UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

"Developing writing skills in students from sixth grade of a Public Elementary School in Santa Maria Ixtulco, Tlaxcala"

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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México, DF. A 04 de Julio de 2022

UNIVERSIDAD PEDAGÓGICA NACIONAL

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Specialization in English Language Learning and Teaching as a Foreign Language

Final Project for Obtaining the Diploma as a Specialist in Teaching and Learning English as Foreign Language

"Developing writing skills in students from sixth grade of a Public Elementary School in Santa Maria Ixtulco, Tlaxcala"

STUDENT: LUIS ANGEL CARRO PEREZ

TUTOR: ELIN EMILSSON INGVARSDOTTIR

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Purpose

The purpose of this project is to reflect the new acquired knowledge within the teaching practice by designing and implementing a pedagogical intervention project, which is a requirement for obtaining the Diploma as a specialist in teaching and learning English as a foreign language.

Throughout the three modules of this Specialization in Learning and Teaching English as Foreign Language, several concepts have been reviewed in order to associate them to my experience as a teacher and, thus, putting them into practice in order to improve the way I teach English as Foreign Language to students whose mother tongue is Spanish.

In the current project, the pedagogical intervention carried out with students from 6th grade of a Public Elementary School, located in the community of Santa Maria Ixtulco, in the State of Tlaxcala, in Mexico, will be described through four chapters which will be more thoroughly mentioned in the introduction.

Introduction

The current project integrates the most relevant concepts that were reviewed during the time of the Specialization in Learning and Teaching English as Foreign Language at UPN, applying them to a real-life teaching context through the National English Program (PRONI), in a public Elementary School located in the state of Tlaxcala.

According to SEP Hidalgo (2022), the purpose of Teaching English in Basic Education is "for students to get the necessary knowledge to engage in social practices… to interact with native and non-native English speakers…through competencies that involve production and interpretation of oral and written texts of familiar, academic and literary nature… to satisfy basic communication needs in different every-day, familiar, and known situations."

As a result, it is expected from PRONI students to learn English as Foreign Language, not as a mechanical process, but through associating language notions with language functions in order to achieve communicative goals, abiding by the rules of a certain contexts in which certain pieces of language are used, instead of simply learning grammar and vocabulary through repetitive processes (drilling).

According to Diane Larsen-Freeman (2001) "...grammatical structures do not only have form or structure, but they also contain meaning and use." Therefore, it is expected from PRONI students to get familiar with communicative situations in order to identify not only grammar correctness but also develop sociolinguistic competences in such a way that they can achieve a certain level of understanding related to when and how certain pieces of language are used for achieving communicative goals.

Finally, it is important to mention that mechanical drills and controlled activities are useful for students to notice grammar correctness, however, we do not have to limit them with this type of activities. Therefore, we teachers should encourage our students to go further than only focusing on form by having them noticing form but connecting it to meaning and use.

The areas of knowledge in which the specialization is conformed are:

- Content curricula and underlying theories
- Didactic and methodological competences
- Different types of communication competences
- Attitudes and values

As a result, the current assignment is divided into the following chapters.

Chapter	Main topic	Description
1	Philosophy and theory	Teaching identity and philosophy Theory underlying your teaching practice and identity
2	Methodology and practice	A practical and useful lesson plan. Assessment tools in order to measure students' progress Photographic evidences. Documents such as tests, rubrics or checklists. Link to a video in which the pedagogical intervention can be demonstrated.
3	Experience report	Analysis of the results derived from the activities which were carried out with students, in order to compare the result of the expected outcomes, and, if necessary, provide possible solutions.
4	Conclusions	Analysis of what has been done during the time of the Specialty, and the design of the final project.
5	Bibliography and appendixes	List of references and attaching of extra evidences (links).

In chapter 1, we will discuss the concept of Teaching Philosophy, as well as its dimensions. In addition, it is relevant to describe my teaching biography and the different theories that I have been incorporating from 2013 up to now.

Chapter 1: Philosophy and theory

1.01 Teaching philosophy and identity

According to Richards & Lockhart (1996) the teaching philosophy is a "set of beliefs about teaching and learning", which has three main domains:

- **Cognitive** (intellectual)
- **Affective** (emotional)
- **Behavioral** (action based)

In the first dimension (cognitive), it is important to mention that we teachers are in a continuous process of professional development. This process involves developing different skills such as class management, error correction, elicitation, and lesson planning. In my opinion, we tend to reproduce the same models and methodologies that our former teachers applied to us. However, we have the ability of adapting ourselves to other methodologies and, of course, we are always committed to keep preparing and learning new techniques, methods and approaches in order to enrich our teaching repertoire. As a result, it is important to reflect on how we teach English in order to achieve a higher level of mastery in our teaching practice.

In the second dimension (affective), it is relevant to mention that if we want to give our students a professional service, it is necessary to work on our own emotions. In my experience, I have seen that our students do really notice when there is something wrong with us. Thus, it is important to maintain an excellent mental health, not by repressing our feelings or emotions, but through finding the way to work on them in such a way that they do not affect our teaching practice.

Finally, in the third dimension, I have no doubt that we teachers tend to be defined by our actions in the class. A tangible example is when planning a lesson. We teachers should plan by considering the actions that our students will perform in the class rather than what we teachers will do. In other words, we should always make sure that Students' Talking Time is higher than Teacher's Talking Time.

In my experience, TTT vs STT is a frequent point when I have been observed by an academic coordinator or by another teacher (a colleague). Finally, it is crucial to mention that we teachers always have to be willing to adapt our lesson plans, depending on the group needs and progress as well as the institutional goals.

This philosophy has suffered little change after the COVID 19 Global Pandemic, however, it is likely to be enriched according to the new contexts of New Mexican Education (NEM), which will be more thoroughly discussed in other space and time. The following chart describes my teaching biography in order to provide a solid background of my teaching history and how this considerably extended experience is still likely to be expanded.

My teaching autobiography			
Year	Institution	Type of Students	Teaching context
2013	Autonomous University of the State of Hidalgo (UAEH)	Teenagers and adults	Since it was my first job, my teaching experience was scarce as well as my personal maturity. I used to work both on Weekdays and on Saturdays. One of the most important features I can highlight here was the use of strategies to lower my students' affective filter such as playing games, watching videos and working outdoors.
2014	Technological Institute of Apizaco (ITA)	Students of Engineering	In Apizaco Tech, there was a lot of students' lack of interest towards English, and several deficiencies, which have been recently corrected.
2015	CECUTLAX – IPN (Language Center)	Teenagers and adults	It was in this Language center that I first put into practice the Portfolio of Evidences as a way for evaluating students. In contrast with this center, my previous jobs focused more on mid-term and final tests as their only evaluation tools.
2016	Computing and English Institute (ICO)	Children, teenagers and adults.	It was in this institute where I used more technological sources such as Classroom Presentation Tools as well as educational software which students used to find a bit difficult.

2017	Autonomous University of the State of Hidalgo (UAEH)	Teenagers and adults	In comparison with 2013, in 2017 I just had one mixed group in which I had to adapt my lesson plan several times. Sometimes, my classes were more appealing for youngsters rather than adults and vice versa.
2018	Harmon Hall Apizaco	Adults and Teenagers	Definitely, it was the Institution that made a breakthrough in my career as a teacher. This job made me improve my teaching skills, as well as my level of English and my sensitive to students' needs.
	CBTIS 03 Xiloxoxtla	Teenagers	In addition, when I left HH, I could now apply what I learnt into my next job at CBTIS 03 Xiloxoxtla, where I could help Public Prepa students be more confident at speaking.
2019	Polytechnic University of Tlaxcala, (UPTREP)	Students of Engineering Teenagers	After my "interinato" at CBTIS 03 ended, it was time to look for another job and I found it at UPTREP. In this job, I worked with students from Engineering in Logistics and Transports as well as students from Engineering in Agro-technology. For them, I combined a strategy consisting of developing communicative strategies as well as including technical jargon.
	CBTIS 03 Xiloxoxtla and Tlaxcala		After I left my job at UPTREP, I was invited to teach again at CBTIS 03, but now with more groups and, thus, different levels of English. In this experience, the challenge was to deal with big groups, paying special attention to both students with an upper level and students with a lower level. Fortunately, the academy of English of CBTIS 03 provided me with materials such as placement tests, handouts and quizzes, since they had no textbook or course book.
2020	MIM Education	Teenagers	After my contract at CBTIS ended, I decided to get into the virtual

			teaching through the platform MIM EDUCATION, where I used to work with a young student. The classes were totally online and personalized. It was a prelude for the type of teaching that was coming on.
	National English Program PRONI	Primary School Children	The COVID 19 Global Pandemic forced everyone to migrate from face-to-face classes to totally online classes. Public education was reached by this global pandemic and it was the year in which I started working for PRONI, a program that I still work for. However, that time was special because it was the first year that both teacher and students had to get familiar with tools such as GOOGLE CLASSROOM, or GOOGLE MEET.
2021	American Standard Language Center	Kids, Teenagers and Adults	After my experience at PRONI was successful, I was hired by a Language Center named "American Standard", located in the City of Huehuetoca, in the State of Mexico. In this center, I had the opportunity to work with kids, teenagers and adults. With them, I started exploring and using some websites and apps such as Quizlet, Kahoot and live worksheets.
	Prepa Ibero Tlaxcala	Teenagers	In August 2021, I started working for Prepa Ibero Tlaxcala, where at the beginning I taught online by Microsoft Teams and then I taught both online and in situ. The level of English was Advanced, however, I tried to make it more appealing to students by allowing them to record TikTok videos as well as fostering collaborative work by conducting a research project. In addition, I worked again for PRONI, as I did from August to December 2020 and from April to June 2021. However, this time it was done through a
	National English Program (PRONI)	Primary School Children	

| 2022 | Home English – National English Program (PRONI) | Teenagers. Primary School Children. | hybrid mode which consists of teaching English in situ to the students who attend to face-to-face classes and monitoring online students' progress on Google Classroom, where both types of learners collaborate and upload their work.

From January to May, it was a big problem to wait for PRONI authorities to rehire me in order to retake the groups I used to have in 2021. In the meantime, I looked for a part-time job at a School named "Home English", which is focused on one-hour live online sessions four days a week. I worked there from April to May 2022, and the level I taught was basic. The type of students who took my online classes were mainly teenagers from Secondary School. The way we worked was by Google Meet for videoconferencing and Google Classroom for uploading their work.

It was until the last weeks of May 2022 when I was finally called to be rehired. Currently, I am working again for the National English Program (PRONI), in two Public Institutions: Centro Escolar Chiautempan, with third graders and Ignacio Allende, with students from fifth and sixth grade, the last ones will be the ones who participated in the project I am carrying out in this Specialization. |

To summarize, no matter the years of experience, number and types of students, types of school, period of time or methodologies, a teacher will never stop learning. In the next part, we will discuss about the different methods, approaches and techniques that I have used more frequently.

1.02 Theory underlying your teaching practice and identity

From 2013 to 2022, I have been incorporating different methods, approaches and theories related to English Language Teaching, as well as pedagogical paradigms. According to Brown (2007), "An **approach** is the theoretical positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings", meanwhile a **method** is "a generalized set of classroom specifications for accomplishing linguistic objectives". On the other hand, "**Techniques** are the specific types of exercises or activities used in class for the purpose of reaching pedagogical goals". Therefore, it is important to clarify that they do not have to be seen as separate things but all of them can be linked in order to increase our teaching repertoire.

In addition, before discussing the different methods, approaches and techniques that have defined my daily teaching practices in front of my groups, it is relevant to include a topic that, in my opinion, gave me a stronger view of how teaching should be conceived and this is the Ignatian Pedagogical Paradigm.

It is stated on the Ignatian Pedagogical Paradigm that every member of a Jesuit institution is "at least minimally connected to the Jesuit commitment to the *transformational power of Education*…" (Saint Louis University, 2022). The five elements of Ignatian Pedagogy are described in Figure 1:

Figure 1: The Five Elements of Ignatian Pedagogy.

"All learning is situated in a context, rooted in a previous experience, dependent upon and by the reflection of those experiences, and new knowledge is put into action, reinforced by an explicit evaluation" (Saint Louis University, 2022)

In the next pages, we will notice the similarities that the Ignatian Pedagogical Paradigm has with the Kolb's experiential model, which in my opinion is not only effective but necessary nowadays, considering the types of students that were born in the 21ˢᵗ century.

Despite the fact that I am no longer working for Prepa Ibero Tlaxcala, I strongly agree with the idea of the "transformational power of Education". Therefore, in my opinion, this model is always applied to my daily teaching practice whether or not I belong to an Ignatian Institution because the principles of Ignatian Pedagogy perfectly match with Teaching English as Social Practices to PRONI students.

For instance, when students are learning English, they should pay attention to the context where language is used, then they connect their background knowledge and previous experiences to what they learn in every lesson, as well as they reflect on what is learned as well as when and how they will use what they learn. In addition, in terms of Approaches, I personally conceive myself as a strong defender of the Communicative Approach because, in my experience, this is the approach that most language centres and schools have taken as their basis for their instruction due to the fact that it allows students to interact among each other, through real-life situations in which they can use the pieces of language they are learning.

According to Cook (2001), in "Communicative Language Teaching (CLT) as a style intended to redefine what students have to learn in terms of communicative competence rather than linguistic competence; the crucial goal is the ability to use the language appropriately rather than the grammatical knowledge." However, the communicative approach does not work without the reinforcement of some other techniques that, at first sight, seem to have no relation with it. For example, the technique TPR (Total Physical Response) has been quite useful mainly with kids in order for them to avoid boredom since they do not concentrate for long periods of time, however, it has been also useful for teenagers and adults at the moment of practicing the vocabulary of a lesson. Especially when the topic allows it, TPR has helped students using the body to internalize lexical items. For instance, when giving directions in English, it is definitely a good technique for students to remember what to do in order to get to a place.

In the introduction, drills were mentioned to illustrate how simple repetition may limit our students, however, drills are useful not only to check pronunciation when listening and repeating words in order to notice stress and intonation of words but for reinforcing grammar correctness when listening to and repeating entire phrases and sentences.

Moreover, the Grammar Translation Method can be also useful but exclusively for raising awareness among learners about the functions they already do in Spanish in order to take them to the Target Language (English). Especially in primary school, students learn Spanish in terms of grammar correctness. Therefore, it is really relevant and pertinent to notice grammar correctness in English as they do it in Spanish.

In the following diagram, we will notice how can they be linked and, according to my experience as a teacher, these methods, approaches and techniques can work together in order to help students develop their language skills.
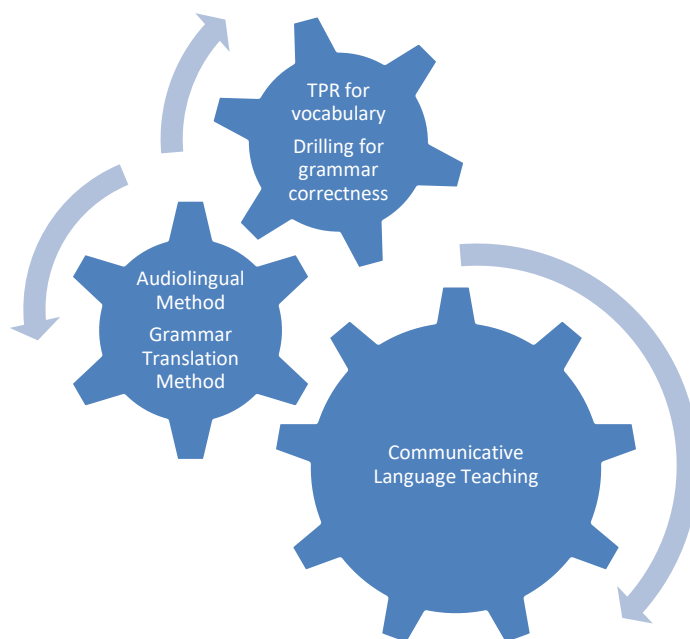

Figure 2: Communicative Approach and its relation with other Approaches and Techniques

To put it another way, methods and approaches are always relevant and meaningful in our teaching practice because not only do they make our teaching more resourceful but all of them have certain characteristics that can be transformed into benefits to our learners. Additionally, it is relevant to mention that there is no such a thing like "the best method, approach or technique", due to the fact that they are not isolated from each other. In fact, all of them are likely to be complemented, in order to make our classes more diverse and resourceful and help our students achieve their learning goals at the same time.

It has been already mentioned that the Communicative Approach works pretty well with some other methods, approaches and techniques such as the TPR, drills which come from the Audiolingual Method and, to some extent, The Grammar Translation Method. However, the links between the Communicative Approach and the Task-based approach and the Kolb's model of Experiential Learning can be exploited in the classroom in order for students develop their language skills.

The following table concentrates the similarities and differences between the three of them:

Kolb's Experiential Model	Task-based Approach	Communicative Approach
It departs from Concrete Experience, in which the student gets involved in a participatory activity. Then it moves to the "Reflective observation", in which the learners observes and reflects on his/her learning process. Next, it goes through	It starts with a Pre-task step in which learners can activate their previous knowledge. Then, it moves to the Task Cycle, which is divided into three parts: a) Task b) Planning c) Report.	It is inductive, which means that students are given examples of sentences containing a grammar rule and to work out the rule for themselves.(Notice) In addition, it distinguishes three types of practice: A) Mechanical

Abstract Conceptualization. In that part of the model, learners think about what he/she already knows from another perspective. Finally, in the Active Experimentation, students can construct their own learning in order to transform it into something of their own. (Kolb, 1984)	In the first part, learners can use the language spontaneously. In the Planning Stage, teachers can help their learners to prepare for the third step, by giving them advice and input. And, finally, in the third step, learners can present their work in order to combine both fluency and accuracy. Finally, there can be a total-class activity in which students can focus on form and ask specific questions about the language they have learnt. (Willis, 1998)	B)Meaningful C) Communicative. Additionally, it includes other types of activities such as: - Task-completion. - Information-gathering. - Opinion-sharing. - Information-transfer. - Reasoning-gap. - Role-plays. Last, but not the least, it emphasizes both pair and group work as well as the push for authenticity. (Richards, 2006)

To summarize, the three of them conceive learners not merely as passive receivers of knowledge but as active agents who participate enthusiastically in their learning process.

Additionally, is important to consider the roles that we teachers play not only inside the classroom as facilitators, motivators, mentors, etcetera, but also outside the classroom. According to Richards and Lockhart (1996), there is a list of roles outside the classroom that we teachers play and, therefore, it is relevant to reflect on the ones I have played throughout my teaching history. The ones that I have played will be marked with a tick (✓), whereas the ones which I have not played yet with an "x".

Role	Description	✓/X
Needs Analyst	Teachers assess students' needs either at the beginning of a course or according to their results in order to adjust lesson planning.	✓
Curriculum Developer	Teachers can develop or modify a curriculum for courses, considering students' needs or for future courses.	✓
Material Developer	Especially in public education, we teachers have the option to use a textbook or create our own materials in order to supplement the book according to our students' needs.	✓
Counsellor	Teachers can provide advice and assistance to students who are having learning problems.	✓
Mentor	In some schools, some senior teachers guide new teachers who are beginning their carriers in terms of classroom management, lesson planning, and professional development.	X
Team Member	It is common that we teachers work in teams (academic bodies) in order to discuss academic issues through collaborative work.	✓
Translator/interpreter	It applies mostly to teachers who are native speakers of the language they are teaching to non-native students.	X
Researcher	Definitely, a crucial part of our teaching practice should be always conducting "action research" in order to improve our teaching practice and, thus, our students' results.	✓
Professional	Even though I do not belong to MEXTESOL or another similar group, since I am taking this Specialization, I am acquiring more skills as well as knowledge to improve the way I teach English.	✓

From 2013 up to now, I have developed the majority of them, however, in case I get a plaza, for sure that I will play more than one role at a time.

Finally, I strongly agree with the role that both authentic and instructional materials play in order to facilitate the fulfilment of learning goals.

According to Brown (1995), instructional materials can be defined as "any systematic description of the techniques and activities to be used in classroom teaching". Therefore, this definition can be applicable to lesson plans, books, audio-visual aids, games and any other type of tool which is intended to Language Teaching and Practicing purposes. This type of material, in my opinion, is appropriate for students to carry out controlled activities because most of them provide comprehensible input as well as experiences of communication which can be equivalent to real-life situations.

On the other hand, Nunan (1988) define authentic materials as "those which have been produced for purposes other than to teach a language." These materials provide students with real language, however, in comparison with instructional materials, in this kind of material the language can be a bit difficult for them, especially when exposing students to real texts (audios, articles, podcasts) produced by native speakers. Nevertheless, including real materials in the class improves the level of quality of the lessons because, according to McGrath (2002) "text materials cannot be seen just as simply samples of the kind of language use that students might need to cope with outside the language classroom, but also as potential models of use."

Therefore, in the current paper both instructional and real materials are considered for the teaching intervention at the Public Elementary School "Ignacio Allende", taking into account an authentic text about "School Bullying" as the input for students to generate their own texts, meanwhile the textbook will be an extra aid for students to notice grammar correctness as well as identifying the structure of the text that they have to produce.

Nevertheless, despite the fact that the information taught to students was taken from an authentic text, some parts of it were modified in order to match with the grammar taught in the official textbook. These aspects will be more thoroughly described in the lesson plan which will be included in the following part of the current paper. Needless to say, in assignment 2A the lesson plan is quite different from the one that was written for assignment 2B, which was the one that was implemented in the pedagogical intervention.

2.01 A practical and useful lesson plan

During the third module of this specialization, several concepts related to language assessment were discussed in two split units, unit 2A and unit 2B. The final product in each one was a lesson plan with integrated and interrelated activities, taking into consideration interculturalism as well as adequate teaching practices in order to obtain acceptable results. However, as it was described in each assignment, the lesson plan as well as the contents were modified due to the real level of my students. In addition, in assignment 2A the lesson plan considered the unit 8 of their textbook "Sunburst 6" which is about "Customs around the world". Nevertheless, after being rehired by PRONI and trying to put it into practice, students did not show engagement to that lesson. As a result, the unit that students worked on is the one from December 2021 which is about "writing a text with recommendations to avoid personal risk situation". The intercultural component for this lesson plan had to match with the school requirements about raising awareness among students about School Bullying, which was the topic that students wrote about in their illustrated reports. In the following table, the differences between assignment 2A and 2B will be briefly described.

ASSIGNMENT 2A (PRE-OPERATIVE)	ASSIGNMENT 2B (OPERATIVE)
In assignment 2A, the objective was addressed for students to develop intercultural awareness in order to compare Mexican culture with other cultures, but not in terms of better or worse, but developing objectivity and openness.	However, in assignment 2B the lesson plan was modified and taking into account the students' real level of English. Thus, since School Bullying is a very important every-day topic which represents not only personal but academic risk, it is important for students to be able to talk about it in order to let other students know about this topic and how to prevent it.

The lesson plan that will be included in this paper will be the one from assignment 2B, which was the one that was implemented in the "Ignacio Allende".

Date & Place: May 2022, Tlaxcala Mexico

1. Lesson plan identification cell.	
Teacher/ Author	Luis Angel Carro Perez
Educational stage	6th Grade, Elementary School, Level A1 (CEFR)
Title of your Lesson plan	Adjusted Lesson Plan
Learning Objectives of the plan/Competency	- Analyse how a text to give recommendations in written. - Plan the writing of recommendations. - Write recommendations to avoid a personal risk situation.
Communicative skills considered	Listening, Reading, Writing, Speaking
Social Practices of the Language	To write recommendations to avoid personal risk situations
Expected product	Illustrated report
Social Learning Environment	Academic and Educational Environment
Grammar structures	Polite recommendations and Direct recommendations
Vocabulary	Risks, advise, advice, unsafe, school bullying.
Brief description of the plan	The textbook "Sunburst 6" (Herrera, 2020) was chosen because it is the official book which SEP and PRONI designed for students of sixth grade of Elementary School.

Hours of the plan implementation	8
Number of sessions	2 weekly sessions per group, one hour each one.
Contents required for the lesson	Information about how to prevent School Bullying.
Link of the content	
EEAILE tutor online	Elin Emilsson Ingvarsdottir

2. **Introduction to the Lesson.**

Step of the lesson	Teacher activities	Students activities	Session number
Activation Before the lesson	The teacher explains the activity to the students by having them identify the structure of a report (Title, introductory paragraph, ideas and conclusion). In this case, the illustrated report will be about a personal risk situation which is very common nowadays in many schools around the world (School Bullying) In addition, the teacher asks students to search images about School Bullying and, applying the technique of "flipped classroom", the teacher motivates students to investigate definitions of what School Bullying is in order to discuss them next class.	Students take to the session information about the topic of the reading with their textbook and their sources searched previously.	00

During the lesson	Teacher welcomes students to the class. Teacher creates the context based on the assignment that the students did and go over the following questions: • *What do you know about School Bullying?* • *Which types of bullying exist?* • *Can you mention some examples?* • *Have you ever suffered from bullying?* Then, the teacher presents an authentic text about School Bullying, which has an introductory paragraph, as well as 10 recommendations to prevent it and a final paragraph or closure. Due to the students' real level of English, the text was modified in such a way that some high-level phrases and clauses have been rewritten in order to adjust them to the grammar structures that are taught in the textbook (polite recommendations and direct recommendations).	Students greet the class and express briefly how they feel that day. Students answer the questions randomly and voluntarily. As an in-class activity, students can copy the pieces of information that they like the most or the ones which they consider that are the most relevant for them in order to generate a first draft, which is the expected outcome of this part.	01

			01
Set the objective or competencies of the lesson by talking about the topic of the unit and using some of the pieces of language that will be learned in the lessons.	Teacher writes the learning purposes of the lesson and have students read it and comment.	Students read the learning purposes of the lesson, clear doubts and express opinions briefly.	

3. **Communicative skills development.**

READ AND LISTEN					
Step of the lesson	**Teacher Activity**	**Students activities**	**Materials**	**Session number**	**Evaluation**
Warmer	• The teacher will elicit if they are familiar with the term "risk".	A. Students look at the pictures and then, open their books to page 26 and read the lesson purposes and achievements	Visuals Textbook "Sunburst 6 Primary" (Herrera, M. 2020) Page 26	01	Students' participation
Vocabulary introduction	• The teacher shows his students some visuals related to the words which will appear in the text. (risk, advise, advice, unsafe)	Students look at the pictures and repeat the words, then, they will have to identify them in a text.	Visuals Textbook "Sunburst 6 Primary" (Herrera, M. 2020) Page 26		

Pre-reading activity & 1st practice • **Predict**	Teacher asks students to read quickly the text "Avoid Social Networking Risks" and answer the questions.	Students have to answer what the theme of the text is, who the text is written for and what the purpose of the text is.	Textbook "Sunburst 6 Primary" (Herrera, M. 2020) Page 26	01 02	Students participation

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• **Reading for gist**	Teacher asks students to find the words which have been already introduced.	Students read the text quickly in order to find the words which were already presented. Then, in their notebooks, they write the sentences where the words are used.	Textbook "Sunburst 6 Primary" (Herrera, M. 2020) Page 26		Evidences generated by students (sentences on their notebooks)
• **Explanation**	Teacher asks students (volunteers or victims) to explain with their own words the main idea of the text.	Students explain with their own words what the text is about by identifying the use of the words which were presented at the beginning. And, randomly, they will read the sentences they have written in their notebooks.	Textbook "Sunburst 6 Primary" (Herrera, M. 2020) Page 26		
➔ **Reading continuation**	Teacher makes sure all the students have read or explained at least once	**Students read silently the text, while the teacher reads the text aloud and monitors the activity at the same time.** If there are words they do not understand, they can write them on their notebook and with a bilingual dictionary they can check the meaning or translation.	Students' notebooks.	03	
➔ **Post-reading questions**	Teacher asks students to answer individually the text "Avoid Social Networking Risks". Then, answer the questions related to the text. (Reading comprehension)	Students answer the questions individually. Then, they will share their answers with their partners and discuss about what they understood from the text.		04	

→ **Inferring ideas**	Teacher asks students what ideas they can infer from the reading. He guides the discussion and asks a student to write the ideas on the board. Teacher asks the students to come up with a sentence that summarizes the whole text. He verifies that the ideas represent what is in the text Teacher asks students to open their books to page 113, in which grammar structures are explained (Direct recommendations vs Polite recommendations) as well as the structure of a report in order for students to notice grammar correctness and text organization.	Students open their books to page 27 exercise 5 in which they have to reread the report in order to analyse its parts. Students complete a diagram in which they have to write the main ideas of each section of the text (First paragraph, bullets, last paragraph). One student writes the idea on the board. This activity can be also done in teams as a way of competition. Finally, students go to page 113 in order to notice grammar correctness and text organization.	Textbook "Sunburst 6 Primary" (Herrera, M. 2020) Page 27 Students' notebooks		Students participation
→ **Closure.**					Students complete Exercise

Writing					
• **Drafting 1**	The teacher presents an authentic text about School Bullying, which has an introductory paragraph, as well as 10 recommendations to prevent it and a final paragraph or closure. Due to the students' real level of English, the text was modified in such a way that some high-level phrases and clauses have been rewritten in order to adjust them to the grammar structures that are taught in the textbook (polite recommendations and direct recommendations).	Once students come to the classroom with pictures about School Bullying together with one or two different definitions, the whole group discusses about the definitions and gives examples. Students can copy the pieces of information that they like the most or the ones which they consider that are the most relevant for them in order to generate a first draft, which is the expected outcome of this part.	Students' notebooks Authentic text about School Bullying (available on https://www.verywellfamily.com/ways-to-prevent-school-bullying-460755) Modified for didactical purposes	05	Analytic rubric
• **Redrafting – final version**	The teacher gives students their first draft with comments and marks in order for them to improve it and write a better product.	Students receive their drafts with comments in order to rewrite it, so that they can compose the final version, which can be accompanied with the pictures they previously brought to the class.		06	

Speaking

Step of the lesson	Teacher Activity	Students activities	Materials	Session number	Evaluation
➔ **Publishing**	For this part, three options are considered: A. Making a video to talk about school bullying, taking phrases and recommendations from their texts. B. Choosing the recommendation which they consider that is the most relevant in order to make an advertisement to		**Camera Students' works.**	07	**Students' works**

	raise awareness among other students about School Bullying. C. A micro real-life public demonstration in order to express their reject to School Bullying and let other students know about it.			08	

4. **Intercultural component:** In the previous assignment, awareness concerning ethnocentrism was an important component, taking into consideration the premise of when individuals are very ethnocentric, they would not have the important intercultural attitudes of curiosity and openness." Therefore, it is important for students to develop intercultural awareness in order to compare Mexican culture with other cultures, not in terms of better or worse, but by developing objectivity and openness. However, in assignment 2B, the whole lesson and contents were modified taking into account the students' real level of English. In addition, since School Bullying is a very important every-day topic which represents not only personal but academic risk, it is important for students to be able to talk about it in such a way that they can let other students know about this topic and how to prevent it.

5. **Evaluation**: In order to evaluate the texts, it is mentioned in Assignment 2B that an analytic rubric will be used in order for students to receive punctual feedback about mechanics and structure of the text. Moreover, it is intended to offer the Professor in charge of the group a serious evidence for him or her to take the PRONI course as a serious subject.

6. **Conclusion:** At the end of the unit, students will develop both the ability to express recommendations to other students and identify what School Bullying is and how to prevent it.

7. **Follow up activities:** After students make their final versions, they can publish them either through a video or a visual advertisement as well as a mini public demonstration in the central yard of the school in order to express themselves against School Bullying.

In the following part, we will describe the assessment instrument that was used to measure students' performance.

2.02 Designing of necessary tools to assess/test the progress of students.

Before describing the assessment tool which was implemented in sixth graders of the Public Elementary School "Ignacio Allende", it is relevant to discuss the differences between testing and assessment as well as the types of assessment that we teachers can use in order to measure our students' progress and achievements.

Brown (2004) defines testing as "a method of measuring a person's ability, knowledge or performance in a given domain" emphasizing that "tests are intended to measure abilities". On the other hand, assessment is "an ongoing process that encompasses a much wider domain."

In other words, while testing is commonly seen as a unique event in which the teacher gives students a test in order to measure their level of knowledge related to a specific subject or course, so that students can obtain a mark or a grade (which could be a number or a letter), assessment is a continuous process, usually formative, which takes into consideration students' performance rather than only checking correct answers.

Therefore, meanwhile testing mainly focuses on standardized and official tests, assessment is more flexible in terms of incorporating different types of instruments such as rubrics or checklists, as well as the portfolio of evidences which is a collection of works which are generated by students. In addition, the three main types of assessment are briefly described in the following table

Type of Assessment	Description
Traditional Assessment	This type of assessment focuses on knowledge and facts, is objective, receptive and discrete. Examples: multiple-choice, true/false, completion and cloze.

Performance-based assessment	This type of assessment is focused on use rather than knowledge, is subjective, productive, and integrated. Examples: observation of the process/product, classroom measures and decontextualized measures and, of course, the use of portfolios.
Alternative Assessment	Refers to procedures and methods that come from traditional or conventional forms of assessment. Examples of this type of assessment are: group work, cooperative learning, learner-centered assessment, student-constructed reading tests.

In addition, it is relevant to make the distinction between a holistic rubric and an analytic rubric, as well as mentioning how the use of portfolios promotes learner consciousness towards their own progress, and empowers them to notice that they are able to develop language skills.

According to O'Malley and Valdez Pierce (1996) "…writing is the most suitable skill to be assessed within the quadrant Observation of Process." Therefore, in comparison with the holistic rubrics which are the ones which assess all the aspects of writing as a whole, an analytic rubric focuses on just one aspect of writing skills. In the current paper, the instrument for assessing PRONI students' writing skills is the analytic rubric, considering two aspects which will be described in the following table:

Aspect	Description
Organization	This aspect has to do with the structure of a text.
Mechanics	It refers to punctuation, capitalization and orthography.

In the following page, we will describe the methodology that was implemented for developing writing skills in students from 6th grade of the Public Elementary School "Ignacio Allende", located in Santa Maria Ixtulco, Tlaxcala, as well as the instrument, which was used in order to measure their written work.

The activity consisted of the following steps:

1. **Pre-writing:** the teacher explained the activity to the students by having them identify the structure of a report (Title, introductory paragraph, ideas and conclusion), using the book as a learning aid in order to notice how a report is written. In this case, the illustrated report will be about a personal risk situation which is very common nowadays in many schools around the world (School Bullying) In addition, the teacher asked students to search images about School Bullying and, applying the technique of "flipped classroom", encouraging them to develop learning skills out of the classroom.

2. **Writing 1 (Drafting):** once students came to the classroom with pictures about School Bullying together with one or two different definitions, the whole group discussed the definitions and gave examples. Then, the teacher presented an authentic text about School Bullying, which had an introductory paragraph, as well as 10 recommendations to prevent it and a final paragraph or closure. The text was taken from the following URL: https://www.verywellfamily.com/ways-to-prevent-school-bullying-460755), however, due to the students' real level of English, the text was modified in such a way that some high-level phrases and clauses have been rewritten in order to adjust them to the grammar structures that are taught in the textbook (polite recommendations and direct recommendations), which is in the textbook "Sunburst 6" (see 2.03). Additionally, as an in-class activity, students could copy the pieces of information that they liked the most or the ones which they considered as the most relevant for them in order to generate a first draft.

3. **Writing 2 (Re-drafting – final outcome**): in this part of the task, the teacher gave students their first draft with comments and marks in order for them to improve it and write a better product, which could be accompanied with the pictures that they previously brought to the class, in order to do the final version.

4. **Post-writing (publishing**): in this part of the task, students will publish their final version of their illustrated reports. This part of the task has not been carried out yet because of many factors. For this part, three options are still considered:

A. Making a video in which they talk about school bullying, taking phrases and recommendations from their texts.

B. Choosing the recommendation which they consider that is the most relevant for each student in order to make an advertisement which raises awareness among other students about what School Bullying is and how to prevent it.

C. A micro real-life public demonstration in the central yard of the school in order to express their reject to School Bullying and let other students know about it.

In appendix there is a link for accessing the evidences of the whole process, whose publishing ways were only B and C, because making a video takes time and involves designing another rubric or checklist for assessing speaking, and the ability that was chosen for the current paper is writing. However, the response of students, teachers in charge of the groups and the School Principal was positive and, in the following pages, evidences of this collaboration are displayed.

Moreover, the evaluation instruments will be described as well as the strategy to transform qualitative evaluation into numerical because, as it normally happens during the evaluation periods in Public Elementary Schools, PRONI teachers are never seen as serious teachers by the Elementary School teachers in charge of the groups.

In addition, it is relevant to mention that, since PRONI teachers in Tlaxcala were recently rehired in the last week May, the amount of time for working with the children was not large, however, despite this constraint, it was sufficient for students to develop writing skills and raising awareness among them about how a writing process takes place from the first draft to the final version.

If necessary, links to access attendance registration will be included at the end of the current paper as well as links for the photographic evidences, the video and the updated lesson plan.

Analytic Rubric for Evaluating Illustrated report

Criteria	Development of skills					
Organization	Excellent (10)	Fair (9)	Regular (8)	Sufficient (7)	Needs to improve (6)	Score
(50%)	Presents multi-paragraph organization with clear introductions, development of ideas, and conclusion.	Presents multi-paragraph organization logically, though some parts may not be fully developed.	Develops a logical paragraph.	Begins to write a paragraph by organizing ideas.	Writes simple sentences/phrases.	
Mechanics	Outstanding use of capitalization, punctuation, spelling and formatting.	Effective use of capitalization, punctuation, spelling and formatting.	Mostly effective use of mechanics; errors do not detract from meaning.	Some errors with spelling and punctuation that detract from meaning	Misspells even simple words; little formatting evident.	
(50%)						
					Total:	

Links to access to further evidences of how this rubric was used as well as photographic and audio-visual evidence are included in the appendix section of the current paper.
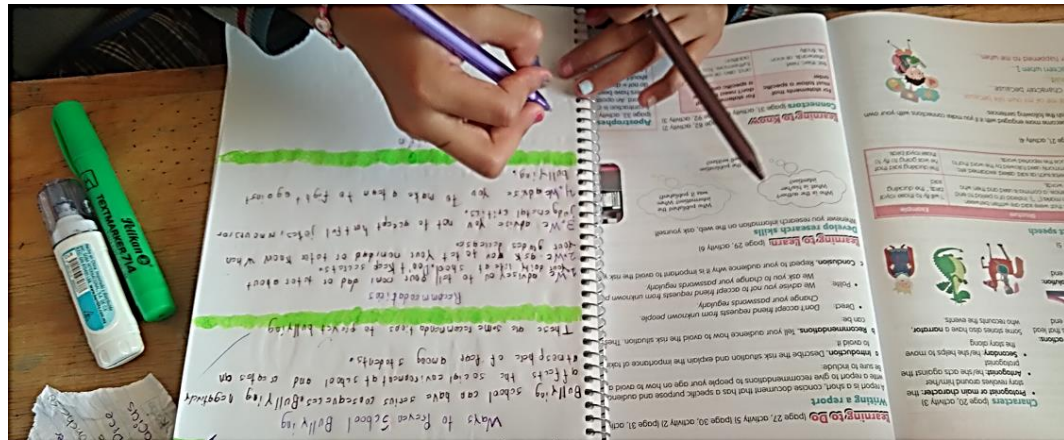
2.03 Attached evidences of graphics, photos, images – Brief description of the activities
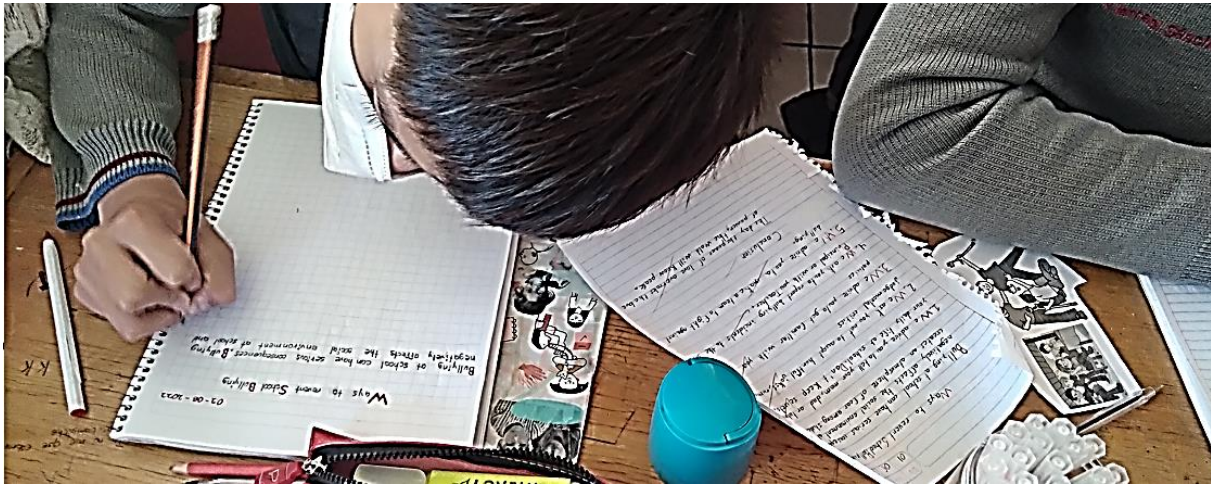
1. Pre-writing

Students were asked to come to class with pictures about School Bullying, which will be used in the final version of their papers.
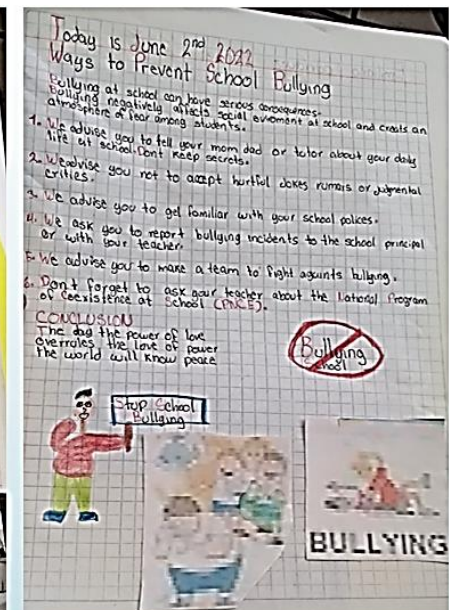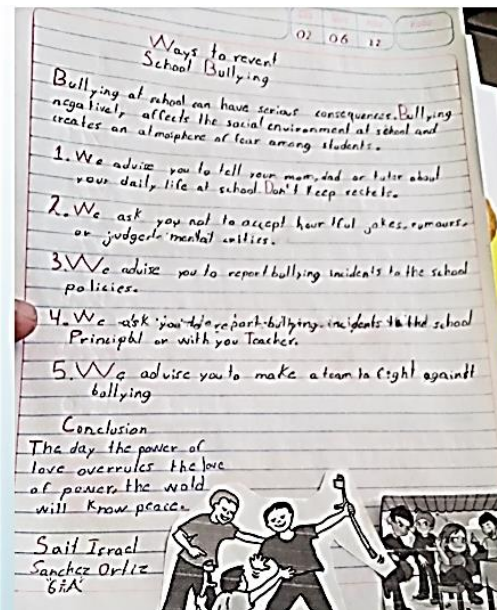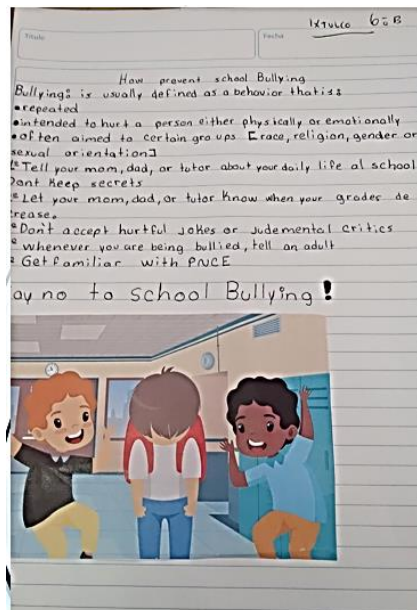
2. Drafting

Students followed a model (authentic text) and identified the structure of an illustrated report. The book was used to notice grammar correctness.

3. Re-drafting

In this part, the teacher gave students their first draft with comments and marks in order for them to improve it and write a better product, which could be accompanied with the pictures that they previously brought to the class, in order to do the final version.

4. Final versions

How prevent school Bullying
Bullying is usually defined as a behavior that is
• repeated
• intended to hurt a person either physically or emotionally
• often aimed to certain groups [race, religion, gender or sexual orientation]
* Tell your mom, dad, or tutor about your daily life at school. Dont keep secrets
* Let your mom, dad, or tutor know when your grades decrease.
* Dont accept hurtful jokes or judemental critics
* whenever you are being bullied, tell an adult
* Get familiar with PNCE

ay no to school Bullying !

Ways to revent
School Bullying
Bullying at school can have serious consequences. Bullying negatively affects the social environment at school and creates an atmosphere of fear among students.

1. We advise you to tell your mom, dad or tutor about your daily life at school. Don't keep secrets.

2. We ask you not to accept hourlful jokes, rumours. or judgede mental antics.

3. We advise you to report bullying incidents to the school policies.

4. We ask you to report bullying incidents to the school Principal or with you Teacher.

5. We advise you to make a team to fight against bullying

Conclusion
The day the power of love overrules the love of power, the wold will know peace.

Sail Israel
Sanchez Ortiz
6ºA

Today is June 2nd 2022
Ways to Prevent School Bullying
Bullying at school can have serious consequences. Bullying negatively affects social evironment at school and creats an atmosphere of fear among students.
1. We advise you to tell your mom dad or tutor about your daily life at school. Dont keep secrets.
2. We advise you not to accept hurtful jokes rumors or judgmental critics.
3. We advise you to get familiar with your school policies.
4. We ask you to report bullying incidents to the school principal or with your teacher.
5. We advise you to make a team to fight against bullying.
6. Don't forget to ask your teacher about the lateral program of coexistence at school (PNCE).
CONCLUSION
The day the power of love overrules the love of power the world will know peace.

Stop School Bullying
Bullying
BULLYING

5. Publishing 1 – Gallery to raise awareness among other students about bullying.

6. Publishing 2. Demonstration against school bullying.

Chapter 3: Experience Report

For this part of the paper, the information will be presented by following the same sequence as it is in the official document that is delivered every month to the coordination of the National English Program (PRONI) in Tlaxcala in order to report what has been done during the month, which is a report for analyzing evidences.

INSTITUTION

Level:	Primary	School:	ESCUELA PRIMARIA "IGNACIO ALLENDE"
Code:	29DPR0109S	Sector/Zone: 03/40	City/Town: SANTA MARIA IXTULCO

GENERAL INFORMATION

School period	2021-2022	Month:	MAY - JUNE 2022	Grade & Group:	6ºA, 6°B
		Teacher's name:	LUIS ANGEL CARRO PEREZ		

Analysis of evidences

Expected Outcomes	- Analyze how a text to give recommendations is written. - Plan the writing of recommendations. - Write recommendations to avoid a personal risk situation.
Activities carried out by the students	Students wrote a text about School Bullying in order to give recommendations about how to prevent it. The stages of the process were: - Pre-writing. → Drafting. →Re-drafting → Final version → Publishing* Due to the short period of time which students had to carry out the activities, the last stage (publishing) is still pending. However, the results were satisfactory. .
Resources and didactic materials	- Textbook "Sunburst 6" SEP/PRONI - Authentic text, modified for didactical purposes. The text was taken from the following URL: https://www.verywellfamily.com/ways-to-prevent-school-bullying-460755 - Students' notebooks.
Assessment tools and techniques	- Analytic rubric focused on assessing students' performance in terms of text organization and mechanics.
Difficulties	- Despite the fact that students were told about the importance of doing each part of the writing process, from the first draft to the final version, there were students who did not the activity on time as well as the way they were supposed to do it. - Moreover, there are students who do not take seriously the English class because of the lack of continuity.
Feedback	- The feedback was given by the teacher both by making marks on students' texts as well as through face to face at the moment of grading the final version.
Areas of opportunity	- For future lessons, other forms of evaluation such as self-evaluation or co-evaluation will be privileged, instead of only hetero-evaluation.

In terms of the collaboration with the institution, despite the fact that the School Principal was busy all the time, she showed willingness by allowing me to record the classes and take photos. Moreover, the teachers in charge of the groups were also available to collaborate with me, by having their students concentrate on the activities. In addition, in comparison with other schools, the teachers from the "Ignacio Allende" never interrupted the class as it happened to me in 2021 in other school. The following picture is the evidence of the authorization that the School Principal, Ms. Epifania Diaz Perez, gave in order to carry out the pedagogical intervention.

Figure 2: Letter of permission for recording the classes and taking pictures.

Ms. Epifania Diaz Perez, who is the School Principal of the Public Elementary School "Ignacio Allende", located in Santa Maria Ixtulco, Tlaxcala, showed willingness and availability to allow me to record the classes, as long as I keep her informed of each part of the process. It is relevant to mention that, whenever I had the time to talk to her, I always showed her the pictures I took with my smartphone. Thus, my acknowledgement to the School Principal.
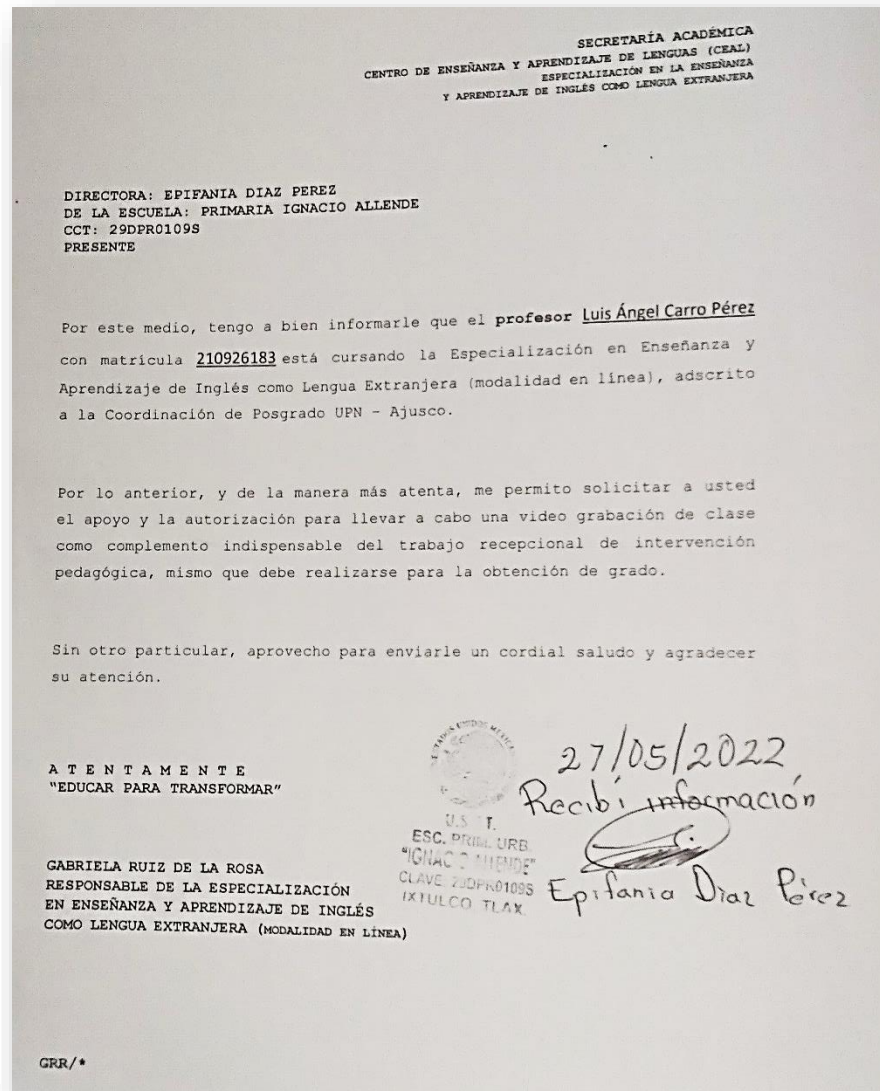
In the following page, we will compare and contrast the results of the expected outcomes, as well as, to provide possible solutions in order to improve my teaching practice and, thus, students' results.

Expected outcomes and situations vs real results and situations

The following table contains the comparison between what was expected and what was obtained after my Pedagogical Intervention in the "Ignacio Allende"

Expectation	Reality
Students were going to be attentive all the time, and actively participating in all of the stages.	There were students who did not do all the steps of the process, and their development got reflected in their final product.
The School principal was not going to be cooperative and the teachers in charge of the group were not going to help me conducting research on their groups.	The school principal, Ms. Epifania Diaz Perez showed willingness by allowing me to record the classes and take photos in each lesson. In addition, the teachers in charge of the groups were also available to collaborate with me, by having their students concentrate on the activities.
The topic was not going to be appealing to students, in comparison with purely cultural topics such as comparing cultures or talking about traditions and celebrations.	Students felt engaged to the topic, even though it is not totally about culture, but they found it profoundly meaningful and relevant for their daily school lives because it involves personal risks as well as a situation that endangers their academic development.
Students were going to feel a bit confused towards the way they were going to be evaluated.	Despite the fact that the teachers in charge of the group evaluate their students by using questionnaires, quizzes and exams, students are familiar with rubrics and checklists for evaluating their development in a task. In addition, they have been also assessed through portfolio of evidences.
The final versions were not going to have any spelling mistake or missing paragraph.	Even though students had the opportunity to redraft their work in order to deliver a better version, some of them still made various mistakes in their final versions. This is because they are accustomed to Spanish word patterns in which most of the words do not have two or three vowels or consonants together. However, it will be reinforced in future lessons.

Chapter 4: Conclusions

In the current paper we have been discussing crucial concepts such as the teaching philosophy, which is necessary for us as teachers to keep in mind due to the fact that every pedagogical decision that we make, directly or indirectly, affects our students' learning process. In addition, we have briefly discussed the way in which English is taught through the National English Program (PRONI), which encourages students to learn English as a Social Practice rather than only as any other course or subject in their curriculum. Moreover, we have made the distinction between what a method, approach and a technique is and how important it is for teachers to be as much resourceful as possible in order to increase our teaching repertoire.

Working with Primary School students requires several skills, not only in terms of teaching strategies, materials, techniques and lesson planning but also in terms of raising awareness among our students about the importance of interculturalism, especially in order to avoid ethnocentrism, which is a practice of judging other cultures by our own worldview. Moreover, when working for Public Elementary Schools, it is necessary to be flexible in terms of being able to adapt our lesson plan so that we do not only reach academic goals but also institutional purposes, taking into consideration the development of communicative skills (listening, reading, speaking and writing) as well as intercultural competences which are:

- Intercultural attitudes (savoir être)
- Knowledge of social groups (savoirs)
- Skills of interpreting and relating (savoir comprendre)
- Skills of discovery and interaction (savoir apprendre/faire)
- Critical cultural awareness (savoir s'engager)

Byram, M., Gribkova, B., & Starkey, H. (2002)

Commonly, we Mexicans tend to see both the bright side and the dark sides of our culture in terms of "better" or "worse". Unfortunately, it is more frequently to underestimate it rather than to value it.

The practice of criticizing others by our own worldview is called ethnocentrism. However, its opposite is a concept that was not mentioned in the unit 2 of the module 3 of the specialization, and this is Malinchismo.

Malinchismo is a tendency or a behavior in which some Mexicans give more preference the foreigner cultures or people from outside the country instead of our own culture and people, usually giving Mexican culture an inferior value.

According to Gonzalez Diaz (2021), we Mexicans tend to give preference to what is "–…white, güero and of the Germanic type— over its own compatriots, its own products or its own values and traditions".

Typically, since Mexico is quite close to the United States of America and, thus, we are surrounded and influenced by the "American Way of Living", it is believed that the culture, traditions and lifestyle in the United States is superior to the way it is in Mexico. However, we Mexican teachers of English must develop intercultural competencies in our students not only as part of teaching a Foreign Language, but as a way to feel proud of our own culture and be open-minded to know other cultures at the same time, without judging them or criticizing them and, thus, without underestimating what we are.

As a result, before students be aware of both ethnocentrism and Malinchismo, it is a good practice to start by being aware of the way in which they behave at school as well as how they see and treat each other. For this reason, raising awareness among learners about school bullying is an adequate form to make our students notice that what they learn at school when they are kids has to be useful for when they become adults and have the power to make this world a better world.

"The day the power of love overrules the love of power, the world will know peace."

— Mahatma Gandhi

Appendixes and References

➔ **Appendix 1 (Links):**
- Link for photographic evidences and videos of the Pedagogical Intervention

https://drive.google.com/drive/folders/1sIOyfmeH5WNl0Skwy5LuE1Raq_wbTJpv?usp=sharing

- Link for the video that was done for assignment 2B

https://drive.google.com/file/d/1dJDNxAos7pTPT4pSN0j6rm1nC2jKDbCl/view?usp=sharing

- Link for the assessing tools and documents

https://drive.google.com/drive/folders/1GbXfz1VijMyulCX_jJAmbzSIEcDYXBRg?usp=sharing

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