



## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

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### **PROPUESTA DE INTERVENCIÓN EDUCATIVA**

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### **PRESENTA**

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### Final Project

Using the communicative approach to raise awareness and take action with regard to current real-world problems

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## *Abstract*

This thesis explores the practical application of Jack C. Richards' teaching philosophy within the context of an International Baccalaureate Primary Years Programme (IB PYP) unit of inquiry focused on the economy. Richards emphasizes a learner-centered approach, encouraging a supportive, engaging, and interactive learning environment that integrates meaningful and authentic language experiences. The research investigates strategies rooted in Richards' philosophy to enhance the teaching of complex economic concepts through language education. Methodologies include creating student-centered activities, integrating language skills in a functional way, and providing real-world learning experiences that connect with the economy.

The study's findings suggest that fostering a collaborative classroom environment and allowing students to take ownership of their learning significantly increases engagement and comprehension. Integrating language skills into economic inquiries—through discussions, research, and presentations—not only improves language proficiency but also deepens understanding of economic principles. Authentic learning experiences, such as field trips and guest speaker sessions, bridge theoretical concepts with real-world applications, enhancing the relevance and impact of the lessons.

Furthermore, the study highlights the importance of fostering critical thinking and problem-solving skills by encouraging students to analyze economic issues, evaluate different perspectives, and propose solutions. Inquiry-based activities and role-playing scenarios related to animals, oceans, deforestation, and pollution provide additional layers of context, illustrating the interconnectedness of these issues within the global economy. By applying Richards' communicative approach, the research demonstrates a comprehensive method for engaging students in meaningful and functional learning, preparing them for real-life language use and deeper economic understanding.

Overall, the study concludes that incorporating Jack C. Richards' teaching philosophy into an IB PYP unit of inquiry on the economy significantly enhances student learning outcomes, providing insights and practical strategies for educators aiming to integrate language education with thematic, real-world content.

## *Introduction*

The landscape of language education has evolved significantly in recent decades, with a growing emphasis on creating engaging, interactive, and student-centered learning environments. Central to this evolution is the teaching philosophy advocated by prominent language teaching expert Jack C. Richards. Richards emphasizes the importance of fostering student interaction and collaboration, prioritizing a learner-centered approach, and integrating language skills in a meaningful and authentic manner. These principles align seamlessly with the ethos of the International Baccalaureate Primary Years Programme (IB PYP), which focuses on developing inquiring, knowledgeable, and caring young people who are motivated to succeed.

This thesis aims to explore the practical integration of Richards' teaching philosophy within an IB PYP unit of inquiry centered on the economy. The economy, as a subject, provides a rich and complex context that offers numerous opportunities to apply a communicative approach. By addressing themes such as sustainability, globalization, and economic interdependence, this unit allows students to engage in authentic and relevant language-learning experiences while developing a deeper understanding of economic principles.

The rationale for selecting Jack C. Richards' teaching philosophy lies in its holistic approach to language education. Richards' advocacy for creating supportive and interactive environments, focusing on individual learner needs, and promoting real-life language use can significantly enhance the effectiveness of an IB PYP unit on the economy. Furthermore, integrating communicative and inquiry-based learning activities prepares students to navigate and understand the complexities of the global economy, fostering critical thinking and problem-solving skills.

In this thesis, we will delve into the various strategies and principles inspired by Richards' teaching philosophy, illustrating how they can be applied to create a dynamic and engaging learning experience. The study explores specific methodologies, such as the design of interactive activities, the use of authentic materials, and the implementation of collaborative projects, all aimed at facilitating meaningful communication and deeper learning.

Through this exploration, the thesis seeks to provide educators with practical insights and strategies for enriching their teaching practices. By demonstrating how Richards' principles can

be effectively integrated into an IB PYP unit of inquiry on the economy, the study aims to contribute to the broader field of language education and interdisciplinary teaching, ultimately enhancing student outcomes and fostering a more comprehensive understanding of the interconnected world.

### *Theoretical Foundations*

The communicative approach, commonly known as Communicative Language Teaching (CLT), revolutionized language instruction by shifting its focus from grammatical correctness to meaningful communication. This methodology emerged in the latter half of the 20th century as a response to the limitations of earlier methods such as the grammar-translation and audiolingual approaches. The theoretical underpinnings of CLT are anchored in various linguistic and educational theories, contributing to its robust and holistic nature.

#### *Sociolinguistic Theory*

One of the foundational theories supporting CLT is sociolinguistics, particularly the concept of communicative competence as introduced by Dell Hymes. Hymes (1972) argued that linguistic competence involves more than just knowledge of syntax and morphology. Communicative competence encompasses grammatical, sociolinguistic, discourse, and strategic competences. Grammatical competence refers to the command over syntax and vocabulary, while sociolinguistic competence involves understanding social norms and contextual nuances (Hymes, 1972). Discourse competence connects individual sentences in coherent communication, and strategic competence involves employing techniques to overcome communicative challenges. This broader perspective necessitates teaching methods that go beyond mere grammatical exercises, focusing instead on the ability to communicate effectively in varied contexts.

#### *Functional/Notional Syllabuses*

David Wilkins contributed to CLT through his development of the notional-functional syllabus, which categorizes language according to its functions and the concepts it conveys (Wilkins, 1976). This approach shifts the focus from the structural aspects of language to its practical uses. Instead of teaching language through isolated grammatical rules, the notional-functional syllabus organizes instruction around communicative functions such as requesting information, giving advice, or describing experiences. This practicality aligns with the goals of CLT, which aims to equip learners with the ability to use language effectively in real-world situations.



### *Interaction Hypothesis*

Michael Long's Interaction Hypothesis further bolsters the theoretical framework of CLT by emphasizing the importance of interaction in language learning. Long (1983) proposed that through interaction, learners receive modified input tailored to their proficiency level, making the input comprehensible. This interactive process not only aids comprehension but also encourages learners to produce language, thereby practicing and refining their skills. This hypothesis underlines the significance of communicative activities in the classroom, where learners engage in meaningful exchanges that facilitate language acquisition.

### *Input and Output Hypotheses*

Stephen Krashen's Input Hypothesis and Merrill Swain's Output Hypothesis also significantly inform CLT practices. Krashen (1985) asserted that language acquisition occurs when learners are exposed to 'comprehensible input'—language that is slightly beyond their current level ( $i+1$ ). This natural exposure helps learners internalize linguistic structures without overt instruction. Contrarily, Swain (1985) argued that producing language, or output, is equally crucial. Through output, learners test their hypotheses about the language, notice gaps in their knowledge, and refine their linguistic competence. Together, these hypotheses underscore the importance of both reception and production in learning a language, reinforcing the communicative approach's emphasis on interaction and practice.

### *Task-Based Language Teaching (TBLT)*

Task-Based Language Teaching (TBLT) is a practical extension of CLT principles, emphasizing the use of tasks or activities that require meaningful language use. Prabhu (1987) advocated for tasks as central units of instruction, arguing that they engage learners in authentic, goal-directed communication. TBLT activities range from problem-solving exercises to real-world tasks, promoting practical language skills. This task-oriented methodology aligns with the communicative approach's goal of preparing learners for real-life interactions.

### *Social-cultural theories*

Lev Vygotsky's sociocultural theory also supports CLT by highlighting the role of social interaction in learning. Vygotsky's (1978) concept of the Zone of Proximal Development (ZPD)

suggests that learners can achieve higher levels of understanding and skill with the assistance of more knowledgeable others. This collaborative learning framework resonates with CLT's focus on interactive, student-centered activities that promote communication and learning through social interaction.

### *Authenticity and Real-World Language Use*

CLT emphasizes the importance of using authentic materials and real-life communication scenarios in the classroom. According to Richards and Rodgers (2001), authentic materials bridge the gap between classroom learning and real-world language use, making learning more relevant and effective. This practical approach ensures that learners are not merely memorizing grammatical rules but are developing the ability to use language in meaningful and contextually appropriate ways.

In short, the communicative approach to language teaching is underpinned by a rich theoretical framework encompassing sociolinguistic theory, the notional-functional syllabus, interaction hypotheses, the input and output hypotheses, task-based learning, and sociocultural theory. These foundations collectively support the shift from traditional, form-focused instruction to a more holistic approach that prioritizes meaningful communication and practical language use. Through its emphasis on interaction, authentic materials, and real-world application, CLT prepares learners not just to know a language but to use it effectively and appropriately in varied contexts.

### *Teaching context*

The intervention project was carried out at Lomas Hill International School which is a private school in Cuajimalpa, Mexico City. The school lacks adequate teaching resources like an outdated computer and no classroom library, but it does have a school library. The students, primarily in fifth grade, come from upper middle-class families and have diverse interests including soccer, video games, and various after-school activities. Their English proficiency levels range from basic to intermediate, with occasionally having students who are complete beginners. This implied the need for differentiated instruction to accommodate the varying proficiency levels of the students.

### *Teaching philosophy and identity*

According to Richards (1996), a prominent language teaching expert and author, teaching philosophy in language education emphasizes the importance of creating a supportive and engaging learning environment that fosters student interaction and collaboration. Richards also advocates for a learner-centered approach, where teachers focus on meeting the individual needs and interests of their students, as well as providing meaningful and authentic language learning experiences. Additionally, Richards believes that effective language teaching should integrate language skills, such as reading, writing, speaking, and listening, in a communicative and functional way that prepares students for real-life language use.

To apply Jack C. Richards' teaching philosophy to an IB PYP unit of inquiry centered on the economy, some key strategies and principles can be as follows:

1. Create a supportive and engaging learning environment: Teachers can set up the classroom to promote collaboration and student interaction. This can include group projects, discussions, and hands-on activities related to economic concepts.
2. Focus on student-centered learning: Design activities and lessons that cater to the individual needs and interests of students. Allow students to take ownership of their learning by providing opportunities for inquiry and exploration related to the economy.
3. Integrate language skills: Incorporate language skills such as reading, writing, speaking, and listening into the unit of inquiry in a communicative and functional way. Students can engage in discussions, conduct research, write reports, and present findings to develop their language skills in the context of the economy.
4. Provide authentic learning experiences: Connect the learning objectives to real-world examples and applications related to the economy. This can include inviting guest speakers, conducting field trips, or exploring current events and issues that impact the global economy.
5. Foster critical thinking and problem-solving: Encourage students to analyze economic concepts, evaluate different perspectives, and propose solutions to economic challenges. Provide opportunities for students to apply their knowledge and skills to real-life scenarios and engage in meaningful discussions about economic issues.

By applying these principles and strategies inspired by Jack C. Richards' teaching philosophy, teachers can create a dynamic and engaging learning experience for students in an IB PYP unit of inquiry centered on the economy.

### *Teaching practice and identity*

The communicative approach proposed by Jack C. Richards focuses on the importance of communication and meaningful interaction in language learning. Here are some ways in which this approach can be applied in an IB PYP Unit of Inquiry centered on the economy with specific topics related to animals, oceans, deforestation, and pollution/contamination:

1. Interactive activities: Design interactive activities that promote real-life communication related to the given topics. For example, students can engage in debates or discussions on the impact of deforestation on biodiversity or pollution on marine life.
2. Role-play: Encourage students to engage in role-play scenarios related to the themes of animals, oceans, deforestation, and contamination. This will allow them to practice language in a realistic context and develop their communication skills.
3. Collaborative projects: Implement collaborative projects that require students to work together to address real-world issues related to the given topics. Students can conduct research, present their findings, and engage in group discussions to develop their communication skills.
4. Authentic materials: Use authentic materials such as news articles, documentaries, and reports related to animals, oceans, deforestation, and contamination to expose students to real-world language use and encourage them to communicate about these issues.
5. Inquiry-based learning: Incorporate inquiry-based learning activities that encourage students to ask questions, investigate, and find solutions related to the given topics. This approach will promote critical thinking, communication, and collaboration among students.

By incorporating the communicative approach in the IB PYP Unit of Inquiry centered on the economy and specific topics related to animals, oceans, deforestation, and contamination, students will not only develop their language skills but also gain a deeper understanding of the interconnectedness of these issues and their impact on the world.

### *Methodology and rationale behind the lesson plans*

The interactive activities described in Lesson plan #1 aligned with Jack C. Richards communicative approach by promoting student-centered learning, meaningful engagement, and authentic communication. Here's how the lesson plan relates to Richard's interactive activities:

1. **Student-Centered Learning:** The lesson plan encourages students to take an active role in their learning by collaboratively creating stop motion videos on environmental topics. By dividing students into small groups and allowing them to plan, storyboard, and produce their videos, the lesson promotes autonomy, ownership, and responsibility for their learning process.
2. **Meaningful Engagement:** Through the use of stop motion animation, students engage in a hands-on and creative activity that goes beyond traditional classroom instruction. By incorporating real-world issues related to animals, oceans, deforestation, and contamination, students are motivated to explore these topics in depth and communicate their understanding through a visually compelling medium.
3. **Authentic Communication:** The culminating activity of presenting the stop motion videos to 2nd-grade students promotes authentic communication and audience awareness. By explaining complex environmental concepts in a clear and accessible way, 5th-grade students practice effective communication skills and enhance their ability to convey messages to a specific audience.
4. **Collaborative Learning:** The collaborative nature of the lesson plan encourages students to work together, share ideas, and problem-solve as a team. By engaging in group discussions, planning sessions, and production of the stop motion videos, students develop social skills, empathy, and a sense of community while working towards a common goal.

Overall, this lesson plan exemplifies Richard's communicative approach by emphasizing active student participation, meaningful interaction, and the use of authentic tasks to promote language and content learning. It integrates technology, creativity, and environmental awareness to create a dynamic and engaging learning experience for students while fostering communication skills and empathy for the natural world.

In Lesson Plan #2 for the final oral presentation of fifth-grade students on their PYP Exhibition projects focused on environmental topics, several aspects align with Richard's interactive activities approach. Richard emphasizes the importance of creating a learner-centered environment where students actively engage with the content, collaborate with their peers, and participate in meaningful communication. Let's examine how this lesson plan incorporates these interactive activities:

1. Student participation: The lesson plan involves students delivering their oral presentations, which allows them to actively engage with the material they have researched and developed for their PYP Exhibition projects. This hands-on experience enables students to take ownership of their learning and share their understanding of environmental topics with their classmates and the audience.
2. Peer interaction: The lesson plan includes opportunities for audience engagement, such as Q&A sessions and peer feedback. By involving their peers in the presentation process, students can receive constructive comments, exchange ideas, and learn from each other's projects. This collaborative aspect fosters a sense of community and encourages students to support one another in their learning journey.
3. Authentic communication: Students are encouraged to communicate their research findings, proposed solutions, and reflections on environmental issues during the oral presentations. By engaging in authentic communication with the audience, students can practice articulating their thoughts, expressing their ideas clearly, and advocating for sustainable practices. This real-world application of their knowledge enhances the relevance and significance of their learning experiences.
4. Reflective practice: The lesson plan includes a reflection session where students can share their thoughts on the presentation experience and the insights gained from the PYP Exhibition projects. This reflective practice allows students to assess their learning progress, identify areas for improvement, and celebrate their achievements. By reflecting on their experiences, students can deepen their understanding of the content and enhance their communication skills.

Overall, this lesson plan for the final oral presentation of fifth-grade students' PYP Exhibition projects aligns with Richard's interactive activities approach by promoting active

student engagement, peer collaboration, authentic communication, and reflective practice. By incorporating these interactive elements, the lesson plan aims to create a dynamic and impactful learning experience for students as they showcase their knowledge and advocacy for environmental conservation.

### *Lesson plans*

#### *Lesson plan #1*

Title: Stop Motion Videos on Human Impact on Animals, Oceans, Deforestation, and Contamination

Objective: Students will create stop motion videos to educate and engage 2nd-grade students on the impact of human activities on the environment.

Materials:

- iPads or cameras for recording
- Stop motion animation apps or software
- Props or materials for creating animation scenes
- Projector or screen for viewing videos
- Rubric for assessing videos

Procedure:

#### 1. Introduction (10 minutes)

- Introduce the lesson by reviewing the key topics of animals, oceans, deforestation, and contamination with the 5th-grade students.
- Explain the task of creating stop motion videos to educate 2nd-grade students on these important issues.

#### 2. Planning and Storyboarding (15 minutes)

- Divide students into small groups, with each group focusing on one of the target topics.
- Provide time for students to brainstorm ideas, plan their storyline, and create a storyboard for their stop motion video.
- Encourage students to include key messages about the impact of human activities and potential solutions in their videos.

### 3. Production of Stop Motion Videos (40 minutes)

- Distribute materials and equipment needed for creating stop motion videos, such as props, cameras, and animation software.
- Guide students in setting up their scenes and capturing the sequences for their videos.
- Encourage creativity and collaboration within the groups to bring their ideas to life through animation.

### 4. Presentation and Interaction with 2nd-grade students (20 minutes)

- Have each group present their stop motion video to the 2nd-grade students, either in person or through a virtual platform.
- After each video presentation, facilitate a brief discussion on the topic portrayed and allow the younger students to ask questions or share their thoughts.
- Encourage 5th-grade students to explain the message behind their video and engage in a dialogue with the audience.

### 5. Reflection and Feedback (15 minutes)

- Conduct a reflection session with the 5th-grade students, discussing the process of creating the stop motion videos and the impact they hope to achieve through their work.
- Provide feedback on the videos using a rubric or peer evaluation, highlighting strengths and areas for improvement.



- Encourage students to reflect on the experience of educating others through multimedia and the importance of raising awareness about environmental issues.

Assessment:

- Creativity and originality of stop motion videos
- Clarity of message and educational value
- Engagement with the 2nd-grade audience
- Collaboration and teamwork within groups

Extension Activities:

- Collaborate with other classes or schools to showcase the stop motion videos
- Organize a screening event for parents and community members to raise awareness on environmental issues

*Lesson plan #2*

Title: "PYP Exhibition Oral Presentation: Our Impact on the Environment"

Objective: Students will deliver a final oral presentation of their PYP Exhibition projects focused on environmental topics, showcasing their understanding, research, and proposed solutions to address environmental issues.

Materials Needed:

- Classroom with presentation setup (e.g., projector, screen, laptop)
- Visual aids (e.g., posters, infographics, props)
- Rubric for evaluating presentations

Procedure:

1. Introduction (10 minutes)

- Welcome the audience and introduce the purpose of the presentation.
- Provide an overview of the PYP Exhibition project and the focus on environmental topics.

## 2. Student Presentations (60 minutes)

- Each student group presents their project, which includes:
  - a. Explanation of the environmental topic chosen (e.g., animals, oceans, deforestation, contamination).
  - b. Description of their research findings, key learnings, and insights into the issue.
  - c. Showcase of their proposed solutions and actions to address the environmental problem.
  - d. Visual aids and multimedia elements to enhance the presentation.
  - e. Opportunities for audience engagement, such as Q&A sessions or interactive discussions.

## 3. Audience Participation (15 minutes)

- After each presentation, open the floor for questions from the audience.
- Encourage peer feedback and constructive comments on the projects presented.

## 4. Reflection and Conclusion (15 minutes)

- Facilitate a reflection session where students share their thoughts on the presentation experience and what they have learned throughout the PYP Exhibition.
- Summarize key takeaways from the presentations and highlight the importance of taking action to protect the environment.

### Assessment:

- Use a rubric to evaluate students' oral presentations based on criteria such as content knowledge, communication skills, visual aids, and audience engagement.
- Provide feedback to students to help them improve their presentation skills for future projects.

#### Extension Activities:

- Encourage students to share their presentations with other grade levels or the school community to raise awareness about environmental issues and promote sustainable practices.
- Collaborate with local environmental organizations or experts for guest speakers or additional learning opportunities related to environmental conservation.

By incorporating Richard's communicative approach principles, such as student-centered learning, meaningful engagement, authentic communication, and collaborative learning, this lesson plan aims to facilitate a successful final oral presentation of students' PYP Exhibition projects on environmental topics. The interactive nature of the presentation allows students to showcase their knowledge, creativity, and advocacy for a better future for our planet.

#### *Design of Assessment tools and testing tools for activities*

##### *Assessment Tools for the Communicative Approach in ESL*

The communicative approach in language teaching emphasizes the importance of interaction and communication in learning a new language. This pedagogical strategy focuses on enabling learners to use the target language effectively and appropriately in real-life situations. In alignment with this goal, assessment tools must measure not only the learners' linguistic competence but also their ability to engage in meaningful communication. This essay explores various assessment tools suited for the communicative approach in ESL education, drawing on scholarly works and practical frameworks.

##### *Role Play and Simulations*

Role play and simulations are frequently used assessment tools in the communicative approach. These activities simulate real-life scenarios where students must use the language authentically. According to Harmer (2007), role play allows students to practice language use in different social contexts, thereby assessing their functional and pragmatic abilities.

Example of Assessment: A role play scenario could involve ordering food at a restaurant or participating in a job interview. The assessment focuses on the students' ability to perform

specific functions, understand and use appropriate vocabulary, and navigate social interactions successfully.

### *Information Gap Activities*

Information gap tasks require learners to exchange information to complete a task, encouraging authentic communication. Ellis (2003) highlights that these activities promote interaction because each participant holds unique information critical to completing the task.

Example of Assessment: Partners could be given different pieces of a map and must talk to each other to find specific locations. The assessment would measure their abilities to ask and respond to questions, clarify information, and use descriptive language effectively.

### *Oral Interviews*

Oral interviews provide one-on-one opportunities to assess a student's spoken language abilities. These interviews can be structured or semi-structured, focusing on various communicative competencies. According to Brown and Abeywickrama (2010), oral interviews are effective for assessing pronunciation, fluency, coherence, and interaction skills.

Example of Assessment: An interview might involve discussing personal interests, recounting past experiences, or deliberating on a topic of mutual interest. Criteria for assessment could include the use of appropriate vocabulary, grammatical accuracy, and the ability to maintain a coherent flow of conversation.

### *Peer and Self-Assessment*

Peer and self-assessments foster learner autonomy and reflective practice, essential components of the communicative approach. Oscarson (2009) argues that these assessments encourage learners to become more aware of their learning processes and communicative skills.

Example of Assessment: Students can use checklists or rubrics to evaluate their peers' oral presentations or role plays. Self-assessment might involve reflective journals where students analyze their communicative strengths and areas for improvement. These tools help students develop critical thinking and self-regulation skills.

## *Portfolios*

Portfolios involve the collection of students' work over a period, reflecting their learning progress and communicative competence. Genesee and Upshur (1996) discuss portfolios as comprehensive assessment tools that incorporate various evidence types, such as written assignments, audio recordings, and reflections.

Example of Assessment: A portfolio might include recordings of oral presentations, written essays, and self-assessment reflections, providing a holistic view of the student's communicative abilities. Teachers can assess the range of language functions, grammatical structures, and the student's ability to use the language creatively.

Assessment tools for the communicative approach must align with the goal of fostering real-life communication skills in ESL learners. Role play, information gap activities, oral interviews, peer and self-assessments, and portfolios offer multifaceted ways to evaluate communicative competence. These tools not only measure linguistic proficiency but also emphasize the learners' ability to use the language effectively in varied contexts, thereby providing a comprehensive evaluation aligned with the communicative approach.

For the purpose of this project, creating assessment tools for oral presentations in ESL can draw on insights from authors such as Brown & Abeywickrama, Harmer, Oscarson, and Genesee & Upshur. Below are examples of assessment rubrics and guidelines inspired by their work, tailored to the communicative approach.

### Holistic Oral Presentation Rubric (Inspired by Brown & Abeywickrama, 2010)

Objective: To assess overall communicative effectiveness in an oral presentation.

Criteria:

#### 1. Fluency and Coherence (25%)

- Flow of speech: Smooth and natural vs. hesitant and choppy.
- Logical structure: Clear introduction, body, and conclusion.
- Transitions: Effective use of transitional phrases.

## 2. Pronunciation (20%)

- Clarity: Words are clearly articulated.
- Intonation and stress: Appropriate use of stress and intonation patterns.
- Accent: Degree to which accent impacts comprehensibility.

## 3. Vocabulary (20%)

- Range: Use of varied and context-appropriate vocabulary.
- Precision: Accurate and suitable word choice.

## 4. Grammar (15%)

- Accuracy: Correct use of grammar structures.
- Complexity: Use of varied and sophisticated grammatical constructs.

## 5. Interaction (20%)

- Engagement: Ability to engage and maintain audience interest.
- Responsiveness: Handling of audience questions and feedback.

## Scoring System:

- 5 = Excellent
- 4 = Good
- 3 = Satisfactory
- 2 = Needs Improvement
- 1 = Unsatisfactory

## 2. Detailed Rubric for Oral Presentations (Inspired by Harmer, 2007)

Objective: To provide detailed, criterion-specific feedback on oral presentations.

Criteria:

1. Content and Organization (25%)

- Content relevance: Clear, relevant, and well-supported ideas.
- Structure: Logical progression with clear sections.
- Opening and closing: Effective hook and memorable conclusion.

2. Language Use (20%)

- Grammar: Correct and varied grammar usage.
- Vocabulary: Rich and precise vocabulary use.
- Idiomatic language: Appropriate use of idiomatic expressions.

3. Delivery (20%)

- Pronunciation: Clear and understandable speech.
- Intonation: Effective use of pitch and tone to convey meaning.
- Volume and pace: Suitable speaking volume and speed.

4. Non-Verbal Communication (15%)

- Eye contact: Regular and engaging eye contact with the audience.
- Gestures: Natural and supportive hand and facial gestures.
- Posture: Confident and upright posture.

5. Engagement and Interaction (20%)

- Audience engagement: Techniques used to engage the audience.
- Handling questions: Confidently and appropriately addressing audience questions and comments.

### Scoring System:

- Each criteria can be scored out of 5, similar to the holistic rubric.

### 3. Peer and Self-Assessment Sheet (Inspired by Oscarson, 2009)

Objective: To involve students in the assessment process and develop reflective skills.

### Peer-Assessment Criteria:

#### 1. Communication:

- Did the presenter communicate ideas clearly and effectively?
- Was the language use (vocabulary and grammar) appropriate?

#### 2. Delivery:

- Was the pronunciation clear and easy to understand?
- Was the presentation engaging?

#### 3. Interaction:

- Did the presenter handle questions well?
- Did the presenter maintain good eye contact and use body language effectively?

### Rating:

- Use a scale of 1 to 5 for each criterion.
- Provide specific comments for strengths and areas for improvement.

### Self-Assessment Criteria:

#### 1. Reflection on Preparation:

- Did I prepare adequately for my presentation?
- What strategies did I use to ensure the content was relevant and well-organized?



## 2. Reflection on Performance:

- How did I feel during the presentation?
- What aspects of the presentation went well?

## 3. Areas for Improvement:

- What could I improve for future presentations?
- How will I address these areas in my next presentation?

## 4. Portfolio Assessment (Inspired by Genesee & Upshur, 1996)

Objective: To provide a comprehensive assessment that includes multiple presentations and self-reflections over time.

### Portfolio Contents:

#### 1. Recordings of Presentations:

- Include video or audio recordings of several presentations.

#### 2. Reflective Journals:

- After each presentation, students write reflections on their performance.

#### 3. Peer Feedback:

- Collect peer-assessment sheets and comments.

#### 4. Teacher Observations:

- Include teacher's assessment rubrics and feedback notes.

### Assessment Criteria:

#### 1. Progress Over Time (30%):

- Improvement in fluency, vocabulary, pronunciation, and engagement.

## 2. Depth of Reflection (30%):

- Quality of reflections: depth, insights, and ability to identify strengths and weaknesses.

## 3. Consistency and Effort (20%):

- Regular submission and effort demonstrated in each component of the portfolio.

## 4. Integration of Feedback (20%):

- How well the student has used peer and teacher feedback to make improvements over time.

### Scoring System:

- Rubric-based grading for reflective journals, peer feedback, teacher observations, and overall progress.

By drawing on the expertise of Brown & Abeywickrama, Harmer, Oscarson, and Genesee & Upshur, these assessment tools emphasize both the product (the actual presentation) and the process (preparation, reflection, and improvement). The tools offer a comprehensive, communicative-oriented approach to evaluating oral presentations in ESL contexts.

### *Experience Report*

The results of the stop motion video lesson plan for ESL students in fifth grade in a private school in Mexico City included:

1. Improved language skills: Creating a stop motion video required students to write scripts, narrate dialogues, and communicate their ideas effectively. This enhanced their English language proficiency, vocabulary, and grammar.
2. Enhanced creativity: The process of planning, designing, and animating a stop motion video encouraged students to think creatively and develop innovative ways to present their ideas visually.
3. Collaboration and teamwork: Working on a stop motion video project as a group fostered teamwork, communication, and cooperation among students as they shared responsibilities and contributed to the final product.

4. Technological and digital literacy: They engaged with digital tools and software for creating stop motion videos which helped students develop their technological skills and familiarity with multimedia platforms.
5. Increased motivation and engagement: The hands-on and interactive nature of creating stop motion videos motivated students to actively participate in the learning process, leading to higher levels of engagement and interest in the lesson.
6. Presentation skills: Students had the opportunity to showcase their finished stop motion videos to 2nd graders, which helped improve their public speaking and presentation skills.

Overall, the stop motion video lesson plan enhanced language skills, creativity, collaboration, technological literacy, motivation, and presentation abilities among ESL students in fifth grade in a private school in Mexico City.

With regard to the final oral presentation of their PYP Exhibition projects on environmental topics, several results were obtained:

1. Improved English language proficiency: Participating in the oral presentations provided ESL students with opportunities to practice and enhance their English language skills. By preparing speeches, engaging in dialogue with their peers, and delivering presentations in English, students developed their speaking and listening abilities, expanded their vocabulary, and gained confidence in using English as a means of communication.
2. Enhanced public speaking skills: The experience of presenting in front of an audience helped ESL students improve their public speaking skills. Through practicing articulating their thoughts coherently, projecting their voice effectively, and maintaining eye contact with the audience, students built their confidence in expressing themselves in English and conveying their ideas with clarity and conviction.
3. Increased cultural awareness: Engaging in collaborative activities with specialists from diverse cultural backgrounds during the presentation process promoted cultural awareness and appreciation among ESL students. By sharing their perspectives on environmental issues, listening to their classmates' viewpoints, and exchanging ideas in a multicultural setting, students

developed a deeper understanding of different cultural perspectives and foster a sense of global citizenship.

4. Strengthened research and critical thinking skills: Conducting research on environmental topics for their PYP Exhibition projects enabled ESL students to enhance their research and critical thinking skills. By gathering information, analyzing data, evaluating sources, and synthesizing findings in English, students built their capacity for inquiry-based learning, problem-solving, and evidence-based reasoning.

5. Increased self-confidence and motivation: Successfully completing the final oral presentation of their PYP Exhibition projects boosted the self-confidence and motivation of the fifth grade students. By showcasing their knowledge, skills, and creativity in English, students experienced a sense of achievement, recognition, and personal growth, which inspired them to continue their language learning journey with enthusiasm and determination.

Overall, this lesson plan for ESL students in the fifth grade at a private school in Mexico City yielded positive outcomes in terms of English language proficiency, public speaking skills, cultural awareness, research abilities, and personal development. By engaging in the interactive activities of the presentation process, ESL students acquired valuable skills and experiences that enrich their academic and linguistic development.

### *Conclusion*

In conclusion, this innovative teaching approach offers a range of benefits for language learning and student development. The interactive nature of creating stop motion videos not only strengthens language skills, creativity, and digital literacy but also encourages collaboration, teamwork, and presentation skills. This hands-on project-based learning experience has the potential to enhance student motivation, engagement, and overall learning outcomes in an enjoyable and meaningful way. By integrating technology and creativity into language instruction, educators can create dynamic and effective learning opportunities that cater to diverse learning styles and interests, ultimately fostering a more engaging and enriching classroom environment for ESL students.

### *References*

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## *Appendices*

*Link to video presentation:*

[https://photos.google.com/share/AF1QipPkQzEwxPHmtbp42XSFKp\\_XCWy8ciG2WKIe0zQsa53yX6P2\\_4\\_ThoJSAa6EoP6-A/memory/AF1QipOxn1AIZ4FYevxdQGzLoG-0hVoviuoZyZmxowok1Mh90KNw0jzLn7Ya9AhjpedWOw?key=eEJFY01VUjBOZVliamdBMd4T2tPR2hJYm5rWm9n](https://photos.google.com/share/AF1QipPkQzEwxPHmtbp42XSFKp_XCWy8ciG2WKIe0zQsa53yX6P2_4_ThoJSAa6EoP6-A/memory/AF1QipOxn1AIZ4FYevxdQGzLoG-0hVoviuoZyZmxowok1Mh90KNw0jzLn7Ya9AhjpedWOw?key=eEJFY01VUjBOZVliamdBMd4T2tPR2hJYm5rWm9n)