UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

PAST PERFECT: A COMMUNICATIVE APPROACH

TRABAJO RECEPCIONAL

PARA OBTENER EL DIPLOMA DE

ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA, MODALIDAD EN LÍNEA

PRESENTA:

ERIKA ZETINA TENA

ASESOR: NORMA SUSANA RIVERA HERRERA

Ciudad de México, a 01 JULIO DE 2023

UNIVERSIDAD PEDAGÓGICA NACIONAL

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EDUCATIONAL INTERVENSION PROPOSAL

PAST PERFECT: A COMMUNICATIVE APPROACH

RECEPTIONAL WORK

TO OBTAIN THE DEGREE IN

SPECIALIZATION IN ENGLISH LANGUAGE AND TEACHING AS A FOREIGN LANGUAGE

PRESENTS:

ERIKA ZETINA TENA

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México City, JULY 1ST , 2023

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1. Introduction

A lesson plan was developed in order to study the "Past Perfect" tense. Past Perfect tense expresses two actions happening in the past, but not at the same time. Past Perfect is used to express an action that happened before another, but both actions are in the past. This might be confusing for students. This is why the lesson plan included the reading, listening, speaking and writing skills to help students to understand this tense.

A reading was used as input, this is the first proposed activity. It tells an unbelievable story about a cat that travels to another city by mistake. It might be attractive for students because almost everyone has or has had a cat.

After this, the students heard an audio to match the sentences in a written exercise. The sentences were written in simple past and past perfect.

In the last part of the lesson plan the students were expected to answer four simple past questions using past perfect. Did you see the movie? Why did you get angry? Why did you buy a new computer? Did you answer the exam?

In this lesson plan an speaking activity in the terms of social context was proposed in order to use the past perfect and past tense in describing a situation. Students were able to choose from three different situations to develop a dialogue considering the following aspects: first what happened, second when the situation happened, third who they were with and fourth how they felt.

The lesson plan was developed considering the teaching context, philosophy and identity as an English teacher as well as the theoretical concepts and rationale behind the activities.

2. Body

2.1 Teaching context

The University of the Incarnate Word Campus Bajio is located in the denominated "Polígono del Conocimiento" in Guanajuato. Guanajuato is located in the north central region of the country. Its inhabitants´number represents 4.9% of all country's total population. It holds the 6th position regarding its contribution to gross domestic product. In Guanajuato, Irapuato city is the second city with the biggest number of inhabitants. The registered population is 592,953 inhabitants in 2020 (INEGI, 2020).

The denominated "Polígono del conocimiento" is integrated by diverse educational and research institutions both public and private. In this site there are located el Centro de Investigación y de Estudios Avanzados del Instituto Politecnico Nacional, Instituto Tecnológico Superior de Irapuato, Universidad de Guanajuato campus Ciencias de la Vida, Colegio de Estudios Científicos y Tecnológicos and Centro de Estudios Tecnológicos en Aguas Continentales.

During the last years diverse automotive companies from Japan, Germany and the United States have established their branches in Guanajuato including Irapuato. This represents better job opportunities for locals as well as a great economic growth in the area. In this context English has become an important element for the development of the industry and the population.

The University of The Incarnate Word is a private catholic University. Is accredited by The Southern Association of Colleges and Schools – Commission on Colleges allowing it to offer double degree programs for both Mexico and the United States. It belongs to the system of the The University of The Incarnate Word founded in San Antonio Texas, by the Sisters of the Incarnate Word Order, it counts with more than 140 years world wide

experience. It has been present in Mexico since 20 years ago with two campuses. It offers majors in International Business, Psychology, Nutrition, Law, Fashion Design and Marketing, 3D animation and video games, Marketing, Public Accounting and Finances, Business administration, Mechanical Engineering, Industrial Engineering and Mechatronic Engineering. It also offers the master degrees in Education, in Law and Business Administration.

The campus in Irapuato has three main buildings, polyfunctional, academic and Technological, including a library, a gym and a cafeteria. All of them have wifi connection. It also has a soccer and basketball court. Students are able to join the American football team, flag football, volleyball, cheerleading, student government among others.

All these elements make The University of The Incarnate Word unique in México. The language English is an important part of all the academic programs that the University offers. Some content subject lessons are taught in English.

For all these reasons the students have 8 English elective lessons every week during the semester in order to prepare them for the TOEFL IBT exam that is required to obtain the double degree and the TOEFL ITP to get the Mexican degree. Each lesson lasts 50 minutes.

The level B1 students were placed in this level due to a previous exam TOEFL IBT-like. They have had access to a great English input during their lives because since primary school they take English lessons. Also some of them have been able to travel abroad and practice their English skills. They use technological devices as well as a large amount of applications. This represents a positive element but some students depend a lot on translators to understand the lessons because it is easier for them and it represents less effort. Most of the students show the ability of the English Language, a few need to use a translator to understand readings and questions from the teacher and the book.

2.2 Philosophy and identity

Reflections in our own teaching philosophy considering personal encounters with the English language as well as our experience in both learning and teaching reflects our personal beliefs in our everyday job. We print our thoughts and ideals of what learning is with the knowledge of the language.

2.2.2. Biography

Since I have memory I have always felt motivated towards the English Language, this became more evident when I was in High School. In these days, the 90's a pop band was presenting its music to the world this was "The backstreet boys", immediately and with the aid of internet I download the lyrics, bought the cassettes or CD's I do not quite remember the transition between these two devices was also occurring and I started trying to sing the songs as I thought it was correct. Something caught my attention as much effort I put in. It was very difficult to catch up with the pronunciation and also the speed of the singing. I was very interested in knowing what my favorite songs meant. So, this was my motivation to learn the language. The only access that I had were my English lessons at the public school, but not enough to learn more about the language. It was until I began my college studies that I was able to take a course at the University, 3 levels were offered at Centro de Idiomas basic, medium and advanced. One hour a day or four on Saturdays I was able to complete the nine semesters and finish the entire program.

After this I thought I was going to be able to become a teacher but, then I understood that to become a teacher there was a specific major to be studied. My motivation was to travel abroad and enhance my knowledge.

When I started my studies to get a master degree English proficiency was required to access the Institutional program. This was not a problem for me since I had acquired lots of grammar, reading and listening skills to present a TOEFL exam and get the points. Then I

had to read lots of scientific papers and knowing the language was really helpful, I was able to cite different authors in both my College and Master thesis. But then I realized I was still missing capacitation to teach English.

2.2.3. Teaching experience

In 2015 I decided to move to a different state. I moved from Michoacán to Guanajuato with the only objective of having better job opportunities. I left my family and friends behind to grow professionally. I passed the exam to become a Biology teacher for Secretaria de Educación Pública at the high school level in Centro de Estudios Tecnológicos en Aguas Continentales. My preparation and willingness to learn were fundamental to access places of work I would have never imagined.

First, having a Master Degree diploma in Biology and evidence of having studied the English language let me be part of Tecnológico de Monterrey in Celaya Guanajuato. Here I was in charge of the content subject "Technological and Scientific Research" at the high school level. This was quite a challenge for me because it had been 9 years since I had studied English at the University, and also I had to prepare material for a new subject, and I was starting my career as a teacher. The environment in Tecnológico de Monterrey was quite demanding and also students' proficiency in the language and tasks they were used to develop made the experience harder. During this time I tried to take advantage as much as I could and took every available course I was offered to learn more about teaching skills.

After this experience I moved again to a new city Irapuato, Guanajuato and here at Centro de Estudios Tecnológicos en Aguas Continentales I was given the opportunity to teach English, to be honest I considered this a little bit difficult since I had groups with up to 30 to 40 students. At the beginning the book was not mandatory. So, half the students had the book and the other part didn't. Trying everyone to participate and manage the discipline was hard.

On the other hand, I was able to attend Rassias training in the English language in Tlaxcala during one week, in this course I learned new techniques and approaches to teach the language, and enjoyed some of the lessons but drilling was very difficult for me, we spent 8 hours a day drilling I really do not think this is pedagogical approach, sitting on a chair and repeating dialogues all day. I would never do that to my students.

Near the Centro de Estudios Tecnológicos en Aguas Continentales, Irapuato, there is the University of the Incarnate Word Campus Bajio. Once again my preparation made me a candidate to become a teacher and work for this University since 2017. I was searching for an opportunity in any of the Biological careers, but it happened that they were searching for an English teacher so I decided to try it. During this time I enjoyed both being a Biology and an English Teacher.

Thanks to Secretaria de Educacion publica I have attended very interesting training, with a pedagogical approach. I learned how to design Biology Lessons based on a constructivist point of view so this is one the aspects that I like the most, the idea of students working on their own knowledge.

On one hand public school has given me the opportunity to learn how to become a better teacher with all the training programs they offer every year and at the private school I can practice the language and also training is offered. During these years I developed the feeling of becoming a better English teacher. So, I decided to search for formal studies and reached this program at UPN. In the future I would like to travel abroad to attend a training in the English Language in a foreign country to develop my skills.

Finally, my teacher philosophy reflects my interest in preparing effective, creative, student centered and meaningful learning activities in which students are completely engaged so the communicative approach is sought. I expect my students are able to learn grammar and vocabulary and develop their communicative skills. Reviewing the nature of the language and

its principal objective that is communication I have realized that form and function are both important.

 I also think that the use of an effective evaluation which includes first a diagnostic then the summative and the end the formative assessment.

I believe student needs, commitment and willingness to learn are to be considered in order to succeed in our learning goals as well as my love for my profession.

2.3 Theoretical concepts, methodology and rationale behind the activities

2.3.1 Language

Salazar & Toledo (2006 in EEAILE, s.f.) define Language as a complex object that serves not only communicative, but also cognitive and reflection purposes, whereby an individual comprehends the World and integrates him/herself into society.

The Common European Framework of Reference for Languages, focuses on the purpose of language learning. It takes on an action-oriented approach, and views "users and learners" of a language primarily as "social agents".

This action-based approach to language also takes into account cognitive, emotional, and intentional aspects that a speaker uses to express and understand meaning. As the focus is on the action of the speaker, the purpose of teaching language is to different competencies for interaction (EEAILE, s.f.).

The proposed activities from the lesson plan were planned using a social approach considering the context.

2.3.2 Taxonomy of Learning Domains

Bloom's team suggested a way to organize the cognitive tasks that typically occur in the classroom. These activities are organized from the bottom to the top. The complexity of the classroom tasks increases up the scale. At the bottom there is simple recognition of

objects and ideas. At the second step that recognition goes deeper. In the third stage this recognition can be successfully applied to new and different information and contexts. At the fourth level one is capable of differentiating the various constituent parts of the body of knowledge; and at the fifth level those parts can be brought together again (EEAILE, s.f.) (fig 1).

The set of the objectives for this lesson plan were established according to Bloom's taxonomy. The assessment rubrics were designed to evaluate the accomplishment of these objectives.

Figure 1. Bloom's taxonomy digital planning verbs. Taken from Teach Thought Staff.

2.3.3 Reading

Reading is a complex cognitive process and readers use different approaches to understand a reading.

Bottom up decoding is the piecing together of smaller elements of language. It means looking at language at the lowest linguistic levels, working first with letters, sounds, combinations of letters and sounds. Comprehension will happen once all the smaller pieces of information available on the page have been put together.

Top-down decoding consists essentially of moving from overall general meaning down to examining the written code. Top-down reading models suggest that processing of a text begins in the mind of the reader, who starts the task with some assumptions about the meaning of a text. Before interacting directly with the text, the reader activates what they already know about the topic (as a result of previous experiences) to facilitate the process.

In this case the reading was used as the input in the lesson plan.

The use of schemata to activate previous knowledge to make the reading more effective has been long suggested. The proposed reading presented an unbelievable story about a pet that is mailed by mistake to another city by eBay. In order to achieve schemata the students were asked the name of their pets, if they remembered a funny story with their pets and which platform they preferred to buy things online.

The reading strategy is to identify a purpose for reading, if students clearly identify what they are looking for or why they are doing the reading, they will have a better chance of remembering the information than if they read with no purpose at all (EEAILE, sf).

In this case the students read the story and matched it to the headlines. After this the students completed a cartoon with images to complement the written information. The cartoon contained sentences in past perfect tense that worked as the input.

2.3.4 Listening

Previous to work with the listening skill, grammar was reviewed.

The listening process includes both bottom-up and top-down processing.

Bottom-up processing refers to the usage of incoming aural input as the basis for understanding the message. Comprehension starts with the received data through the analysis of sounds, clauses, sentences and texts. Bottom-up skills involve "decoding"; it means constructing a message from sounds, words and phrases. It goes from sound language to meaning.

Top-down processing refers to the use of background knowledge or previous information of a specific topic in order to understand the meaning of a message. Top-down listening skills, make our students produce questions they expect to hear on a specific topic. Top down processing goes from meaning to language.

These two processes generally occur alongside each other in the listening process, and the use of each of them will depend on the familiarity the listener has with the topic and or the contents of a text, the density of the information provided, the type of text, and the listener´s purpose in listening. A representative listening lesson will include a sequence consisting of pre-listening, while-listening and post-listening; always considering both up and top-down processing (EEAILE, sf.).

Pre-listening, prepares students with bottom-up and top-down processing through activities that involve prior knowledge, making predictions and reviewing vocabulary.

While listening, this stage focuses on comprehension through exercises that involve selective listening, general idea, sequency, etc.

Post listening, this step leads us to a response to comprehension and may require the student's opinion about the topic (EEAILE, sf).

To approach the listening skill, the students heard a recording to answer a written exercise. They matched the sentence halves. The sentences were in simple past and past perfect tense. Past perfect is important because it tells us about two actions happening in the

past, but not at the same time. One action happens before another, but both actions are in the past (CUAED, 2017). The idea was that the students could identify two actions happening in the past, one in simple present tense and the other in past perfect tense.

2.3.5 Writing

Writing is defined by Hyland as "the process whereas a person selects, develops, arranges, and expresses ideas in units of discourse". Six approaches when teaching writing are considered by Hyland (EEAILE, s.f.).

1. Language structure: refers to the coherent arrangement of words, clauses, and sentences, which are structured according to a system of rules. Learning to write in a foreign or second language mainly involves linguistic knowledge and vocabulary choices, grammatical patterns, and cohesive devices that comprise the essential building blocks of texts. It is divided into four stages:

   a. Familiarization: students are taught certain grammar and vocabulary items, usually through a text.

   b. Controlled writing: students practice writing following patterns, and they substitute some ideas.

   c. Guided writing: students imitate model texts.

   d. Free writing: students use the patterns they have already learned to write new messages.

2. Discursive structures: Every culture has it collection of styles for it discourses. Examples are the way to organize an encyclopedia, a prayer, a piece of fashion news, a business letter, a song, etc. Each genre has its way of organizing its ideas, in line with its communicative function. Longer texts need to be divided up into smaller parts to be manageable for the reader.

3. Creative expression: writing is learned, not taught. It can be transformed into a process of self-discovery and a way of sharing personal meaning. Students can express personal experiences.

4. Writing processes. It follows a planning-writing-reviewing process:

    a. Selection of a topic by teachers and or students.

    b. Prewriting: brainstorming, collecting data, note taking.

    c. Composing: getting ideas down on paper.

    d. Response to draft: teacher/peers respond to ideas, organization and style.

    e. Proofreading and editing: checking the correct form, layout, evidence, etc.

    f. Evaluation: teacher evaluates progress over the process.

    g. Publishing: in-class printed versions or presentations, on bulletin boards, websites, etc.

    h. Follow up tasks: to address weaknesses detected.

5. Content: writing activities are often organized around social issues which students know some about. Students can also select their own topics to write about. Materials and activities can be adapted to students of different proficiency levels by varying the amount of information provided or required.

6. Genre and contexts of writing: the process of writing involves certain social conventions for organizing messages because it is necessary that the readers recognize our purpose. Writing instruction begins with the purpose of communication. Genres can be jokes, anecdotes, advertisements, biographies, menus, tickets, prescriptions, poems, songs, etc.

Hymes points out that L2 writing classrooms are typically a mixture of more than one approach and that these orientations can often be combined by teachers in imaginative and effective ways.

Also, there are two common terms in the writing field, they are the micro and macro skills (Brown, 2007 in EEAILE, s.f.).

1. Micro-skills.

    a. Produce graphemes (handwriting) and orthographic patterns (spelling) of English.

    b. Produce writing at an efficient rate of speed to suit the purpose.

    c. Produce an acceptable core of words and use appropriate word order patterns.

    d. Use acceptable grammatical systems (e.g. tense, agreement, pluralization), patterns and rules.

    e. Express a particular meaning in different grammatical forms.

2. Macro-skills.

    a. Use cohesive devices in written discourse, that is, connect ideas effectively.

    b. Use the rhetorical forms and conventions of written discourse.

    c. Appropriately accomplish the communicative functions of written texts according to form and purpose.

    d. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization and exemplification.

    e. Distinguish between literal and implied meanings.

    f. Correctly convey culturally specific references in the context of the written text.

g. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting

During the development of the writing process for this lesson plan the students were expected to develop free writing, using the patterns they have already learned to write new messages in this case past perfect and simple past sentences were used to explain a personal experience (anecdote).

Also, the steps involved in the planning-writing-reviewing process were followed (selection of a topic by the teacher and the students, prewriting, response to draft, proofreading and editing, evaluation, publishing and follow up tasks).

Regarding the content and context, a social situation was chosen because students know about it and the purpose of communication was to give details of a personal experience.

Finally, students were supposed to know both micro and macro skills. Due to their English level and scholar grade, the following microskills were expected to be managed: graphemes production, efficiency at a rate of speed, word order, acceptable grammatical systems; the correct use of the past perfect and simple past tense. In the case of the macro skills the use of cohesive devices and the accomplishment of the communicative functions of written texts according to form and purpose, were expected to be used..

2.3.6 Speaking
Nature and functions of speaking.

According to EEAILE, sf, there are some things that have been learned through research in discourse analysis, conversational analysis and corpus analysis, for example:

1. **Speaking is made of idea units**. The basic unit of speaking is made up of a series of thought groups.

2. **Speaking may be planned or unplanned**. Certain situations require some preparation, e.g. a class a business report meeting.

3. Speaking tends to use more generic or vague vocabulary.

4. Speaking employs fixed phrases, fillers and hesitation markers.

5. It is more likely to contain errors even if it is planned.

6. It involves reciprocity, when we speak we expect a response or some indication that we are being listened to.

7. People tend to adjust their speech in response to the context or situation. It can be casual and formal.

In this regard, it is expected that fluency and accuracy are achieved by students. Accuracy refers to the clear, articulate, grammatically and phonologically correct language. On the other hand, fluency refers to the ability to fill time with talk using coherent, reasoned, comprehensible and semantically dense sentences, that are easy to follow, and free from errors and breakdowns in communication (Brown, 2007; Van Ek, 1990; Fillmore, 1990 in EEAILE, s.f.).

There are two types of activities in the classroom.

1. **Communicative activities** whose purpose is to help students to develop effective information communication skills. Their emphasis is on the practice of purposeful and effective communication.

2. **Social interaction activities**, is to help students develop skills for communication and behaving in socially acceptable ways. The means for giving learners this sort of practice is by creating a "wider variety of social situations and relationships than otherwise occur in the classroom.

Social interaction activities are divided into

1. **Social interaction as a social context** refers to those techniques and activities that draw on the classroom as a social reality.

2. **Simulation and role-playing** refer to those activities where learners take on particular social roles, take sides on an issue, etc.

In this lesson plan a speaking activity in the terms of social context was proposed in order to use the past perfect and past tense in describing a situation. Students were able to choose from four< different situations to develop a dialogue:

- Did you see the movie?

- Why did you get angry?

- Why did you buy a new computer?

- Did you answer the exam?

Considering the following aspects:

- 1st what happened

- 2nd when the situation happened

- 3rd who they were with

- 4th How they felt.

2.3.7. Interculturalism communication

According to Chomsky the linguistic competence refers to knowledge possessed by native speakers of a language (Chomsky, 1965 in EEAILE, sf). He considers it unconscious. "In the field of second language education, the term linguistic competence or grammatical competence often refers to knowing the grammar of a language but not knowing the social context of when to use particular words or structures" (EEAILE, sf).

On the other hand, the communicative competence is explained by Dell Hyme's as the ability to perform on a language including grammar, words, and sounds used appropriately in a social context (Hymes, D. in EEAILE, sf). It also refers to knowing the sociolinguistic rules of the target language, the language that one is learning (EEAILE, sf).

Finally, intercultural competence is quite different from communicative competence. Communicative competence involves two cultures: your own and the one you are learning (the target language culture). Intercultural competence is less about knowing a lot of culture-specific information about various countries and more about communicating effectively in a range of cross-cultural contexts.

3. Lesson plan

Lesson plan identification cell.	
Author	Erika Zetina Tena
Educational stage	College
Title of your Lesson plan	Past Perfect.

Learning Objective of the plan	**Reading:**
	  1. Students will be able to summarize an unbelievable story about a cat "In the mail"
	Listening:
	  1. Students will be able to associate two past actions. One happened before another (Past Perfect)
	
	Writing:
	
	  1. Students will be able to compose some simple past sentences using past perfect.
	
	Speaking:
	
	  1. Students will be able to simulate a conversation using the past perfect and simple past.

Communicative skill considered	Reading, Listening, Speaking and Writing.
Functions	To express two actions happening in the past, but not at the same time. Use past perfect to express an action that happens before another, but both actions are in the past
Main Grammar structure	Past perfect.
Other Grammar structures	Simple Past.

Brief description of the plan	**Reading:**
	  1. Students will link an unbelievable story "In the mail" to the headlines.
	  2. Students will illustrate a cartoon, considering the unbelievable story about a cat "In the mail".
	  3. Students will put the events from the story about a cat "In the mail" in the order that they happened.
	  4. Students will retell the unbelievable story about a cat "In the mail".
	Listening:
	
	  1. Students will match the simple past sentences with past

perfect halves.

Writing:

2. Students will complete some simple past sentences using past perfect.

Speaking:

3. Students will have a conversation using the past perfect and simple past.

Hours of the plan implementation	6h
Number of sessions	3
Contents required for the lesson	1. Schema "Reading". 2. Understanding the story and approach to Past perfect tense. 3. Past Perfect "grammar".
Link of the content	1. https://www.mentimeter.com/app/presentation/alevcix3uuzyftxcj1y8rbmi4tch3xnc 2. https://www.canva.com/design/DAFhmrAR3NU/Hyccvh6bDmIjQjNYVWMd8Q/edit?utm_content=DAFhmrAR3NU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton 3. https://avi.cuaed.unam.mx/repositorio/moodle/pluginfile.php/2637/mod_resource/content/30/contenido/index.html

3.2 Lesson development

Step of the lesson	Teacher activities	Students activities	Materials	Session number/ Skills	Evaluation
Information processing, activation, Schemata (10 min).	The teacher Shows a presentation using the app mentimeter with the following questions: 1. What is your pet's name? 2. Do you	Students: 1. Answer the questions using the link given by the teacher. 2. Share funny	Projector Cell phone Computer	**1** **Speaking**	Participation

	remember a funny situation with your pet? 3. Ask the students if they want to share their story. 4. When you buy things online, which one do you prefer?	anecdotes with their pets.			
1st Practice Information Processing Activity (40 minutes).	1. The teacher explains that students will read a cat "Unbelievable story" from the student's book on page 94. 2. The teacher has students complete the cartoon with an image that represents the written information. The image should help to explain what happened. 3. The teacher asks students to organize the cartoon events in the correct order. 4. The teacher asks the	1. The students read an Unbelievable story from their book. 2. The students complete the cartoon with an image that represents the written information. The image helps to explain what happened. 3. The students organize the cartoon events in the correct order. 4. The students retell the cat	Reading page 94	**1** **Reading**	Reading task assessment rubric

	students to retell the cat "unbelievable story".	"unbelievable story".			
2nd Practice Information Processing Activity (10 minutes).	1. The teacher explains that students will hear an audio with simple past and past perfect sentences. 2. The teacher gives the instruction to match the sentence halves, one is in past perfect and the other in simple past.	1. The students listen to the audio. 2. The students match the sentence halves, remembers that one is in past perfect and the other in simple past	Speaker, Computer, Projector, Audio	**2 Listening**	Past Perfect: Activity 1. Unbelievable, look again. Listening
3rd practice Social interaction Use of Language	1. The teacher has the students complete the following questions using past perfect using their own information about past experiences: ● I didn't see the movie because… ● I got angry because… ● I bought a new computer because… ● I couldn't	1. The students complete the following questions using past perfect using their own information about past experiences: ● I didn't see the movie because… ● I got angry because… ● I bought a new computer because… ● I couldn't answer any of	Notebook, cellphone, Past experiences.	**2 Writing**	**Writing assessment rubric**

	answer any of the exam questions because I… 2. The teacher has the students choose one of the questions and write a paragraph explaining 1st what happened 2nd when the situation happened 3rd who they were with 4th How they felt.	the exam questions because I… 2. The students choose one of the questions and write a paragraph explaining 1st what happened 2nd when the situation happened 3rd who they were with 4th How they felt.			
3rd practice Social interaction Use of Language	1. The teacher asks the students to ask and answer the following questions in pairs using their own information about past experiences. ● Did you see the movie? ● Why did you get angry? ● Why did you buy a new computer? ● Did you answer the exam? 2. The teacher has the students choose one of the situations and explain	1. The students ask and answer the following questions in pairs using their own information about past experiences. ● Did you see the movie? ● Why did you get angry? ● Why did you buy a new computer? ● Did you answer the exam? 2. The teacher has the students choose one of the situations and explain 1st what happened 2nd when the	Cellphone, past experiences	**2 Speaking**	**Speaking assessment rubric**

| | 1st what happened 2nd when the situation happened 3rd who they were with 4th How they felt.

   3. The teacher has the students record the conversation and send it to the whatsapp group. | situation happened 3rd who they were with 4th How they felt.

   3. The students record the conversation and send it to the whatsapp group | | | |

3.3 Evaluation

3.3.1 Reading comprehension assessment rubric.

Reading comprehension Cartoon	Advanced 5 points	Independent 4 points	Instructional 3 points	Intervention 2 points
Retelling: Sequence of events	Includes all important events from the beginning, middle, and end in sequence.	Includes most of the important events from the beginning, middle, and end, generally in sequence	Includes at least 3 events, generally in random order.	Includes only 1 event or detail.
Retelling: Details	Includes most important details from the cat's unbelievable story.	Includes many important details from the cat's unbelievable story.	Includes some important details from the cat's unbelievable story.	Includes few important details from the cat's unbelievable story.
Retelling: Characters and elements.	Refers to all characters and key elements from the cat's unbelievable story (The cat, Julie the owner of the cat, the customer, the vet, ebay, the box and the chip´s cat).	Refers to many characters and key elements from the cat's unbelievable story (The cat, Julie the owner of the cat, the customer, the vet, ebay, the box and the chip´s cat).	Refers to 3-4 characters and key elements from the cat's unbelievable story (The cat, Julie the owner of the cat, the customer, the vet, ebay, the box and the chip´s cat).	Refers to two characters or key elements from the cat's unbelievable story (The cat, Julie the owner of the cat, the customer, the vet, ebay, the box and the chip´s cat).
Total	15	12	9	6

3.3.2 Writing assessment rubric

Writing Situation: Personal experience	Advanced 5 points	Independent 4 points	Instructional 3 points	Intervention 2 points
Content. **Development of the main idea.**	Explains all content by applying supporting sentences that demonstrate the knowledge of the topic.	Has a good explanation of the situation with some supporting sentences.	It is very concrete with a lack of supporting sentences.	It is incomplete the description of the situation regarding a personal experience.
Organization *Logical sequence and details.*	Shows mastery to organize the ideas in a paragraph, logical. It explains what happened, when the situation happened, and experienced feelings.	Shows good organization of the paragraph with a few mistakes. It explains some of the following: what happened, when the situation happened, and experienced feelings.	Shows some disorder to express the supporting ideas. It does not mention any of the following: what happened, when the situation happened, and experienced feelings.	Shows poor organization of the paragraph. It does not mention any detail.
Language in Use	Shows outstanding ability to write a personal writing appropriately.	It is used the correct language.	Has some mistakes with grammatical structures.	It doesn't show appropriate grammatical structures and vocabulary.
Mechanics Correct spelling, punctuation, capitalization.	It is outstanding	It is good.	It has some errors.	It has many spelling and punctuation errors
Total	20	16	12	8

3.3.2 Speaking assessment rubric

Speaking Situation: Personal experience	Advanced 5 points	Independent 4 points	Instructional 3 points	Intervention 2 points
Content. **Development of the main idea.**	It explains all content by applying supporting sentences that demonstrate the knowledge of the topic.	It has a good explanation of the situation with some supporting sentences.	It is very concrete with a lack of supporting sentences.	It is incomplete the description of the situation regarding a personal experience.
Discourse Management	Produces extended stretches of language despite hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant but there may be some repetition. Uses basic cohesive devices.	Produces responses which are characterized by short phrases and frequent hesitation. Uses basic cohesive devices.	Produces responses which are characterized by monosyllables and frequent hesitation. It does not use any basic cohesive device.
Organization *Logical sequence and details.*	It shows mastery to organize the ideas in a logical order. It explains what happened, when the situation happened, and experienced feelings.	It shows good organization of the ideas with a few mistakes. It explains some of the following: what happened, when the situation happened, and experienced feelings.	It shows some disorder to express the supporting ideas. It does not mention any of the following: what happened, when the situation happened, and experienced feelings.	It shows poor organization of the ideas. It does not mention any detail.
Pronunciation	Is intelligible. Intonation is generally appropriate. Individual sounds are generally articulated clearly.	Is mostly intelligible and has some control of phonological features.	Is mostly intelligible despite limited control of phonological features.	Is not intelligible.

Total	20	16	12	8	

Adapted from Cambridge, 2019.

4. Results

In the first activity, knowledge retrieval (figure 2) 11 students participated answering the questions: What is your pet's name and Do you remember a funny situation with your pet?
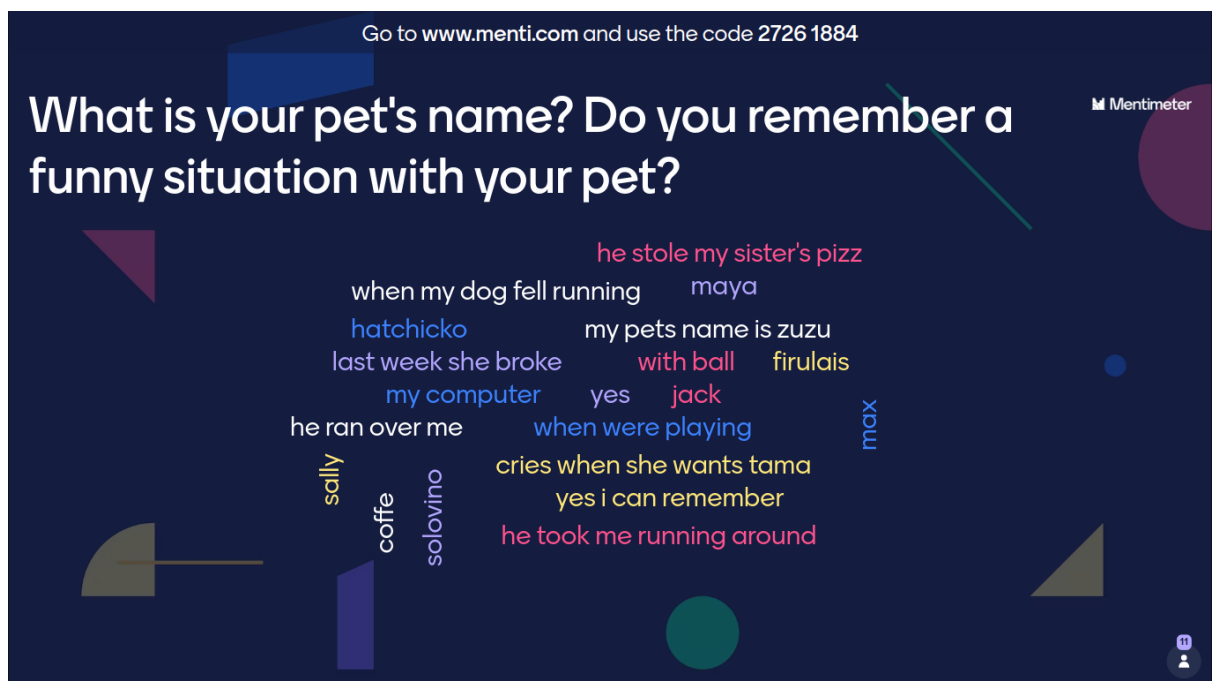
Figure 2. Schema reading. Knowledge retrieval: question 1 & 2 . Mentimeter. Own elaboration.

In the third question (fig 3) 13 students participated in the poll, they were able to choose from amazon, ebay and mercado libre. Nobody chose ebay. This was important because the reading mentioned a situation about a cat delivered by ebay. None of the students knew what ebay was.

Figure 3. Schema reading. Knowledge retrieval: question 3. Mentimeter. Own elaboration.

The students did the reading and organized the events in the cartoon in the correct order. They also included an image in each section to help explaining what happened (Figure 4 & 5).

Figure 4. Reading comprehension. Cartoon Canva. Own elaboration. Activity completed by the students.

Figure 5. Reading comprehension. Cartoon Canva. Own elaboration. Activity completed by the students.

After this, the students retold the unbelievable story about a cat "In the mail" and sent the audio to the whats app group (figure 6).
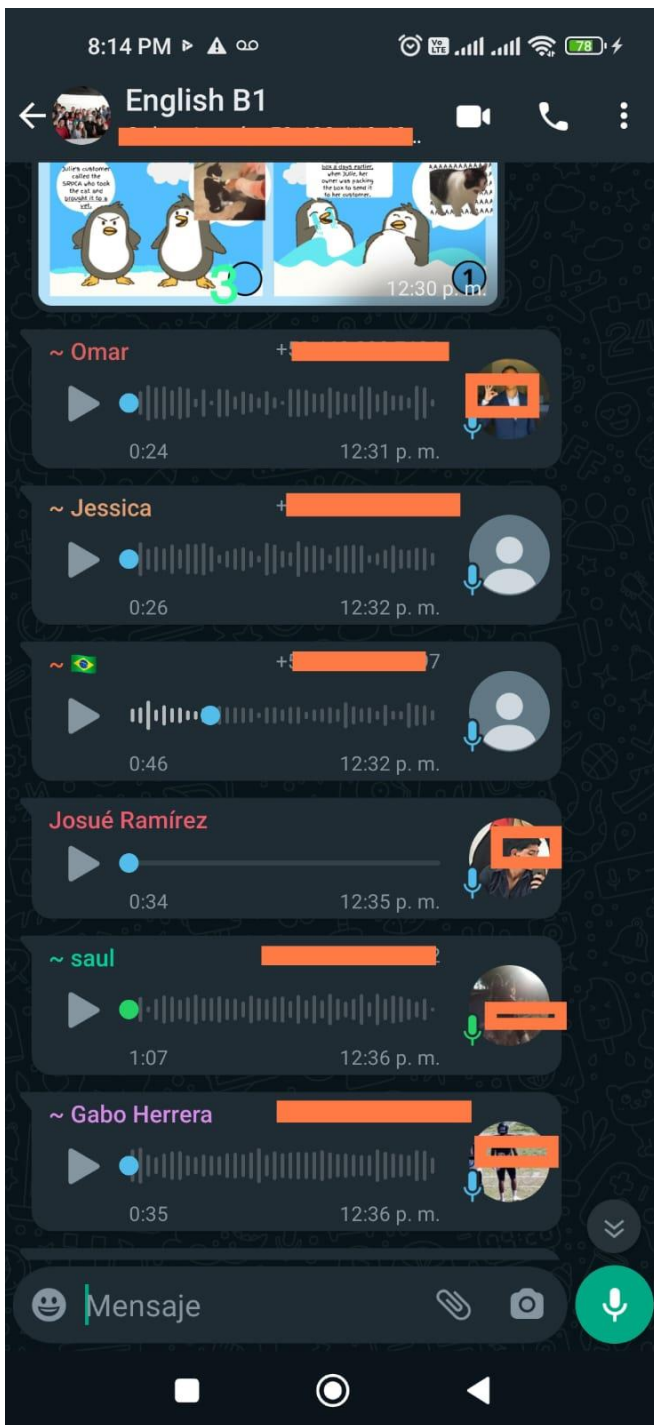
Figure 6. Reading comprehension. Students retold the reading and sent a whats app audio.

In the grammar review students organized some sentences in simple past tense and past perfect, they colored the pronoun in blue, had in purple, the verb in green and the complement in yellow (figure 7).
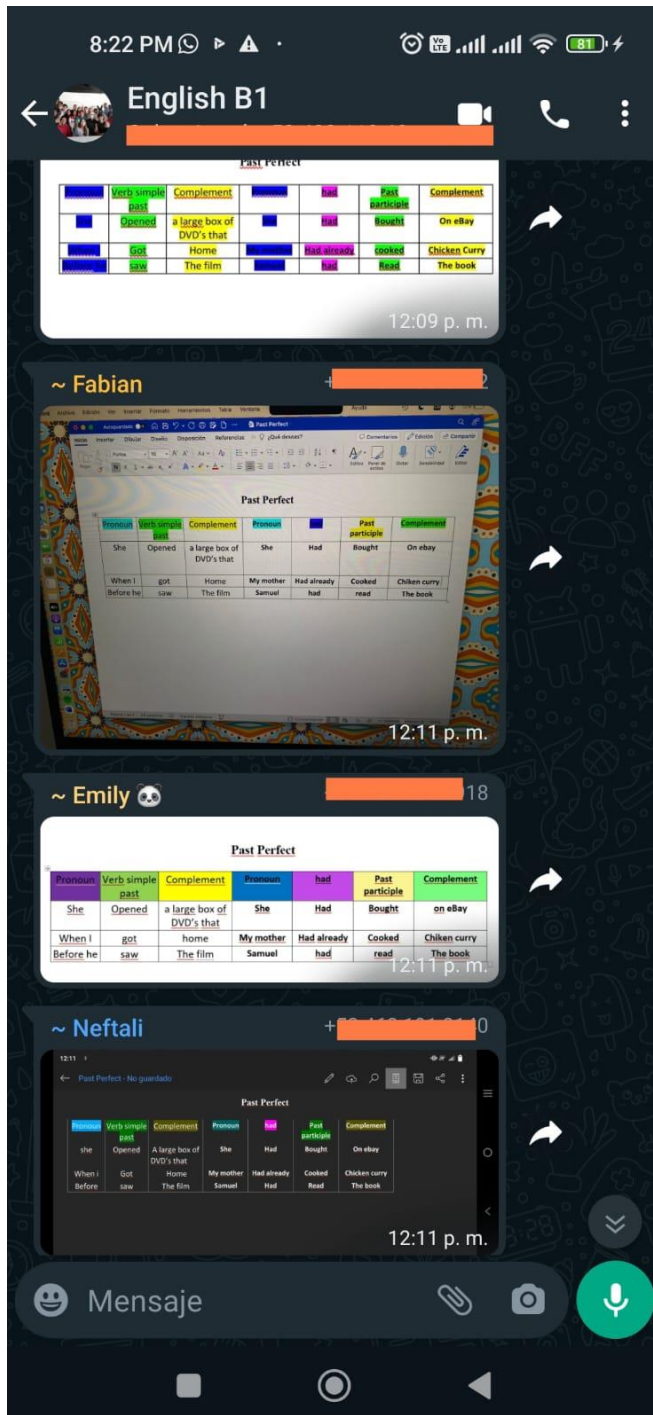
Figure 7. Grammar review. Students organized some sentences in simple past tense and past perfect.

They also completed the following image and wrote two sentences, from one of the previous examples one in simple past and the other in past perfect (figure 8).

Figure 8. Grammar review. Students completed the following image and wrote two sentences.

In the listening skill approach the students matched the two halves. One sentence was in simple past and the other in past perfect (figure 8).

Figure 9. Listening. Activity completed by students.

In the writing activities some of the students were able to form sentences using past perfect while others not, they just used simple past to complete the sentences (figure 10).

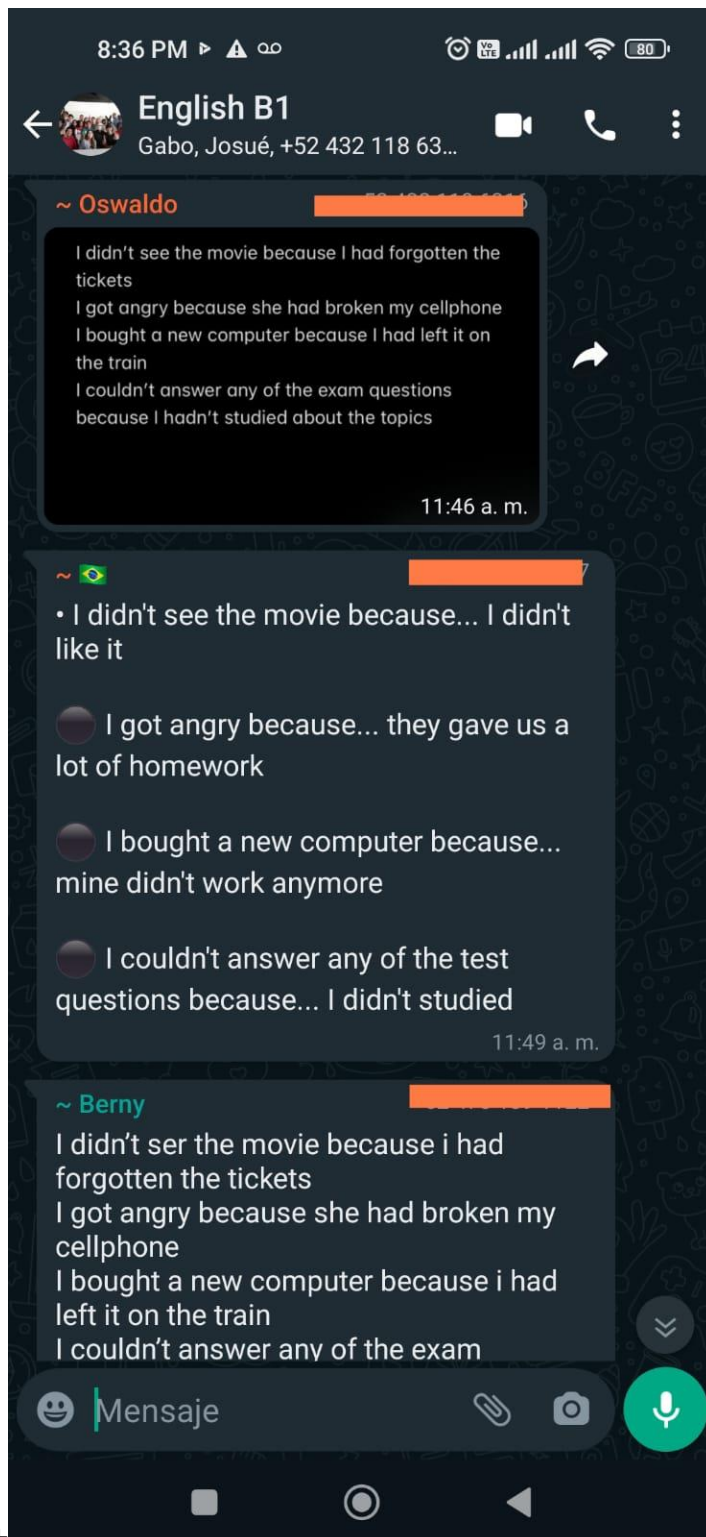Figure 10. Writing. Activity completed by students.

After completing the sentences, the students were asked to develop one of the situations and give more details about it, mentioning what happened, when the situation happened, who they were with and how they felt. Until this point the following steps involved in the planning-writing-reviewing process were developed:

- Selection of the topic.

- Prewriting.

- Composing

- Response to draft

- Proofreading and editing

- Evaluation

- Publishing and follow up tasks (figure 11).
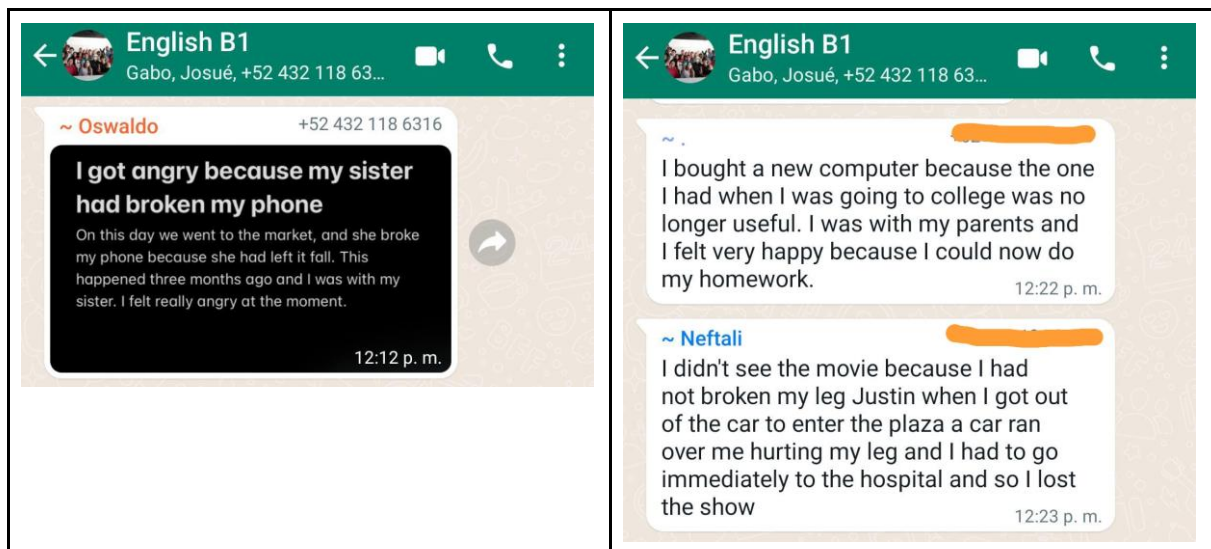

Figure 11. Writing. Activity completed by students. Planning-writing-reviewing process

Finally, students elaborated a video having a conversation using the past perfect and simple past tense. The same situations used in the writing lesson plan were developed in pairs. The video was turned in google class (figure 12).

Figure 12. Speaking. Activity turned in by students in google class.

5. Conclusions

Students were interested in the development of this topic since they knew it was part of an academic assignment. They were collaborative and able to participate in the different dynamics. Most of the students attended the instruction to participate in the platform mentimeter to express their anecdotes about their pets and use of different delivering systems.

When they were asked to edit the cartoon some of them could not identify key elements from the story so it was difficult to retell the story with most of the details. The most advanced students were able to complete the task, mentioning all the important events from the beginning, middle and end in sequence, including important details and referred to all characters and key elements from the cat's unbelievable story.

In the grammar review they managed to organize the sentences in past perfect tense but extra reinforcement was necessary.

The listening section was easy to complete because it was only necessary to match the sentence halves. The recording also mentioned the letter so the effort to be done was less.

Finally, for the speaking skill activity, three groups of students managed to explain one of the suggested topics and use past perfect and simple past tenses, whereas other students developed the topic but did not use past perfect. Others developed a completely different topic, because they were not able to attend the class the day the activity was explained and did not pay attention to the instructions given in google classroom.

The end of the semester and the development of a business congress affected in particular the business and administration students.

In the development of this lesson plan more written exercises will be needed to reinforce the past perfect tense. The tense was difficult to understand since it is not very common and was the first-time students got in touch with it. They managed to develop most

of the activities but it is a topic that needs to be reviewed and reinforced continuously to get a better understanding.

In general, all the activities and assessment evaluation instruments were designed in detail and each activity was explained point by point to the students, including the objectives, the instructions and evaluation rubric.

5.1 Recommendations

More writing exercises are needed since only 5 students were able to complete the writing task. One student was able to develop the ideas correctly but the other students forgot to use the past perfect tense. The macro skill that refers to the correct use of cohesive devices needs to be worked more.

Also, it will be necessary to include more intercultural aspects regarding the past perfect tense, so the lesson would be more complete.

6. Appendixes

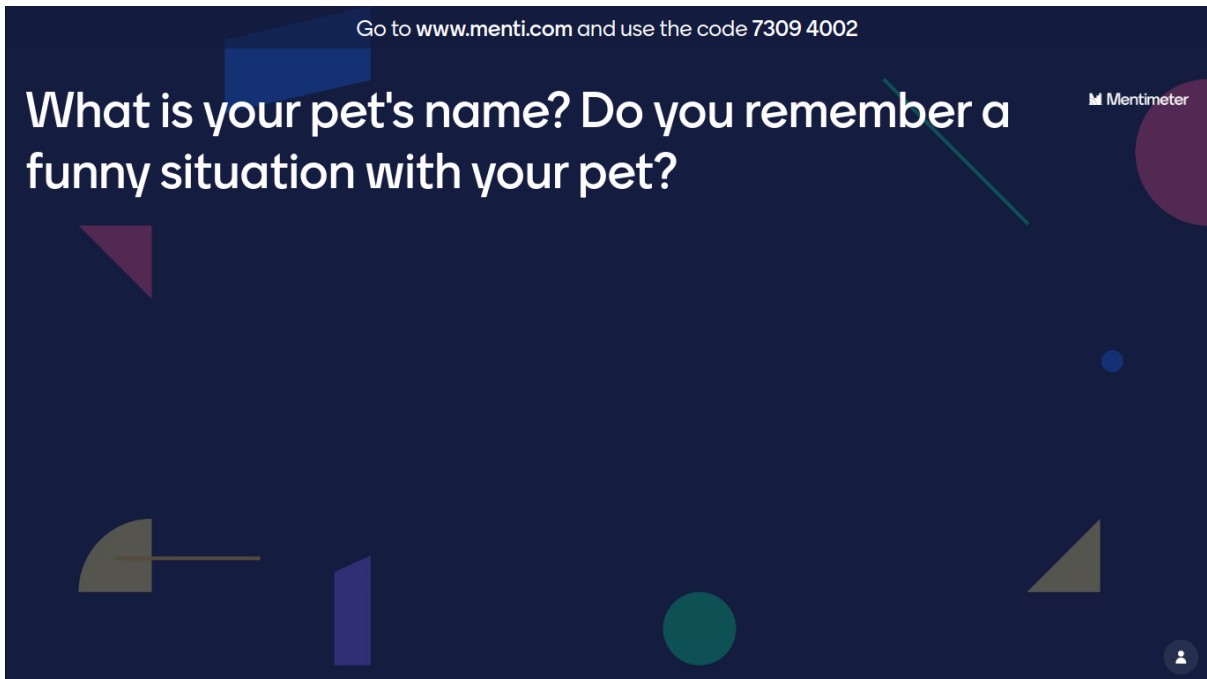1. <u>Lesson plan video.</u> https://youtu.be/IKnYGwn5lGg

Figure 13. Schema reading. Knowledge retrieval: question 1 & 2. Mentimeter. Own elaboration.

Figure 14. Schema reading. Knowledge retrieval: question 3. Mentimeter. Own elaboration.

2

A woman in West Sussex, England, got a big surprise yesterday when she opened a large box of DVDs that she had bought on eBay and a cat suddenly jumped out. The cat, named Cupcake, had gotten into the box eight days earlier, when her owner Julie Baggott was packing the box to send to her customer. Julie didn't notice that Cupcake had climbed into the box and fallen asleep.

Julie's customer called the RSPCA, who took the cat and brought it to a vet. Dr. Ben Colwell, who treated Cupcake, said that she was very frightened and very thirsty – the cat had survived the 260-mile trip with no food or water. Luckily, Cupcake had a microchip in her neck, so the vet found Julie's information and called her.

Julie had been very sad about losing her cat. She had put up posters and looked for Cupcake for days. "I feel terrible," said Julie. "I put the DVDs in the box and I closed it right away, so I don't know how she got in there. It was a miracle she was alive."

Glossary
RSPCA Royal Society for the Prevention of Cruelty to Animal

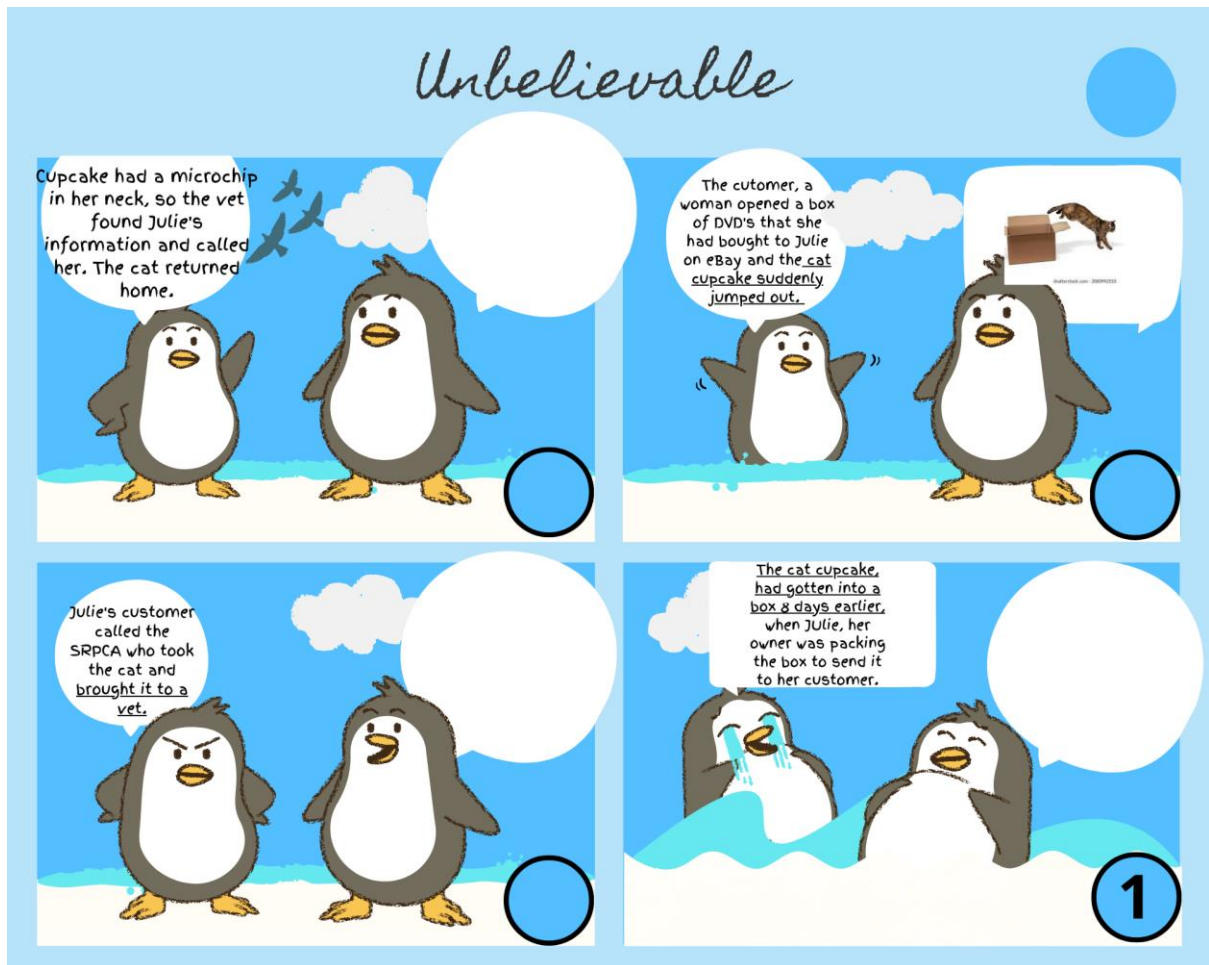Figure 15. Reading and headlines. Took from academic book. Oxford learner's.

Figure 16. Reading comprehension. Cartoon Canva. Own elaboration.

Figure 17. Writing. Sentences in the simple past. Taken from CUAED, 2017.

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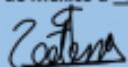
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Nombre completo del(la) autor(a):	Erika Zetina Tena				
Matrícula:	210926037				
Domicilio:	Ocampo 139 Irapuato Guanajuato.				
Teléfono:	462 237 39 53				
Correo electrónico:	210926037@g.upn.mx				

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