experiences. So, taking into consideration both definitions and the socio-constructivist framework, teachers include these kinds of activities (tasks) to help students to develop their English language skills. According to Nunan teachers must create a real-world or target task to create learning opportunities in class, transforming real-world tasks into pedagogical tasks.

Using tasks can complement the Experiential Learning Model of Kolb because even when there is a target task, and you change it into a pedagogical task students have the experience from the beginning in their interaction trying to solve the task.

Communicative competence implies two cultures: our culture and the one we are learning through the target language. Therefore, we can say that intercultural competence is communicating effectively in a range of cross-cultural contexts and having knowledge and a lot of culture-specific information about various countries.

Michael Byram and his colleagues (Gribkova and Starkey) have developed a popular model of intercultural competence in language education. This is the model of Intercultural competence:

Components	Descriptions
Intercultural Attitudes	Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own. Willingness to relativize one's values, beliefs, and behaviors. Ability to "decentre"
Knowledge of social groups	Knowledge of social groups and their products and practices in one's own and one's interlocutor's country, and of the general processes of societal and individual interaction.
Skills of interpreting and relating	Ability to interpret a document or event from another culture, explain it and relate it to documents or events from one's own.
Skills of discovery and interaction	Ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes, and skills under the constraints of real-time communication and interaction.
Critical cultural awareness	Ability to evaluate critically and based on explicit criteria, perspectives, practices, and products in one's own and other cultures and countries.

According to Byram, the teacher must make learners' values explicit and conscious in any evaluative response to others, and before that the teacher needs opportunities to experience and reflect on cultural differences so he/she can deal with their attitudes and open themselves up to accepting differences.

Continuing with Byram's model of intercultural competence, here is the conceptualization of intercultural communicative competence:

Components	Descriptions
Linguistic competence	The ability to apply knowledge of the rules of a standard version of the language to produce and interpret spoken and written language
Sociolinguistic Competence (communicative)	The ability to give to the language produced by an interlocutor- whether native speaker or not- meanings that are taken for granted by the interlocutor or which are negotiated and made explicit with the interlocutor.
<p>Intercultural competence</p> <p>Attitudes</p> <p>Knowledge</p> <p>Skills of interpreting and relating</p>	<p>Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own.</p> <p>Knowledge of social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction</p> <p>Ability to interpret a document or event from another culture, explain it and relate it to documents or events from one's own.</p>

Skills of discovering and interacting	Ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes, and skills under the constraints of real-time communication and interaction
Critical cultural awareness/political education	Ability to evaluate critically and based on explicit criteria, perspectives, practices, and products in one's own and other cultures and countries.

And the fundamental concepts in Byram's model of intercultural competence are:

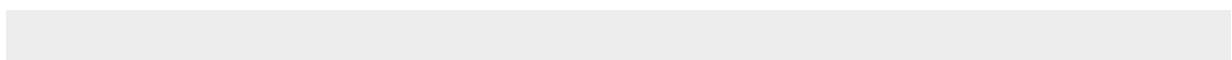
- An attainable ideal, is the intercultural speaker and not the notion of the native speaker for foreign language learners.
- The acquisition of intercultural competence in an educational context with educational objectives.
- And because of the educational dimension, it includes specifications of locations of learning and the roles of teachers and students.

In this model English is recognized as lingua franca and states that English language learners will use English with other English language learners and not with native speakers of English; and proposes that attitudes, knowledge, and skills that contribute to students' abilities to function well in intercultural interactions, the cultures of all people in as interaction are important.

Once again Byram points out the importance of the knowledge of social and cognitive behavior as part of intercultural competence and states "if an individual knows about how their identities have been acquired, how they are perceived and how they, in turn, perceive their interlocutors

from another group, that awareness provides a basis for successful intercultural interaction” (Byram, 1997)

The classroom is an intercultural environment because students and teachers bring culture into it and the classroom setting involves culture in students and every interaction using the target language among them represents culture. So, these are some approaches I used to foster a culture in the classroom.



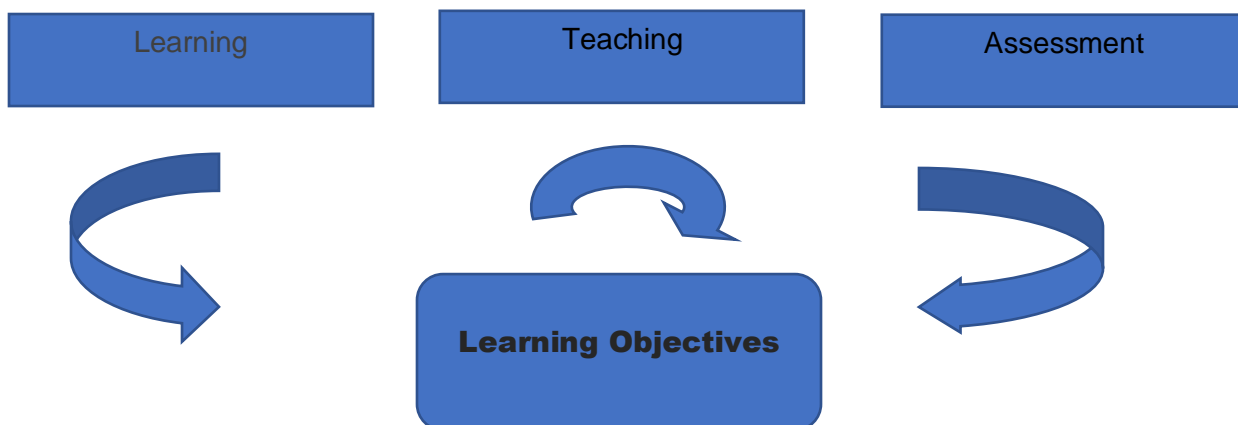
Cultural Input
Different elements, objects, media, and narrations from teachers and students provide input for students to create representations of the target culture.
Dynamic process approach
The focus is to enable the analysis of cultural practices, meanings, social process, and their outcomes at three levels: national, group, and individual.
Intercultural approach
A perspective whereby students look not only at the target culture but also see their own culture in a new light. The focus shifts from trying to become a member of the target culture to understanding that we all can create culture.

(Byram M. G., 2002)

ASSESSMENT

When teachers think about how to evaluate students, they need to consider, what they want to test or assess. Testing is referred to evaluating some specific topics of learning or concepts, like grammar or vocabulary, assessing is for evaluating the whole performance of the students during the class, it can be used as an evaluation tool that integrates many aspects of the learning process and students' performance.

Neus Figueras from the Trinity of Language Education states that learning, teaching, and assessment are equally important and are connected and bonded by the learning objectives in the target language.



(Trinity, 2012)

There are different kinds of assessment Methods:

- Informal checks for understanding
- Observation / dialogue
- Quiz/tests
- Academic Prompt
- Performance-based task /project

A performance-based assessment measures students' ability to apply the skills and knowledge learned from a unit or units of study, as it is mentioned above.

Although performance-based assessments vary, most of them share key characteristics. First and foremost, the assessment accurately measures one or more specific course standards. Additionally, it is:

1. Complex
2. Authentic
3. Process/product-oriented
4. Open-ended
5. Time-bound

Normally, students are presented with an open-ended question that may produce several different correct answers. In higher-level tasks, there is a sense of urgency for the product to be developed or the process to be determined, as in most real-world situations. The teacher wanted to challenge her students to use critical thinking and problem-solving skills.

The teacher will address the specifics of instructional planning- choices about teaching methods, sequences of lessons, and resources materials- after identifying the desired results and assessments.



(Hilliard, 2015)

CHAPTER 2

METHODOLOGY AND PRACTICE

Writing skill is a productive skill, one of the most used to communicate something in addition to speaking. The written discourse is one of the most important sources for communicating something, so students of a foreign language need to know how to write using the language. Students must know how to use vocabulary, grammar structures, and functions, modify the text for audience and purpose, be aware of social rules of language (politeness and formality), cultural references and how to connect ideas, thus the teacher chooses to work with it, focusing on the development of the writing process.

2.01 LESSON PLAN

This lesson plan was designed for working with the integrated skills focusing on the improvement of writing skills using the writing process, and communicative competencies through social interaction among students.

LESSON PLAN FOR: Oliver Cromwell School 2 nd . Grade Middle School Level: Intermediate	Teacher: Clara Celia Del Castillo Valverde	Subject: English
Date: Week from May 24 to May 26, 2022	Topics: Learning the writing process “Getting the message” Improving writing skills	Learning Objectives: <ul style="list-style-type: none">- Students will learn the writing process, and steps to construct a text to improve writing skills.- Students will learn different ways to be in touch with other people, and different ways of communicating, through writing an e-mail, and developing their digital skills.- Learn about another city in a different country.

		<ul style="list-style-type: none"> - Develop critical thinking to solve problems using communicative competences
<p>Skills:</p> <p>Listening</p> <p>Reading</p> <p>Speaking</p> <p>Writing</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Improve their writing skills by using the writing process - Write a message for communicating like an opinion, an e-mail, note, letter, etc. - Answer a message. - Develop communicative competencies and digital skills. 	<p>Materials and resources</p> <p>https://www.youtube.com/watch?v=RzriJpYiGjw&t=193s</p> <p>(Freleng)</p> <p>Video Pink Panther Cartoon</p> <p>“Pink Panic” Episode</p> <p>Article “Message in a bottle”</p> <p>Exercise about different kinds of messages and reading comprehension exercises.</p> <p>Taken from Prepare Book B1 L5 2nd Edition Cambridge University Press, page 99 St. Book</p> <p>Writing process (short video)</p> <p>(Teasdell, 2014)</p> <p>https://www.youtube.com/watch?v=edZkuHHXDlo</p> <p>Ket test preparation anthology page 81</p> <p>Venn diagram format</p> <p>https://www.youtube.com/watch?v=WFRR0zC70-0</p> <p>(Loescher)</p> <p>Printed rubrics for grading</p> <p>colored paper sheets</p>	
<p>Learning outcomes:</p> <p>The social practice of the language.</p> <ul style="list-style-type: none"> - Understand the main idea and details in written and spoken discourses. 	<p>Assessment:</p> <p>Ongoing students’ writing productions</p> <p>Reading exercises and students ‘spoken participation in class.</p>	

<p>- Read and write messages as different ways to communicate with other people.</p>	
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<p>A C T I V I T I E S</p>
<p>PART 1</p>
<p>Warm-up: The teacher uses these trigger questions: What do you need when you have to write something to communicate? What challenges do you face when writing something? The teacher allows students to answer, then</p> <p>The teacher states: The writing process refers to a series of actions taken by writers to move from an assignment or idea to a polished product.</p> <p>The teacher introduces the writing process with an explanation and a video. https://www.youtube.com/watch?v=edZkuHHXDlo</p> <p>Students make a summary in notebooks about the writing process. The teacher points out the importance to follow the writing process when writing any text to improve writing skills.</p> <p>Then the teacher explains the activity: Students will watch a cartoon video, called “Pink Panic”, teacher elicits what they expect to watch and listens to students’ answers if someone says the pink panther, yes, he/she is right.</p> <p>The teacher explains that after watching the video they are going to write the story of what happened in the video and they must follow the writing process steps and include the sequence words: first, then, after, and finally. The teacher hands out pieces of paper for this activity and shows the video on the board. After the teacher facilitates vocabulary and maybe some grammar structures that students could need, then students write their stories, as students are finishing teacher revises their products and gives them feedback to improve their writing. https://www.youtube.com/watch?v=RzriJpYiGjw&t=193s</p>
<p>PART 2</p>
<p>Warm-up prior knowledge activation: teacher starts with a brain gym exercise and then uses these trigger questions: How do you usually keep in touch with your friends? What</p>

is your favorite way of communicating? Elicit answers from students and let them express themselves freely. Then ask students to think of unusual ways of communicating like smoke signals, drumming and see if someone mention "send a message in a bottle"

The teacher presents the article called "Message in a Bottle" and asks students to look at the photo and answer Why would someone send a message in a bottle? What kind of things do they write? The teacher introduces this vocabulary using definitions:

Lying in

On board

Posted

Voyage

refused

Ask students to read the article silently and then elicit some students to read it aloud. The teacher asks students to answer these questions:

- Who sent the message?
- What was unusual about it?
- What do you think the message said?
- Why do you think Steve wouldn't open the bottle?

The teacher asks students in what situation would you write a message and send it in a bottle? Let students answer freely.

Task

The teacher asks students to get into teams of 4 people, and explain the task, the situation is this:

"You are in the middle of a storm in the sea because you went sailing in a small boat, the radio does not work nor your phones, you do not have any other way to communicate to someone to rescue you, would you write a message and send it in a bottle? Yes/No, why?"

Discuss what to do.

Write your opinion on a piece of paper and choose the best so a speaker in your team can communicate it. After writing their opinions each team will grade a different one to check and give short feedback.

Before writing the opinion, students remember the writing process and consider it for their writing. The teacher elicits students to remember the writing process steps and presents the short video again so students can remind it. <https://youtu.be/edZkuHHXDlo>

- Prewriting, the brainstorming of ideas about the topic of the writing
- Drafting
- Revising
- Editing/proofreading
- Presenting/publishing

The teacher hands out sheets of colored paper to students for the task, one for each student in the team.

Students start their tasks; the teacher monitors the teams while they are working and helps as they need it or ask. The time set for this task is 15 min.

When the time is up, the teacher asks students to present their opinion asking the speakers of each team to share them by reading them aloud. The teacher up the written products and gives a different one to each team, teacher asks students to grade the written works using this rubric:

- It is an opinion about the topic yes () no () 2.5 pts.
- Spelling and grammar are correct yes () no () 2.5 pts
- It is coherent and concise yes () No () 2.5 pts
- It is comprehensible for any audience yes () No () 2.5 pts

TOTAL OF POINTS ____/ 10

The teacher explains what coherent and concise are, to make students clear about them. When they finish grading, they give the graded product back to the corresponding team with short feedback. Each team chooses its results and comments on it.

PART 3

3.- Continuing with the topic “getting the message” the Teacher states, “People write a lot of messages in daily life” and elicits students to name some examples.

Then Teacher shows an image with some written messages and asks students to tell what kind of messages they are (text, e-mail, a note, etc.) The teacher asks some students to read out the messages and tell them what kind of message it is. After that, the teacher asks students to choose a partner to work with for the next exercise, in pairs, students will

read again the messages and answer the questions listed in the exercise to check comprehension. Time set for this activity

10 min, when all students have finished the teacher checks answers with the whole class eliciting the answers from students.

TASK

Next Teacher explains the task to do:” You are on vacation in the beautiful City of Mexico (students can choose a different place). You received an e-mail from your English friend Jaime, read it and write Jaime an e-mail answering the one she sent you must write 25-35 words. For this task, you have 10 min., and it is individual work”

The teacher shows the email on the board so students can read it and answer it.

The teacher reminds students to follow the writing process. The teacher monitors students working helping if they need it.

(Problems anticipated: maybe students need to remember the vocabulary about weather, and vacation activities like swimming, snorkeling, skiing, diving, hiking, going shopping, etc.)

As students are finishing the task, the teacher picks up the written products, revises them and gives short feedback to everyone, and asks them to rewrite the e-mail correctly.

CULTURAL CONNECTION:

The teacher asks students to tell differences between Mexico City and London, the teacher writes on the board some differences and asks students to complete a Venn diagram comparing and contrasting these cities.

Teachers ask students: Have you ever been to London? If someone has, the teacher asks about his/her experience if none has, the teacher talks about her experience visiting London, and invites students to watch the video about London.

<https://www.youtube.com/watch?v=WFRR0zC70-0>

To close the session, teacher invites students to talk about the video and what they would like to do in London when they visit the city.

2.02 DESIGN OF ASSESSMENT TOOLS TO TEST THE PROGRESS OF STUDENTS

According to the desired results for this practice, the assessment method chosen was ongoing observations of writing and speaking skills, with these designed rubrics focusing on oral and written productions.

This performance-based assessment rubric was for assessing speaking when students were participating orally

Aspects to be observed and assessed for	Points
Speaking	
He/she shows meta-linguistic production in oral discourse (Word choice, usage).	3.33
His/her attitude to language was willing. (Fluency/ pronunciation/ diction)	3.33
His/her participation was coherent to the task topic. (Ideas/meaning)	3.33
Grade	

All these 3 aspects are linked to the meta-linguistic production mainly because it is the way to speak a language.

For writing, the teacher designed this holistic rubric, and it can be explained as follows:

Opinion about the topic, is the main objective of the task, writing an opinion (content)

Spelling and grammar, Grammatical and functional Knowledge

Coherent and concise, textual knowledge

Comprehensible to any audience, sociolinguistic knowledge

Rubric for grading Writing

Team No. ____

Trace x in the correct option

- It is an opinion about the topic yes () No () 2.5 pts.
- Spelling and grammar are correct yes () No () 2.5 pts
- It is coherent and concise yes () No () 2.5 pts
- It is comprehensible to any audience yes () No () 2.5 pts

TOTAL OF POINTS ____/ 10

Feedback:

Graded by: Team No. ____

This rubric was used by students to assess another classmate's production (co-evaluation) and it was because the teacher wanted, them to realize other students' mistakes and their own by making a self-evaluation of their written performance, thinking it is more meaningful in this way.

Also, the teacher had another rubric for writing, and it was because in this task, students were asked to follow the Writing process steps when writing so, they worked in teams, but they wrote their opinions individually, and in that way, I could observe if they followed the process and how they constructed their written product. This rubric was used to assess the task of writing an opinion and writing an e-mail.

WRITING PROCESS OBSERVATION

Aspects	Value	Marks
1.- Brainstorm and organization of ideas	2 pts	
2.- drafting elaboration	2pts	
3.- Revising (proofreading, and improvement of the text)	2pts	

4.- Edition (rewrite the text with changes)	2pts	
5.- Presenting/publishing	2pts	

2.03 PRACTICE EVIDENCE

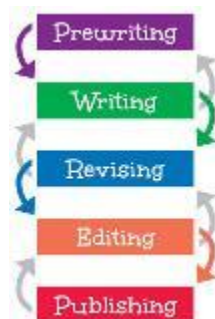
For this practice, in part 1 of the lesson plan, the teacher started with the introduction of the writing process with these trigger questions:

What do you need when you have to write something to communicate?
 What challenges do you face when writing something?

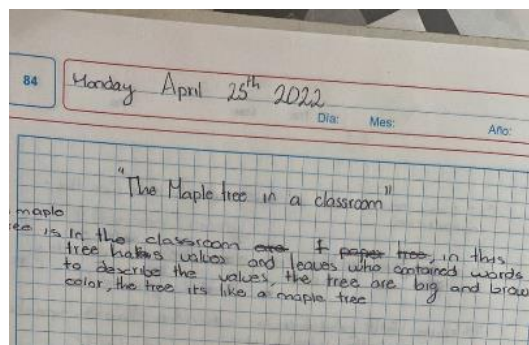


Students answered: Think about what we are going to write and who the message is for.

The teacher introduced and explained the writing process, 5 main steps to follow to improve writing, and watched a video:



The first activity was describing the value and gratitude tree that we have in our classroom, using the writing process:



After the students made a writing practice, the teacher used a video about the pink Panther cartoon as a digital resource and the students wrote the story of the cartoon episode.



Tuesday, April 26th 2022 Jocelyn

The pink panther was walking to enter to a hotel, but there was a ghost and the panther was afraid, when the sheriff listen all the noise came out of his house and arrested the ghost and the panther. and

Pink Panic.

The pink panther was walking to enter a hotel, but when the panther was taking a shower, the ghost frightened him, then, when he go to sleep a skeleton starts to follow him, finally when the sheriff listened a lot of noise he came out of house and arrested the ghost, the panther and the skeleton.

Tuesday, April 26th 2022

"Pink Panic"

First the pink panther was in the middle of a storm then he ended in a life of abandoned hotel for one night in the place a ghost chased him around the place. Then he saw a skeleton that started to chase him top in the hard fight the two of them fell down stairs inside a clock, next the sound was too loud so a sheriff got to the situation and arrested them, finally after a large walking, the sheriff, skeleton and the ghost disappear meanwhile the pink panther continue walking.

middle-middle-middle *
 process-process-process
 story-story-story

WRITING PROCESS OBSERVATION

You can do it, baby!

Aspects	Value	Marks
1.- Brainstorm and organization of ideas	2pts	2
2.- drafting elaboration	2pts	1
3.- Revising (proofreading, and improvement of the text)	2pts	0
4.- Edition (rewrite the text with changes)	2pts	0
5.- Presenting/publishing	2pts	1

WRITING PROCESS OBSERVATION

Good Job!

Aspects	Value	Marks
1.- Brainstorm and organization of ideas	2 pts	✓
2.- drafting elaboration	2pts	✓
3.- Revising (proofreading, and improvement of the text)	2pts	✓ (1)
4.- Edition (rewrite the text with changes)	2pts	✓
5.- Presenting/publishing	2pts	✓

As the students were finishing their stories, the teacher graded them and gave feedback inviting students to follow the writing process. The teacher used the designed rubric “Writing process observation” to grade this task.

In part 2 of the lesson planning, the teacher started with these trigger questions to introduce the topic of the reading:

How do you usually keep in touch with your friends?
What is your favorite way of communicating?

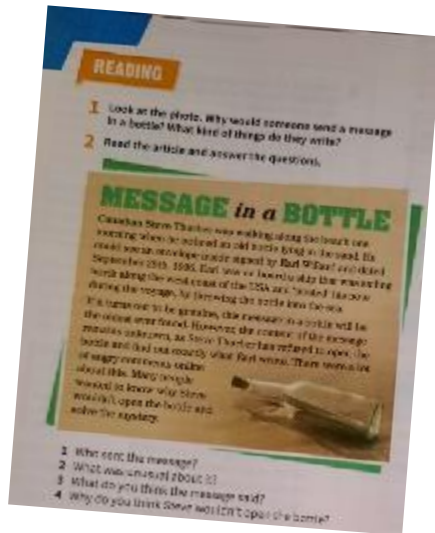
Students answered:



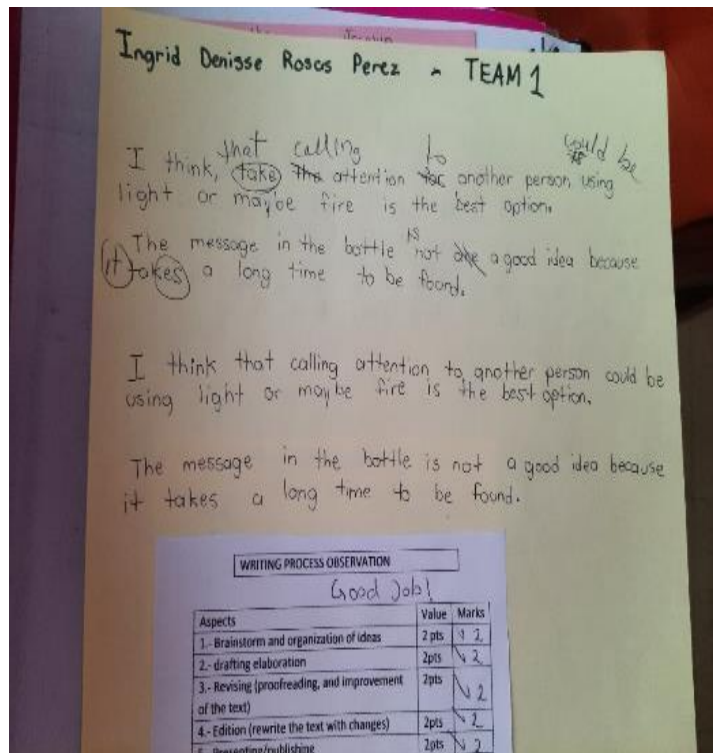
What about sending a message in a bottle?



Students read the article “Message in a bottle”



Next, the teacher explained a situation and gave the context for the task which was writing an opinion to solve a problem. The students worked in groups, and they chose the best opinion to present to the other groups orally. The students also exchange written opinions and graded them using a designed rubric for this activity (co-evaluation).



Tess Little Annotated Mean

I think it's ~~not~~ ^{most} probably that the message ~~take~~ ^{took} a long time to ~~be found~~ ^{be found} by the person who wrote the message ?? Complete

The best thing that we have to do is ^{to} make a signal with fire or lights.

I think it's ~~not~~ ^{most} probably that the message ~~take~~ ^{took} long time to be found

The best thing that we have to do is to make a signal with fire or lights

WRITING PROCESS OBSERVATION

Good, you can improve it!

Aspects	Value	Marks
1.- Brainstorm and organization of ideas	2 pts	2
2.- drafting elaboration	2pts	2
3.- Revising (proofreading, and improvement of the text)	2pts	1
4.- Edition (rewrite the text with changes)	2pts	1
5.- Presenting/publishing	2pts	2

Rubric for grading

Rubric for grading

Team No. 1

Trace x in the correct option

- It is an opinion about the topic yes (X) no () 2.5 pts.
- Spelling and grammar are correct yes (X) no () 2.5 pts
- It is coherent and concise yes (X) No () 2.5 pts
- It is comprehensible for any audience yes () No (X) 2.5 pts

TOTAL OF POINTS 7 / 10

Feedback:

Grammar is incorrect, some parts of the text

are not comprehensible because of the tenses

Graded by: Team No. 2

Rubric for grading

Rubric for grading

Team No. 2

Trace x in the correct option

- It is an opinion about the topic yes (X) no () 2.5 pts.
- Spelling and grammar are correct yes (X) no () 2.5 pts
- It is coherent and concise yes (X) No () 2.5 pts
- It is comprehensible for any audience yes (X) No () 2.5 pts

TOTAL OF POINTS 10 / 10

Feedback:

I found it correct

Graded by: Team No. 1

In part 3 of the practice teacher and students worked with intercultural connection, the task was to answer an e-mail from an English friend about how students spent their vacations.

Read this email from your English friend, Jamie.

I hope you are enjoying your holiday. What is the weather like? Where are you staying? Tell me how you are spending your time.

Jamie

Write Jamie an email. Answer the questions.
Write 25-35 words.



Joss

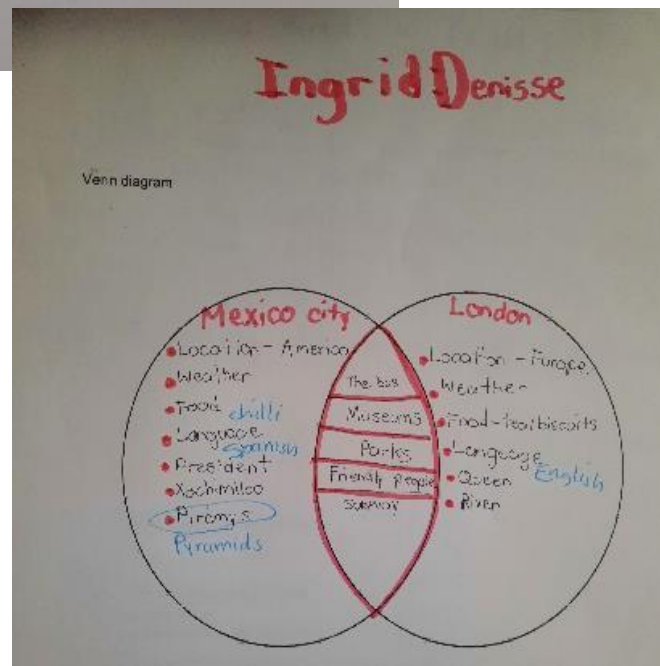
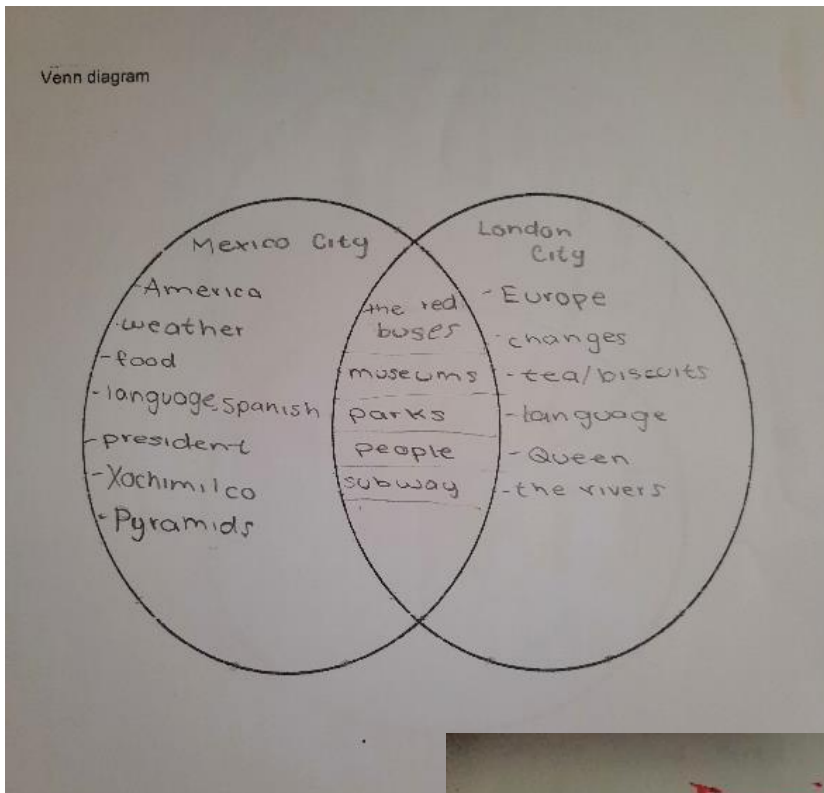
Hi Jaime

I am in a little apartment in L.A. the weather is sunny. Yesterday I went to a mall. I visited a lot of places. Some clothes were too cheap and I bought some jeans. It's amazing!

Joss

36 words

Next the teacher elicited students to talk about what they know about London and then the teacher explained how to compare and contrast Mexico City and London using a Venn diagram.



2.04 ASSESSMENT TOOLS EVIDENCE

Most of the assessment tools' evidence is shown above.

For evaluating speaking skills, the teacher designed this analytic rubric, and it was used when the students shared orally their opinions on the task mentioned above, it was focused on the metacognition processes when using the language.

SPEAKING ASSESSMENT

Student's name: Jocelyn Sierra Morga	Group: 2 nd . Inter.
Aspects to be observed and assessed for Speaking	Points
He/she shows meta-linguistic production in oral discourse (Word choice, usage).	3.33 2
His/her attitude to language was willing. (Fluency/ pronunciation/ diction)	3.33 2
His/her participation was coherent to the task topic. (Ideas/meaning)	3.33 3.33
Grade	7.33

SPEAKING ASSESSMENT

Student's name: Diana Guevara	Group: 2 nd . Inter.
Aspects to be observed and assessed for Speaking	Points
He/she shows meta-linguistic production in oral discourse (Word choice, usage).	3.33 2
His/her attitude to language was willing. (Fluency/ pronunciation/ diction)	3.33 2
His/her participation was coherent to the task topic. (Ideas/meaning)	3.33 3
Grade	7.0

The teacher thinks that designing their own assessment tools allows her to be more objective in evaluating and grading their students because she focuses on the desired results before and during her lesson planning.

2.05 VIDEO "PERFORMING AND RECORDING THE ACTIVITIES"

The video recording for this project was done in 3 different moments and the most important aspects were taken on.

The video is in this link:

CHAPTER 3

EXPERIENCE REPORT

Organizing the lesson planning taking into consideration, the learning outcomes/objectives, the desired results, and designing assessment tools, was a different experience, not only teaching what is told in the teacher's guide but having a completely new view of the teacher's performance in teaching and students' performance in learning.

The need for students to improve their writing skills is one of the most important focuses for the teacher because it is the way they communicate mainly with others, and it helps to develop speaking skills too. The importance of developing communicative competencies nowadays is crucial and especially when learning a language.

Starting from the simple to the complicated is easier for the students to understand processes, in this case, the writing process which was the main objective of this practice.

The outcomes achieved let the teacher see that the students' written productions were good, and fairly constructed, however, the use of grammar, especially the forms and structures must be reviewed. The lexis must be increased too, maybe using strategies for using synonyms, and antonyms, when the students do not know some word to use in the context, could be an option.

The teacher observed that reading is not a difficult skill for the students, they did it well, reading aloud and answering the comprehension exercise, the only observation was the pronunciation of the verbs in the past tense, which is something, the teacher must work on with students.

Additionally, the teacher must work a little harder in promoting social interaction among students using the target language, they are still shy and afraid to speak English.

Some strategies the teacher can use in class to promote speaking are teamwork, pair-work, role plays, and projects. Even if some of these strategies are used by the teacher, it could be useful to work with them every single day in class.

Listening to students is not complicated, most of them understand the instructions, videos, and audios they use in classes.

The teacher should also continue working classes with the four skills integration, contextualizing the topics, because it is meaningful to students to learn this way and including the intercultural connection to get students involved in real-world communication.

CHAPTER 4

CONCLUSIONS

During this specialization, I had an important evolution and development in teaching and learning English as a second language. This evolution and development allowed me to change attitudes toward teaching the language and a different view of students learning process and progress.

The most significant concepts, I learned and adopted for improving my teaching were:

- Teaching and learning English evolved from traditional methods used in the 70s to the communicative approach, task-based approach, and Experiential learning Approach, which are the ones teachers are using for teaching a language.
- The advantages and disadvantages of teaching large groups.
- Reflections on teacher's own practice.
- Designing the teacher's own materials according to her objectives in teaching English.
- Using technology to improve and vary English classes, knowing, experimenting, and using news apps.
- Emotional filters and how to deal with them as a teacher.
- The importance of each skill and how they can be bonded for a better learning experience.
- The activation of prior knowledge before starting any lesson.
- The interculturalism and its relation to teaching and learning English.

The communicative approach signed a major change in my view of language philosophy from grammar rules to communication rules.

Communicative competence suggests the teaching of language integrated with all the complete components of communication. The common components of communicative components in the field of language teaching today are linguistic, sociocultural, actional, strategic, and discourse competence. The teaching of language changes from the presentation of grammatical rules of a language to performing communication activities in the classroom: listening, speaking, reading, and writing performances. The five components of communicative competence will be embedded in every performance communication activity.

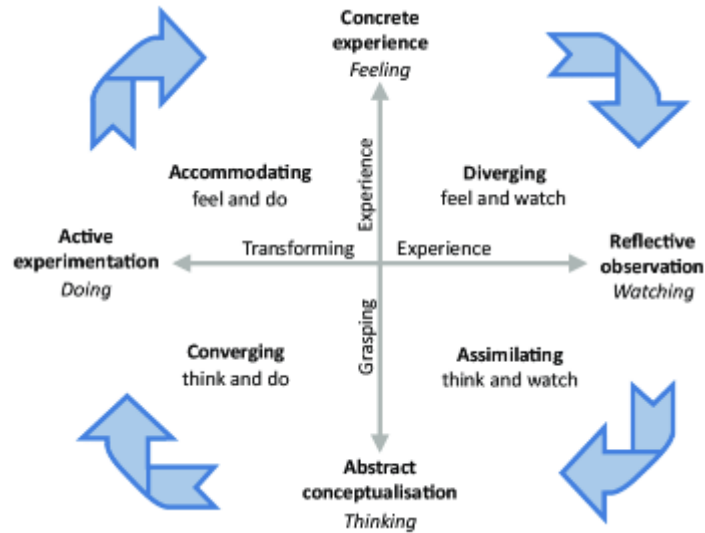
(Patesan, 2015)

https://www.researchgate.net/publication/284813335_Communicative_Competences

Task-based learning offers an alternative for language teachers. In a task-based lesson, the teacher does not pre-determine what language will be studied, the lesson is based on the completion of a central task, and the language studied is determined by what happens as the students complete it.

In task-based learning, the students are free of language control. In all the task stages, they must use all their language resources rather than just practicing one pre-selected item. Students put into practice the language knowledge they have and develop communicative skills.

There are two parts to Kolb's Experiential Learning Theory. The first is that learning follows a four-stage cycle, as outlined below. Kolb believed that, ideally, learners progressed through the stages to complete a cycle, and, as a result, transformed their experiences into knowledge. The second part of Kolb's Theory focused on learning styles, or the cognitive processes that occurred to acquire knowledge. Essentially, Kolb believed that individuals could demonstrate their knowledge or the learning that occurred when they were able to apply abstract concepts to new situations.



(Kurt, 2020)

Reference:

- Kolb, D.A. (1984). *Experiential learning: experience as the source of learning and development*. Englewood Cliff, NJ: Prentice Hall.

Teachers need to create effective teaching materials to ensure that students are learning to their maximum potential. Any tool used to convey information or test understanding is teaching material. This broad category includes common classroom elements such as worksheets, videos, quizzes, and activities. When designing materials, teachers need to consider several factors. By taking time to consider educational goals—and ways to create and deliver materials appropriate to the specific body of students being taught—teachers will be more successful in creating quality teaching material that promotes learning.

Making your own materials could be fun, creative, and useful, even as teachers, it is not enough time for this. In that case, teachers can use technology, digital skills must be developed by teachers. This option about resources and materials gives teachers a great variety of resources to make English classes fun and interesting even interactive and for students are meaningful ways to learn differently.

Taking into consideration that teachers work with human beings, it is relevant to consider their emotional state, working with emotional filters allows students to feel comfortable, secure, and interested in English classes. The teacher is the main agent in class to deal with and help students with their emotions to help them to be open to learning. So, managing my emotions and my students' emotions is always a challenge, but not impossible to get.

It is essential to work with the four main skills integrated with the communicative competencies in all the classes. Starting with the contextualization of the topic or theme to be worked on, trigger questions are crucial for a good beginning, this way teacher activated students' prior knowledge. Even it could be designed and planned as a whole, the teacher can have the opportunity to focus on each skill and gives relevant importance to it. That is a meaningful way of teaching and learning.

Globalization has taken us to think about relationships with other people from different countries.

Being a global citizen involves being aware of your own culture and others, eliminating stereotypes and false beliefs to living together with respect, empathy, and tolerance. Knowing different cultures allows students to be open-minded to new experiences as well as share their own beliefs and customs with others. And most important, use English as a global language.

This specialization in teaching and learning English as a foreign language, made me evolve into a new version, a version that is powerful, prepared, and ready to be **an agent of change in teaching English as a foreign language.**



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