



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

**EXPLORACIÓN, INTERPRETACIÓN Y ESCRITURA DE TEXTOS INFORMATIVOS
A PARTIR DE RECETAS EN ESTUDIANTES DE CUARTO GRADO DE PRIMARIA.**

TRABAJO RECEPCIONAL

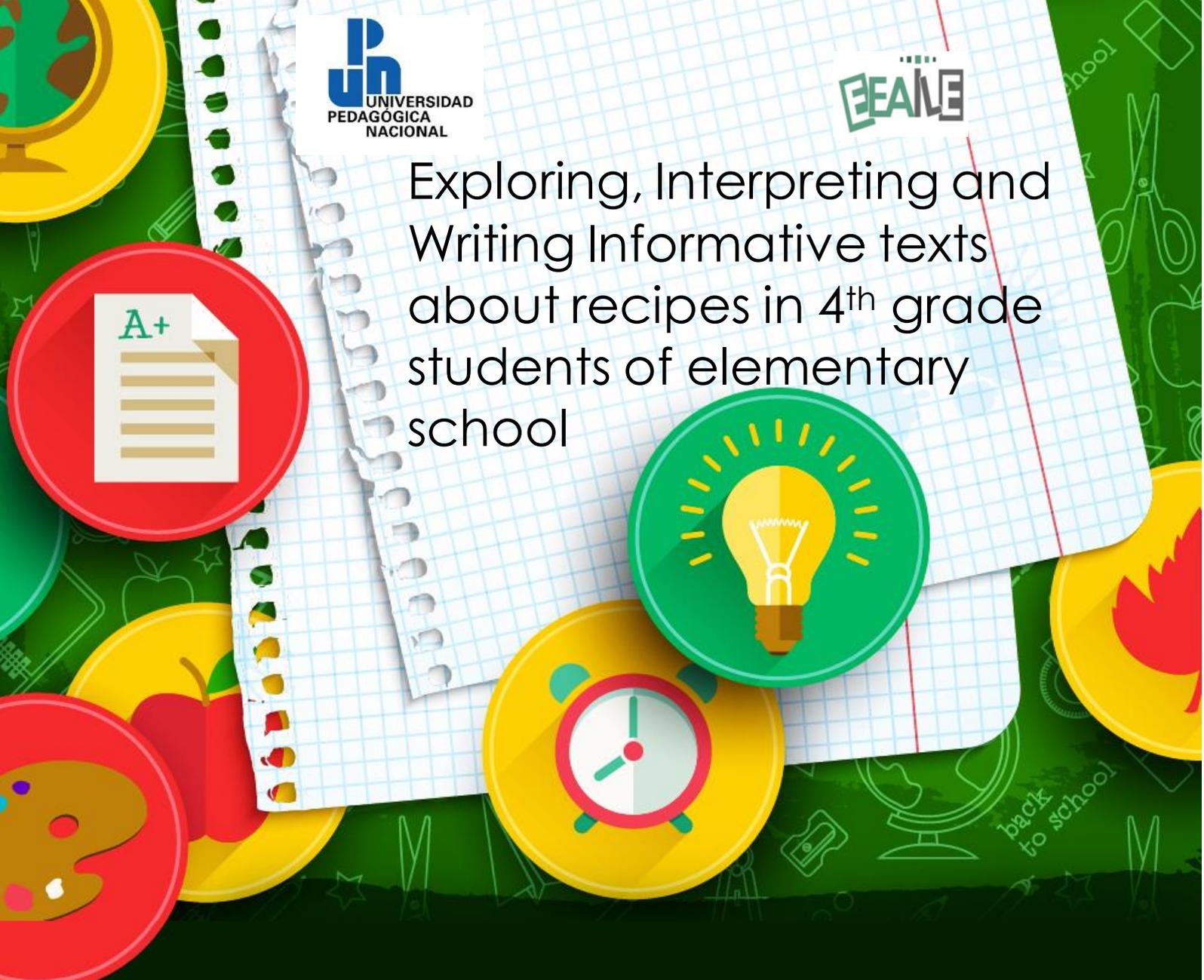
**QUE PARA OBTENER EL DIPLOMA DE
ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO
LENGUA EXTRANJERA, MODALIDAD EN LÍNEA**

PRESENTA:

KAREN CECILIA CASTRUITA CARRANZA

ASESOR: GERNOT RUDOLF POTENGOWSKI

Ciudad de México, México. 13 de junio de 2021.



Exploring, Interpreting and
Writing Informative texts
about recipes in 4th grade
students of elementary
school

DISSERTATION WORK

**SPECIALTY IN TEACHING AND LEARNING OF
ENGLISH AS SECOND LANGUAGE**

PRESENTS:

KAREN CECILIA CASTRUITA CARRANZA

TUTOR:

GERNOT RUDOLF POTENGOWSKI

Mexico City, June 13th, 2021

**DECLARACIÓN DE AUTENTICIDAD DE TESIS O TRABAJO RECEPCIONAL
PARA LA OBTENCIÓN DE GRADO ACADÉMICO ANTE LA UNIVERSIDAD PEDAGÓGICA NACIONAL**

Declaración de Originalidad
de Tesis o Trabajo Recepcional de Posgrado

**C. RECTOR(A)
DE LA UNIVERSIDAD PEDAGÓGICA NACIONAL
PRESENTE:**

Me dirijo a usted en mi carácter de autor(a) original del documento descrito al calce, mismo que presento como parte de los requisitos académicos establecidos para obtener el diploma o grado académico que me corresponde, de conformidad con el Reglamento General de Estudios de Posgrado, los Acuerdos del Consejo de Posgrado y las disposiciones del Instructivo de Operación del programa académico de posgrado en que he estado inscrito(a).

En apego al inciso d del Artículo 42, del Reglamento General para Estudios de Posgrado de la Universidad Pedagógica Nacional, que establece que la Coordinación de Posgrado —por acuerdo del Consejo de Posgrado— será competente para aplicar la sanción de baja definitiva en el caso de que el estudiante: "Presente como propios trabajos académicos que no son de su autoría entre ellos artículos, revistas, ensayos, libros, tesis profesionales o de grado, así como cualquier otro sin consentimiento expreso de su autor", suscribo esta declaración con la finalidad de manifestar a usted —y a quien corresponda— que he redactado mi documento de tesis o trabajo recepcional de manera original en todas y cada una de sus partes.

El documento en cuestión es un trabajo original, en español, no publicado ni presentado a esta ni a otra institución como tesis o trabajo recepcional previamente. Es producto original de mi autoría exclusiva y no contiene citas ni transcripciones ni ilustraciones diversas sacadas de cualquier tesis, obra, artículo, memoria, etcétera (en versión digital o impresa), sin haber mencionado en mi documento de forma clara y exacta su origen o autor, tanto en el cuerpo del texto, figuras, cuadros, tablas u otros que tengan derechos de autor. Asimismo, manifiesto que no he cedido los derechos patrimoniales ni he otorgado autorización a otra persona física o moral que se considere con derechos sobre el trabajo en cuestión.

En caso de existir alguna impugnación con el contenido o la autoría de mi trabajo recepcional o tesis, toda responsabilidad será exclusivamente mía. En este sentido, soy consciente de que el hecho de no respetar los derechos de autor y cometer plagio, son objeto de sanciones universitarias y legales de acuerdo con la normativa vigente.

Datos de identificación de quien suscribe y del documento en cuestión.

Título del trabajo recepcional o tesis:	Final project: Exploring, Interpreting and Writing Informative texts about recipes in 4th grade students of elementary school		
Tipo:	<input checked="" type="checkbox"/> Trabajo recepcional	<input type="checkbox"/> Tesis	
Presentado para obtener el grado de:	<input checked="" type="checkbox"/> Especialidad	<input type="checkbox"/> Maestría	<input type="checkbox"/> Doctorado
Programa de posgrado:	Especialización en Enseñanza	Tutor(a), Asesor(a) o Director(a):	Gernot Rudolf Botanowski
Nombre completo del(la) autor(a):	KAREN CECILIA CASTRUITA CARRANZA		
Matrícula:	200926030		
Domicilio:	GARCIA 107 FRACC. VICTORIA II 990554		
Teléfono:	4936880910		
Correo electrónico:	karen.castruitac@yahoo.com.mx		

Atentamente,
Ciudad de México a 13 de junio de 2021.

KAREN CECILIA CASTRUITA CARRANZA
Nombre completo y firma del(la) autor(a) de la tesis o trabajo recepcional

CCP Tutor(a), Director(a) o Asesor(a) de la tesis o trabajo recepcional: Gernot Rudolf Botanowski
Coordinación de Posgrado UPN
Ejecutante en el Programa Educativo.

UPN/Coordinación de Posgrado

Table of contents

INTRODUCTION	4
1. TEACHING PHILOSOPHY	6
1.01 TEACHING IDENTITY AND PHILOSOPHY	6
1.02 UNDERLYING TEACHING PHILOSOPHY	8
1.02.01 SOCIOLINGUISTICS AND THE PROJECT	9
1.02.02 COMMUNICATIVE APPROACH AND RELEVANT THEORIES	10
1.02.03 DISCUSSION	12
1.02.04 ICT TOOLS AND ASSESSMENT	13
2. METHODOLOGY AND PRACTICE	14
2.01 RATIONALE OF THE LESSON PLAN	16
2.01.01 LESSON PLAN PROCEDURES	19
2.02 DESIGN OF THE ASSESSMENT TOOLS	25
2.03 EVIDENCE	29
2.04 ASSESSMENT TOOLS	31
2.05 PERFORMING AND RECORDING OF THE ACTIVITIES	34
3. EXPERIENCE REPORT	35
4. CONCLUSIONS	39
5. APPENDIX AND REFERENCES	42
5.01 REFERENCES	43

INTRODUCTION

This document is presented with the intention to get the grade as a specialist in Teaching and Learning of English as second language. It is composed by five chapters as requested in the Specialty, which presents the knowledge acquired during the development of the three modules.

The objective of this final project was to set attitudes, beliefs, and practices to create the own teaching philosophy, which served as reference to design a lesson plan based on the theories seen during the Specialty. The lessons were focused on develop the four macro skills of the second language, additionally incorporating the intercultural approach in some activities. Assessment tools were designed to check the outcomes and finally, a critical analysis, linking the knowledge acquired during the Specialty and the results obtained.

It has to be mentioned that the goal of the assignments of the specialty is to research, reflect and put in practice the concepts, strategies and theories presented in a normal situation of teaching, with a group in a face-to-face class. Due the pandemic that affected the social interaction and consequently, the migration to a virtual educational system, the practices required had to be adopted to work with the students to the distance, struggling not only with the deficiencies on digital skills of the school community, also with the economical conditions and the emotional state of the families involved.

The first chapter relates how the teaching philosophy of the author was shaped and stablished, through the own experience as a learner and as an inexperienced teacher. The reflections are connected with the Attitudes theory mainly, because the first bachelor's degree of the author in Social Psychology. Also, the position about the use of ICT and the mandatory assessment process.

The second chapter describes the lesson plan carried out for this project, includes the context of the students, the format used, the activities with their rationale, the time for each activity, the evaluation of each task and the materials used. Additionally, some evidence of the procedures with the students as photos and screenshots of the webpages used during the sessions, as well as the reflections and evidence of the assessment tools employed to realize if the outcomes of the unit were achieved. Furthermore, a link with the video recording of the activities with its corresponding script.

The third chapter analyze the activities carried out for this project, how well they worked and which ones required modifications to the original lesson plan, and of course, which

activities did not work as expected, proposing some probable solutions to take into account in the future practice.

Almost at the end of the document, the chapter four presents the conclusions about what was done during the specialty, what are the reflections and teachings evoked with the practices requested, the importance of the knowing of the methodology as well as the prospection of start a major in English teaching.

Lastly, the chapter five includes all the references used to write this document, also two samples of the permission format provided to the parents to accept the participation of their children in this project, with the requirement to record the lessons and activities to be presented later to the tutor.

1. TEACHING PHILOSOPHY

The very first task requested during the Specialty was creating a teaching philosophy. It has been made clear that this is the opportunity to reflect about beliefs, feelings, perspectives, and actions that English as second language (ESL) teachers have underneath their practice. This chapter describes how the author experienced her first experiences with the teaching practice, the reflections about the factors that could affect the learning in her context, and which methods and theories in Second Language Acquisition (SLA) has re-built her teaching and learning dynamic.

1.01 TEACHING IDENTITY AND PHILOSOPHY

The English language has been around the life of the author referred since the beginning of her formal education. During the school years, English as second language was one of the most enjoyable and remarkable subjects. As the progress and understanding of the rules were improving, the most the curiosity about how to learn more and certainly, how to teach it and make it more understandable.

At the beginning of the university career, the chosen area was the Social Sciences, especially the Social Psychology, which it has been considered as a large transversal axis that walks through all the sciences related with the behavior. At the same time, the passion for the English language and its usefulness never stopped, so it was studied at the same time.

After getting the Bachelor's in Social Psychology, it was needed to start working. The first opportunities came as a teacher of English language, which were taken undoubtedly. The practice started in an elementary school in a poor neighborhood, without any experience about how to teach and how to follow a syllabus. The training at that time was deficient, and the outcomes were far to be reached. However, the enthusiasm and motivation to learn how to design and improve the classes was present during those two years.

Later, the choice to move to another school was presented and it was taken. The school is located in the downtown of the city, with a very different context, where the students are provided with many sources of input and live in better economic conditions. It was until here that the real training started. The TKT course was studied and achieved, the training was successfully provided with more context and updated resources, and the outcomes started to be slightly closer to the expected. Comparing this experience with the first one,

it was clear that the preparation, studying hard and the trial and error were key to accomplish the aims with the students and become a real teacher. On the other hand, at the same time, another school was assigned in a poor neighborhood, where the students face strong economic problems, live in broken or neglected families and have several behavior problems. All the techniques and resources that works in the downtown school are useless in this one. The planning must be different and, one more time, it is more than clear that the context affects the cognitive skills of the students and their motivation to learn, and teachers must adapt and being aware of these differences.

Another facts that affect the developing of the English learning in the region are the precarious working conditions, insufficient training and experience, low professional recognition, dropouts, lack of information about the program of English in basic education with the school officials, parents and students. (Ramirez-Romero) These factors have undermined the effectiveness of the program, consequently the communicative competences and the language proficiency are very poor in the basic education. This is mentioned because, as long as the politicians do not change the status of the English subject as mandatory in elementary school and it can be treated with the same seriousness as other subjects, the professional development is the factor that is under control of the teachers.

In addition to the social conditions that could affect the professional performance of teachers, it is inevitable linking the teaching practice with the social psychology, for the most part with the experiences that the students have with the learning of English, and of course, models their attitudes towards the learning of a foreign language. Following the work of Lozada and Obonaga (2015) , learning a foreign language is different to learn other subjects, because the language is part of the identity of the human being, and it implies a transformation. Also, these authors quote to Gardner, who affirms that the acquisition of languages is related with the acquisition of skills and behavior patterns belonging to other community. This author also emphasizes that there are three relevant attitudes that have been considered: 1) Attitudes towards the community and the people who speak L2; 2) Attitudes towards the learning of a determined language; 3) Attitudes towards the languages and the learning of languages in general. The attitudes are compounded by the cognitive, the affective and the behavioral component. When English teachers face a group of students, it has to be considered that the students have a set of believes related with the English-speaking countries (most of the time specially with the United States), also the possibility that these learners have experienced some instruction

in L2 and some have been successful and another ones could have been frustrating; and of course, these factors predetermine the actions that students will demonstrate during the teaching-learning process.

Having said this, changing attitudes is not an easy task. Most of the beliefs are strongly attached to the mindset of the school community and could be contrarians. On the one hand, there are positive beliefs related to the personal success, better training for the future or increase social status; on the other hand, there are negative beliefs and apathy towards the foreign because is bad, it is not needed or is unachievable. Related to the affective part, the experiences that the students could have with the English community and the learning of it vary, on one side some students (and teachers and parents) have been able to learn English with easiness, or could have visited the United States with a good experience and this part of the community presents more openness to the learning and curiosity to know the culture; on the contrary, those parents and children -teachers too- who have had complications (learning the language, living in the United States, even legal problems) are reluctant to learn and represents a challenge most of the times.

Nevertheless, there are several situations in which ESL teachers can not to interfere, it is considered as mandatory to proceed with learning experiences inside the classroom that could increase a positive vision of the English language, starting with being aware of these conditions in our groups, working every day to transform the actual perceptions and attitudes into allies for learning.

Considering the written above, the role of the English teacher in the society must change, and the only path to follow is demonstrating results and increasing the confidence in the practice and inside the classrooms. Upgrading techniques to make the learning effective is key to success. Additionally, it is mandatory to consider the Learner Centered approach during the teaching practice, in other words, the fact of mastery in approaches and methods must not be a reason to become arrogant, teachers must to transfer humility and leadership in our practices with the learners and taken into account their needs and particular contexts and experiences, making the acquisition of the language as an humanistic one. (Tudor, 1993).

1.02 UNDERLYING TEACHING PHILOSOPHY

One of the most influential documents that guides English curriculum around the world is the Common European Framework of Reference for Languages. This paper emphasizes

the importance to teach languages with a purpose oriented to action (Europe, Council of, 2001), it means, to design tasks in a set of circumstances with a specific environment, creating and motivating learners to use the language as a knowledge for their lives.

This master document has influenced several syllabuses of English as second language, included the basic education program in Mexico. The social practices proposed to carry on and the outcomes of each one is based on the descriptors that the CERF established.

During this Specialty, several theories were revised and how the developing of the field of Second Acquisition Language (Myles, 2016) has become in a solid one, with quite research and resources to reach outcomes of a true learning and acquisition. The first theories were based on the Structuralism (Forstall, 2019), which considers the form and structure of the language. Moving on in the time, Noam Chomsky made his contributions with the studies of lexical and grammar meaning (Cook, 1985). Also, the Behaviorism studies created in the field of SLA two popular methods as the Audiolingual (Larsen-Freeman & Anderson, 2011) and Direct method (Rodgers & Richards, 2014), which apparently are out of the current trends in the teaching practice; however, it has influenced activities that are still used at the classroom, like the drills.

1.02.01 SOCIOLINGUISTICS AND THE PROJECT

It is considered in this document that a real revolution started with the work of M.A.K. Halliday, Dell Hymes, John Austin and Roman Jakobson in Sociolinguistics (Howatt & Widdowson, 2004), when they established the importance of the context and the functions of the language. This is highlighted because it gives the starting point to the new approaches in the SLA that are used currently. The language is connected always with the situation in which the speaker is using it, and it must be relevant for the individual. This consideration allowed to specialize even more the teaching according with the age, the experiences that the learners could have, the significance in their lives to match the new words and functions with their real lives. These characteristics are presented in the curriculum of the Programa Nacional de Inglés and the Aprendizajes clave book (Secretaría de Educación Pública, 2017), because it is gradually increasing the difficulty in each function according with the level and age of the students. For example, in the Cycle I, one of the expected outcomes is to explore simple instructions, in the Cycle II, the objective is to write information about indications of sequences, while in the Cycle III, the aim is to write and illustrated guide to solve a problem. The function of the language is the same: give information with graphic support, but the level is different, and if this is well

planned, works magnificently in the classroom. This is the function that was worked during the lessons presented in this document. The context that enriched the language functions was the recipes of Mexican food, which have sequences and use the present simple to give the indications about what to do to prepare the meal, this is common in the reality of the students at age of 8-9 years old in their family environment.

1.02.02 COMMUNICATIVE APPROACH AND RELEVANT THEORIES

Consequently, a whole approach was developed, the Communicative language teaching (Larsen-Freeman & Anderson, 2011) that is composed by the theories of Input (Krashen, 2009), Output (Donesch-Jezo, 2011), Interlanguage (Moya, & Jimenez, 2004) and the Interaction (Hoang-Thu, 2009).

The first one mentioned above, the Input theory, which has its foundations in the work of Stephen Krashen, is considered in this paper as one of the most influential and remarkable theories proposed nowadays. The Acquisition hypothesis remarks that the listening is the first and more natural way to acquire language (Patrick, n.d.), and surrounding by situations similar to the real interactions, the assimilation of the language occurs. In face-to-face classes it is essential to provide the new vocabulary, structures, and functions of the language, using realia, mimics, role plays and videos. During this pandemic situation, the distance classes in an asynchronous way reduced the options to provide a successful context to build these concepts in the mind of the students; even using videos and images, the translation had to be the support to present the language. Linked to this, the Comprehensible input hypothesis states that the learner improve their knowledge when receive understandable messages in the target language, which was also worked during the lessons of this project. Once they have recognized the structure of a recipe, they could infer meaning in other recipes related with the procedures of ingredients. Lastly at this point, the Affective filter theory declares that the motivation, the self-confidence and the anxiety affects the performance and acquisition of the second language, taking this into consideration, during the work with this group some small errors were not corrected, just when the meaning was totally compromised, but in general there was support and quite guidance among students to encourage them to write themselves and speak aloud in front of the class. This was possible undoubtedly because the participation was voluntary, and the group was reduced. In a face-to-face class this is more difficult to achieve, with larger groups and listless students.

Regarding to the Output hypothesis, Swain proposes that only during the production of the second language (orally or written) is when the learners can notice what they do not know to say what they want (Donesch-Jezo, 2011). Production stimulates the processing comprehension. Following the curriculum and the own beliefs, it is indispensable to request a final product of language, even during the classes, students have to reformulate and solve tasks to convey meaning. This was worked in the lesson asking for an infographic about a recipe, with their own information researched.

The Interlanguage concept states that the learner builds a dynamic grammar in their mind according with their progress in the second language acquisition (Moya, & Jimenez, 2004), maintaining some structures of their first language showing errors related in the production. This has to be considered as a natural stage of the process. An example of this is how the students found very difficult to understand the use of “do” as an auxiliary because there is not an equivalent in Spanish. The students in this project could not formulate negative statements with this auxiliary, just added the “no” word.

The Interaction hypothesis proposed by Michael Long (Hoang-Thu, 2009) says that the real acquisition occurs when the learner interact with a native speaker, or with a more competent speaker. In this case, the learner selects their attention in the input received and how to produce language, using modifications, confirmations, and recasts to convey meaning. In this lesson, the interaction was poor among learners because the virtual environment, but a value resource was the graphics to support meaning, and that was designed by the students, the recast was provided mainly by the teacher.

Last but not least, the Intercultural approach (Deardoff, 2009) has to be considered along the theories as a transversal axis, as a common framework underlying all the activities designed. In the Second Language Acquisition field, the roles of the prejudices and stereotypes have an influence directly on the students (even in the teacher), consequently teachers must reflect in their own biases and teach students to become aware of those. In this project, the Intercultural approach was worked briefly because the time and the age of the students, it was not the main objective to develop. The authentic material used presented some diversity in the case of how to use the salt in three different countries, and how the Mexican cuisine is still represented in the United States. Additionally, students must research about the origins of their favorite meals, noticing their presence in their daily life.

1.02.03 DISCUSSION

The fundamentals of Second Acquisition Learning presented above has provided valuable tools to design activities as well as how to manage the input and productions in the classroom. As I said before, these theories affirm that the acquisition has to be developed the more natural possible, with an asserted guidance of the teacher. The most of them has worked partially. It occurred mainly for the lack of training and experience of the teacher, however some of the theories could have some weaknesses. Concerning to the Acquisition and Input hypotheses, it is true that a learner has to be immersed in the environment and context to provide significance to the language, but it is real that the students in a public school spend just a few hours per week studying English -even just 1 hour per week- and in most of the cases, they just listen to English there. Managing the time is another issue for importance during each lesson, it is difficult to stablish appropriately the context while collecting homework or settle the arrangement of the classroom. Sometimes it is required to resort to the translation or a drill, a cloze writing activity or fill in the blanks to just check structures, because the Input provided was not enough to the most insecure students, of with a low level of motivation. It is not functional just have 3 or 5 students making progresses because they are skilled in critical thinking or are just motivated and liked English, and the rest of the group just catching a few words.

Also, this affects the ideal of the Output hypothesis, the students with deficiencies in vocabulary and structures could find very difficult to produce language by themselves, even if is just some words. The awareness in their abilities could be counterproductive and make them feel insecure, taking into account of course the attitude that the students could have (discussed in the beginning of the chapter).

The Interlanguage is useful in the teaching practice because it helps to understand the stages that the students could have during the learning of language. If they mix Spanish with English structures to convey meaning is not a mistake, is a progress. This help them to be more secure about what they are saying or writing and with the scaffolding (Eun, 2018) of the students and the teacher, learners could reduce gradually the use of L1 to communicate. And regarding to this process, the Interaction hypothesis remarks that the interaction truly creates the communicative competence; however, the students with low self-security and lack of resources always going to resort to L1 to complete task, breaking down the communicative process in L2 searched.

In the case of the Intercultural approach, it is difficult to implemented in young learners through a direct way, because the age it is possible that they do not have any prejudices yet, so that is a sensible topic and the teaching practice do not cause the contrary effect in the perception of a foreign culture.

1.02.04 ICT TOOLS AND ASSESSMENT

On another point, the Specialty always requested the use of Information and Communication Technology (ICT) during the assignments. This aspect is relevant in the teaching practice because the use of the computer, apps or a digital board provides to the students and teachers a wide range of resources and materials: videos with subtitles instead of audios in a speaker (which provides more context through the images), interactive games to reinforce grammar, vocabulary, reading comprehension, creative ways to present a product, assessment tools to provide instant feedback, and so on. In the case and context provided at the beginning of the document, the conditions in the schools are not the ideal to use these resources. There is not internet or is deficient in the schools, there is not computers or the totally of the students do not have the same gadgets to let these kinds of activities as homework.

Even though the ICT tools could have been used in the past in normal conditions, now the pandemic has revealed that the ICT tools provide a totally different way to arrange activities and provide knowledge and instructions, they have been fundamental to continue with the education around the globe for near to fourteen months. Yet, it has been also evident that the technology is neither the solution nor the most effective way to produce knowledge. If the social interaction does not occur frequently and meaningfully, the outcomes of learning are just not achieved, and the assessment is insufficient.

Concerning to the assessment, it is commonly the hardest part that must be carried on during the teaching practice and at the end of a period. Even more difficult could be when teachers evaluate in each session during the process of reaching the aim of a plan. These experiences have presented because it is not usual to assess objectively, the administration used to request for finals grades as 8's and 9's, but not less. It creates unreal expectations about the performance of the students and the teacher, and the evaluation process was just a simulation in the end.

Now with all the pedagogical background worked during this specialty, it is clearer that the evaluation process go hand in hand with the planning itself. When the lesson is planned, it is important to focus on the goal and how to reach it, and in every task and in every

lesson, students advance step by step, closer to the aim. To achieve it, teachers must be sure that every content is successfully learned and internalized by the students. This sounds overly optimistic, and some errors are expected, but having in mind this ideal will guide the teachers better through the sequence that want to work. These are the benefits for the teacher, be sure that all the content carefully delineated maintain a flow of progress and development.

On the other hand, assessment has benefits for the students too. The words “evaluation” or “test” are frequently feared because could be a synonym of “anxiety” and “failure”. However, if teachers create a culture of positive feedback instead of punitive evaluation, the assessment could be perceived as a tool for enhance. This just could be done building an environment of confidence between the students and the teachers and students among themselves. If teachers treat the assessment as a rutinary and a constructive process, the motivation raises, and the experience of learning become more meaningful and enjoyable.

Above all, the professionalization of the teachers is one of the most significant conditions to create a new vision of the teacher in the society, well prepared, with an open mindset to work under the guidance of the Intercultural view to design lessons, with strong foundations about what to work and how to make it work. However, is relevant to the teaching practice the conditions regarding to the resources available to achieve it, both materials and political. To sum up, this Specialty has changed the vision about how to teach, becoming more aware about the needs and the different stages that the learning process need to be successful, and how to pace the lesson with patience and fundamental theories.

2. METHODOLOGY AND PRACTICE

This project relates the sequence of the lesson worked with 4th grade students of a public elementary school in Fresnillo, Zacatecas, which is inside the expected outcomes framed in the Aprendizajes clave syllabus designed for the basic education in México. The students had mixed levels, pre-A1 and A1. The lesson was worked through three videoconferences and four asynchronous activities, using mainly the textbook and some interactive webpages.

The students are on average 9 years old, four of them have several difficulties to identify the structure of the language, their knowledge consisted in insolated words. Another six

students can make phrases and read sentences. The main source of communication were their parents who received instructions in Spanish to establish the working guideline. The whole group cannot participate because they were not allowed to be recorded.

The project was designed to develop in the students the writing skill mainly, using an intercultural approach as it was suggested. The topic was Mexican food, as the syllabus and the textbook contemplate. Additionally, through the Listening activity, some information about other countries like Japan and Peru were provided, and an example of Mexican cuisine in Los Angeles, CA. Moreover, with the research they did for their final product, they could talk about the different origins of their favorite meals. This topic was chosen because it was the corresponding lesson to the syllabus, and it was considered that through the food the students can develop an intercultural awareness as Byram (Deardoff, 2009) suggests in his model, through the curiosity and openness to learn from others.

The Communicative approach was taken as a basis of this lesson plan because the syllabus proposed by the Secretaria de Educación could be considered as an analytic one. This means that the contents are organized in purposes and proposed language performances required to achieve those purposes. (Larsen-Freeman & Anderson, 2011) The language structures are not learned isolated, but students induce linguistic information from language samples. A real collaborative task-work was very difficult to implement due the online conditions, where it is supposed the students could create and convey meanings recasting and reformulating each other, however, the aims of the lesson were centered in purposes of real communication in a familiar context to the students, and also the Input flooding was implemented in the Reading-writing activities, which means that during the presentation of the texts and samples the same structures are presented with frequency, and it does not left aside the fact that sometimes in specific moments of the lesson teachers could use traditional direct explanations in some points of grammar, when after exploring and recognizing the purposes of the expressions, students have to become aware of what they have to write/say in order to convey an accurate message. Of course, the elaboration of the final product requires drafting and recasting expressions, and this was worked along the lesson, with guidance principally of the teacher and sometimes with the collaboration of the whole group in some chances to participate collaboratively.

2.01 RATIONALE OF THE LESSON PLAN

The first two activities were asynchronous, one worked as a warm-up where students had to explore two infographics and recognize their elements in common. This is based on the comprehensible Input hypothesis and the Activating schemata proposal. As it was mentioned in the first chapter, the comprehensible input affirms that the message must be delivered in a way that the learner could understand and make hypothesis about the content. While the students were reviewing the infographic, they were recognizing known elements that had seen before, as a manual or a recipe, even the infographics about how to wash hands spread around the city and media due the pandemic. The schema theory mentions that understanding a text is an interactive process between the text and the reader, where the text has information that combines with the background knowledge of the reader. (Barrios Espinosa, n.d.).

The Reading also was planned to be worked in an asynchronous way, providing the Reader book and giving instructions to read it through the bottom-up approach and creating a list. The basis to plan this activity were the Bottom-up approach (Gamboa Gonzalez, 2017) and the three stages of reading proposed by Carlos Sánchez Lozano (2014). The bottom up-approach refers that the reader decodes by letters and then increases the level. Also, the stages proposed by Sánchez establish that the first process that occurs in front of a text is the decoding and then make guesses. Brown (2004) states in their work related to assessment that there is not possible that learners with limited language in L2 could make inferences of a text using the Top-down approach, this is the reason why the task requested was focus on some key words.

The second lesson, that would be the first one in a synchronous way was planned to start exploring their previous knowledge about food and vocabulary, using again the Schema theory to review the actual state of the knowing of food vocabulary. Then, they would have to predict the topic using key words to find a title for recipe. Additionally, some new vocabulary would be provided through a Kahoot! activity using images to match the words and sentences. Then the students would select the names of the ingredients to review the food vocabulary, Students also would read a description about preferences of a meal and would locate affirmative and negative sentences, reviewing the present tense and the verbs related. In this part, the guided reading would be worked giving clues about how to recognize positive and negative statements, focusing on grammar and then asking for write similar sentences following the examples, as Chamot & O'Malley proposed in the

reading strategies, which state that reading and writing together is better than take a single skill isolated. (Chamot & O'Malley, 1994)

At the end of that lesson, the activities planned were to work on the subject and predicate of sentences and some Wh-questions. This would be worked through an another Kahoot! game and exploring some activities of reading comprehension in the textbook.

The third lesson was planned to focus on Listening. Following the strategies proposed by Fang (2008) the first step would be to recall the last session about meals and asking for their preferences and some ingredients. Then the students would listen an audio with information about the procedure of a meal and they would have to order the sentences with information, using the strategies proposed by Richards (2008) regarding to the pre-listening, while-listening and post-listening activities. Later, another Listening activity was planned, this time to present some intercultural framework as it was requested. According with the intercultural model of Byram (Deardoff, 2009), the dimension pretended to be worked was related with the Attitudes, to create curiosity and openness towards the other.

To activate prior knowledge, in L1 students would say meals they know from other countries and the uses of salt in the preparation of meals. The listening material was a video which presented different uses of salt in Peru, Japan and Mexico cuisine abroad.

Identification cell.	
Author	Karen Cecilia Castruita Carranza
Educational stage	4th Grade students of Elementary school. Level preA1
Title of your Lesson plan	Let's create an information chart
Learning Objective of the plan/Competency	<p>Language purpose</p> <ul style="list-style-type: none"> o Explore, analyze and write illustrated texts, identifying the topic, the textual components, later the organization of the information and write statements using present simple. <p>Social practice of the language</p> <ul style="list-style-type: none"> o To interpret and compare given information in an image. <p>Intercultural purpose</p> <ul style="list-style-type: none"> o Explore some of the origins of ingredients and meals typically from Mexico and how an ingredient could be used differently according to the country.
Communicative skill considered	Writing mainly, Speaking secondly.
Hours of the plan implementation	4-6 hours
Number of sessions	4 synchronous sessions and 2 Sessions asynchronous.
Contents required for the lesson	Side by side 4, readers and activity book (Galera & Dosal, 2019),, Netflix series "Waffles and mochi"

Link of the content	https://drive.google.com/drive/folders/1iujRECQWCFXBHExCqtIRJKMQUH2ZV-wB?usp=sharing https://drive.google.com/drive/folders/10vIKEJEp53AAFp8th0wZWMo_B5_dNMgD?usp=sharing https://drive.google.com/file/d/1TfnGgEMnCUNvooAqrwdRNGoJE_oDEs-f/view?usp=sharing
EEAILE tutor online	Gernot Rudolf Potengowski

Later, as a post-listening activity, students would answer a true/false comprehension statements using the interactive webpage Mentimeter. Later, as a discussion, students would comment about the video and the similarities seen with the way their families prepare meals. To close the session, teacher would provide models of sentences related with the information of the video, requesting to write three sentences using the correct tense and saying them aloud to the class.

The fourth lesson was planned to focus on writing. After checking a text inside the activity book with the words of sequence as after, first, later, then, the students would create sentences about the procedures seen in the last session in the video, using a fill-in-the-blank activity; later students would start with the first draft of their paragraph to describe their favorite meal and its preparation, getting ready for the final product of language.

During these writing activities it was taken into account the proposal of Hyland (2003) and his six approaches to teach writing, using the guided writing, where the learners imitate models of text and focusing in the language structures.

The last synchronous session was planned to write the final version of the product of language and present it to the learners aloud. Students would check information cards in the textbook to compare them with their own information, then they would review their paragraphs and structures, to finally present their infographics, reading aloud in front of the group. Reading aloud is a controlled technique for speaking according with Brown (2007).

As a summary and assessment, a final asynchronous session was planned to complete rubrics and make a formal test, with activities quite similar to the activities developed during the sessions. These would be controlled by a WhatsApp groups and google forms.

2.01.01 LESSON PLAN PROCEDURES

Step of the lesson	Teacher activities	Students activities	Session number
Warm up-Opener activity	Teacher presents some infographics about the correct handwashing and another one with food information. Ask for analyze them. They will be delivered through Whatsapp. Write in L1 and L2 the questions: What can you tell from this image? Can you recognize the elements? Have you seen it before? Which elements are presented in both images? What information could you interpret from both pictures?	Students review the images delivered and use voice notes to answer the questions.	0
Requesting and information about the final product and the objective of the lesson.	Explain briefly that students will create an infographic with information about food and gastronomy.	Students express their doubts and concerning.	

READING					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Introduc-tion about the structures of the text. Predicting topic.	Send through whatsapp the Reading: <i>"Infographics: a powerful visual tool"</i> . Ask to focus on the title and answer the following: -What is the text about?	Ask the question about the first text. In the Google form, they will choose a title for each recipe.	Side by side 4 Readers book Side by Side activity book Google forms tool	01 (asyn-chronous)	Correct guessing of the titles.
Find key vocabula-	Also, through a	With the list done, choose			

ry	Google form, present some images with recipes and a missing title. Make a list about 5 dishes they known and choose their favorite one	their favorite and gather information about the origins of that dish.			
Step for the final product					
WRITING					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Reviewing vocabulary. (20')	Present on the shared screen a text without title and ingredients without name.	Students choose the appropriate title and match the images with their names.	Side by side activity book Zoom meetings digital board	01 (synchronous)	Completion of the exercises
Analyze tenses of the text. (40')	Teacher present some verbs related with the following text. Ask for looking at them inside the text.	Locate the verbs and express another example.	Notebook & pencil		Participation with examples
Focus on grammar (20')	Write some positive and affirmative sentences using the vocabulary reviewed as "I like guacamole, I don't like guacamole." Present the different forms in which a sentence could be built changing the subject of place.	Notice the differences to make positive or negative, they write some sentences on the activity book page 88. Complete the sentences in page 89.			Writing of the sentences Solve exercises in the book
Questions to request information (20')	Present the uses of Wh- question as What, Where and When using the example of the recipe in the book.	Answer the questions and ask for doubts	Kahoot! To practice questions		Solve exercises in page 89

LISTENING					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Listen to key information and order it. (20')	Present an audio who presents a procedure of a meal.	Order correctly the sentences according to the audio	Track 16 CD	02 (synchronous)	Correct order of sentences in exercise page 92
Intercultural awareness (10')	Discuss briefly about the meals they know from another countries.	Mentions what they know about another meals, using expression "Like/don't like", "I know.."	Side by Side 4 activity book		
Listening (30')	Present a part of a chapter " The salt " of " <i>Waffles and Mochi</i> " series, where the characters go over some regions to learn about how to use salt.	Students pay attention to the video and listen carefully to the vocabulary and procedures.	Video of the series		
Use of language (25')	Ask for the countries and meals mentioned.	Through True/False questions, students review the information given in the video.	Google slides	03 (synchronous)	Comprehension of the information
	Model some sentences about the information provided in the video.	Write three sentences using the correct tense and structure, then they say one aloud to the class.	Mentimeter webpage		
			Notebook & pencil		Correct writing and spelling, correct intonation.

WRITING					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Words to give sequence (40')	Request for focus on words in bold " after, and, first, later, then ", ask what	Create sentences about a procedure seen in the video	Zoom meetings-Digital board	03 (synchronous)	Correct structure of the sentences

<p>Paragraphs structure (20')</p> <p>1st draft of their final product (20')</p>	<p>their meanings are. Provide support to construct sentences to report information.</p> <p>Taking some examples of the students, arrange a paragraph explaining sequence.</p> <p>Ask for pay attention to the information gathered of their favorite meal at the beginning of the lesson. Check the texts individually and provide feedback</p>	<p>provided last session using the words of sequence.</p> <p>Students take notes of the structure and arrange their sentences.</p> <p>Students choose key information and write 3 sentences about it.</p>	<p>Notebook and pencil</p> <p>Research</p>		<p>Participation on the writing of the text</p>
--	--	---	--	--	---

WRITING & SPEAKING					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Write a paragraph (20')	Check the information cards in page 93	In pairs, create a paragraph of each card.	Side by side activity book	04 (synchronous)	Structure of the paragraph Presentation, attitudes, structure, intonation with a rubric.
2 nd draft of the final product (30')	Ask for the drafts of their infographics and give a last check	Present their paragraphs and attend the corrections	Cardboard, markers, illustrations, colored pencils.		
Presentation of their infographic (20')	Give sometime to prepare their infographic in a cardboard	Create the infographic, present it to the group reading aloud the information			
Summary (10')	Elicit the most important skills worked during the lessons and the objectives.	Mention their favorite parts and what they found most difficult			
ASSESSMENT					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Closure, formal assessment and self assessment	Send the self-assessment rubric and a test. Later provide feedback of the results	Answer the rubric and the test	Google forms, Whatsapp	05 (asynchronous)	Feedback of the rubrics and test.

As a matter of fact, the lesson proposed in the first assignment to deliver had to be modified at the time that was applied in some procedures. The warm-up activities worked well, and the purpose was achieved, even some students could answer in full English through an audio. Later, talking about the Reading skill, it was planned to be worked with time at home, but it was a mistake to set this activity as asynchronous, the strongest reason was that students and parents felt overwhelmed with such a text with that length, even when it was explained how to address it. The original idea was to save online time to focus on analysis and explanations and students came with some vocabulary detected, but the reality was that any student could understand the text. Because of this, the

Reading activity was taken in the first synchronous session but just to clarify some points and explain the purpose, it was quite long for the level of the students, even the more advanced.

On the other hand, the rest of the readings worked during the lesson, which were more predictable, with more similar words to Spanish and shorter than the first one, were received with enthusiasm because students could read them. Almost all had the similar structure: explain a procedure of giving information about a meal and their origins and celebrations to prepare them. The Input flooding worked well and almost all the students supposed some structures of the present simple tense to use it later in more texts.

The games played using webpages and codes worked generally well in the students. They were highly motivating and relaxing, the disadvantage was that it took time to teach them how to use it, how to enter, typing the code, send the answer. Present a previous game without value or points for the specific class could work nicely in order to practice how to use those tools, and later, with full understanding of the procedures to solve the quizzes, students could have felt with more security to answer, and they would have been concentrated only in the answer. Despite the fact the time consumed, students enjoyed that games and, in the activities later, they demonstrated their understanding.

Related to the Writing activities, students felt comfortable with the activities proposed in the textbook, which were “fill-in-the-blanks” exercises, because they could focus their attention on the word missing to give sense to the sentence. At the end of the second session, in the post-listening activities, it was proposed to create sentences starting with the information provided in the video watched, however only three students were able to construct sentences freely, just with some vocabulary displayed on the digital whiteboard.

Following the motivation and affective filter theories, to those students who could not build a sentence by their own, it was provided models and gap-fills to make them participate and propose their ideas, encourage them to use the vocabulary learned and let them notice the structure of a simple sentence such as “Sushi is from Japan”.

With that example and some drafts and models inside the textbook of some paragraphs, students could structure the main ideas for their final products, however all students needed checking their sentences and make them more accurate with the guide of the teacher.

The listening activities were different in performance. The first one, the audio with the procedure to prepare a meal, was quite difficult to understand for the students. Even they were short phrases spoken by a boy, students just could recognize the intentions and the interlocutor (a mother), but the words were lost. The authentic material video was easy and enjoyable for them instead. The characters, puppets and the scenery gave them clues to understand what they were talking about. Use this kind of material provides nice experiences for children, even they take more time to prepare and select the appropriate level for the group.

Lastly, the speaking activities were carried out during all the sessions, with a piece of writings and readings, participating mainly giving answers to the questions of the teacher or the correct words in the exercises provided. The final presentation of their infographic was the evidence of their progress not only in the pronunciation, recognition of some vowels or the patterns of rhythm in a sentence, but the fact that students could speak aloud in front of their classmates (and parents) to present their work. The main objective in this activity was not precisely the accuracy or the phonetics, it was also to give students the sense of achievement, needed to keep a pleasant experience of learning English as second language. The author considers that this sense of success was achieved because the final comments of the students in the last session, their body language and gestures of satisfaction. To improve these final presentations, a essay of the pronunciation would have planned and a real progress in Speaking would have achieved.

2.02 DESIGN OF THE ASSESSMENT TOOLS

The ideas to create the assessment tools in this project were based on the characteristic of Formative assessment, which according with the OCDE is defined as the following:

“The principles of formative assessment may be applied at the school and policy levels, to identify areas for improvement and to promote effective and constructive cultures of evaluation throughout education systems. More consistent use of formative assessment throughout education systems may help stakeholders address the very barriers to its wider practice in classrooms”. (OCDE, 2008).

This is promoted by the suggestions on the planning in the Aprendizajes clave document that guide the standards and expecting outcomes in the English as second language curriculum in Mexico. To create the product of language is necessary a series of stages to build the final product in every unit. (Secretaria de Educación Pública, 2017) Most of the language units and collocations could be seen along the scholar year but with different

focus in each unit, thus this makes the acquisition process as a cycle. The final products could vary in each group according to the level of proficiency reached, and there is not a unique and standardized way to create those products. The creation of each one sets the starting point to the next lesson giving us truly information about how to proceed in the next unit.

Additionally, it is necessary to take into consideration the notions of Informal and Formal Assessment. Brown (2004) declares that the informal assessment is diverse, since comments and responses about the tasks or giving a number or sing in a hand in. The formal assessment on the other hand are procedures planned systematically with exercises to measure periodically the achievement of the students. Also, Brown adds that all kinds of informal assessment are formative, and the focus must be in the ongoing development of the learner's language. It means, to develop the competencies and not just to assign a number.

Following with the assessment methods used and agreed, it has to be mentioned the Performance assessment proposed by O'Malley and Valdez Pierce (Valdez Pierce & O'Malley, 1992). They state that this is a type of alternative assessment where the student demonstrates specific skills and competencies in relation to a continuum of agreed upon standards of proficiency, also reflect the performance in an instructional task.

Having said this, the sequence of the formative assessment is the following:

In the first session, that was asynchronous, it was used the considerations provided by Brown (2004) to design the task as a top-down activity or bottom-up. In this case, bottom-up was used in a reading of some texts because they have low level of knowledge in grammar or vocabulary, so they had to focus on known words, images, subtitles, arranges to give an answer.

Considering the level of the students and the digital resources available, a multiple-choice test was used to read comprehension of a text. Kuhlman (2016) states that this kind of assessment must be carefully planned, and teachers have to be sure that students know how to solve it. Of course, the multiple-choice activity is focused on language recognition, not production. It came perfectly to start with a brief recognition of data and affirmative statements and then they could recall information through the questions in the second session.

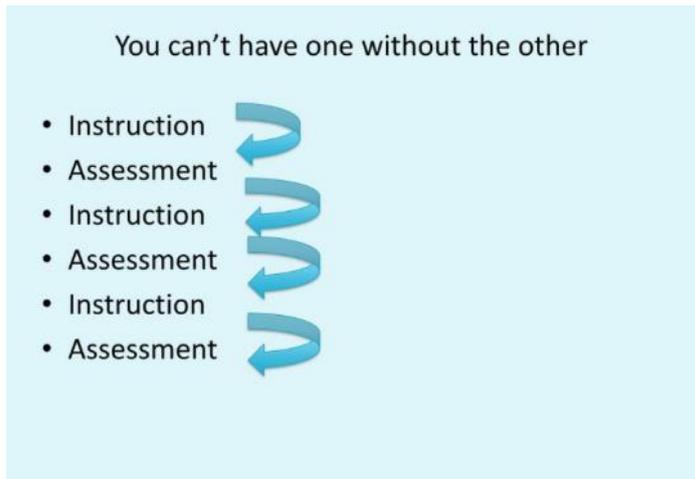
Later, in the session 2 a traditional true/false statement was used to check comprehension as Madsen (1983) proposes and recall the most important information. After that, it was considered the first proposal of the Performance Based assessment by O'Malley and Valdez Pierce; in that session, after a Listening activity and answering as competition the true/false assessment, students had to elaborate some sentences as a constructed response. A model of a sentence was provided that mentioned a fact in the listening, then when it was requested to the students about another data, they must construct a sentence to give an answer.

Additionally, concerning to the quadrants of collecting information proposed by Kuhlman (2016), all the evidence and drafts that the students were doing during the classes were collected using the quadrant of "Classroom measures". Also, an oral presentation of their products was requested, and this could be considered in the observation of product quadrant.

A short rubric was designed with criteria about how well they develop their presentation and how comprehensible it was. To assess the awareness of learning acquired, it was used a rubric with criterions designed to measure the achievement according with the aims of the unit. The rubric was taken from the Teacher's guide of the Side by Side 4 book. (Galera & Dosal, 2019)

Finally, taking into account the administration duties teachers have with the school authorities, it is settled now that is important to accustom the students to the standardized kind of tests, because nowadays are usual during the whole student's life. It is not common the current practice for the reasons exposed in the first chapter. This summative assessment allows "looking back and taking stock of how well that student has accomplished objectives" (Brown, Language Assessment. Principles and Classroom practices, 2004). It was used a short vocabulary task, some true/false statements and a reading comprehension activity through completing a chart with the information provided.

In this part it will be mentioned the different tasks requested in each part of the lesson plan. As Kuhlman affirms:



Picture 1.Extract of Kuhlman slides

Instruction	Assessment	Digital tool
Reading comprehension	Making of a list	Whatsapp messages
Predicting topic	Choosing a title of some recipes through multiple-choice activity.	Kahoot!
Finding key vocabulary.	Selecting the name of some food illustrations.	Kahoot!
Affirmative and negative sentences	Locate in a text these types of sentences.	Digital textbook Digital board in Zoom
Focus on grammar	Fill in the blanks	Digital textbook Digital board in Zoom
Wh-questions	Multiple-choice activity	Kahoot!
Listening for a Gist	True/False statement	Mentimeter
Use of language	Constructed response/Modeling	Digital board in Zoom
Words of sequence	Ordering sentences	Digital textbook Digital board in Zoom
Verbs and nouns	Team work-Reading comprehension: Bottom-up approach	Zoom small groups tool
Writing	Process and product (draft)	Whatsapp messages
Writing	Process and product . Final version. Personal guidance.	Digital board in zoom
Speaking	Rubric	Zoom
Aims of the lesson	Self-assessment rubric	Whatsapp messages
Vocabulary and reading comprehension	Summative assessment-Test	Google forms

2.03 EVIDENCE



2 the eggplants
 2 Visual article Demograph
 3 a picture
 me gusta mas a complex. Alegando

Today is Friday, May 7th 2021
 What is the name of the dish? pizza
 Where is it from? Italia
 What are the main ingredients? pepperoni, mozzarella, cheese
 When do you usually eat it? Saturday
 My favorite dish is (pizza)
 It is a typical dish from (Italia)
 The most popular ingredients are (pepperoni, mozzarella, cheese)
 I always eat on (Saturday)
 I like it because (it's taste)

Today is Friday, May 7th 2021

What = ¿Que?	Where = ¿Dónde?	When = ¿Cuándo?
1. What is a Mexican dish?	1. What is a Mexican dish?	1. What is a Mexican dish?
2. How spicy is salsa?	2. How spicy is salsa?	2. How spicy is salsa?
3. It is traditionally from which place?	3. It is traditionally from which place?	3. It is traditionally from which place?
4. You can eat it with what?	4. You can eat it with what?	4. You can eat it with what?

Pozole is a traditional dish from Jalisco
 A traditional dish from Jalisco is pozole

What = ¿Que?
 Where = ¿Dónde?
 When = ¿Cuándo?

1) very low/high/short/tall old
 2) they / you / until / until to / until / until / have
 3) from / where / at / in / of / of
 Where is it from?
 4) them / and / with / before
 I prepare them with meat

Chocolate Chip Cookies

Start your morning with a warm batch of delicious chocolate chip cookies. Chocolate chip cookies are the ultimate breakfast snack. They provide a boost of energy, keep you warm, and give you a chance to become an adult and eat something you love!

Well, not really. But they're delicious! That's the only reason you need to make them in the morning.

Ingredients:

- Butter - 100g
- Flour - 200g
- Brown sugar - 100g
- Baking soda - 10g
- White sugar - 80g
- Cocoa powder - 20g
- Egg - 100g
- Vanilla essence - 1 tsp
- Chocolate chips - 100g
- Vanilla - 200g
- Pinch of salt

Instructions:

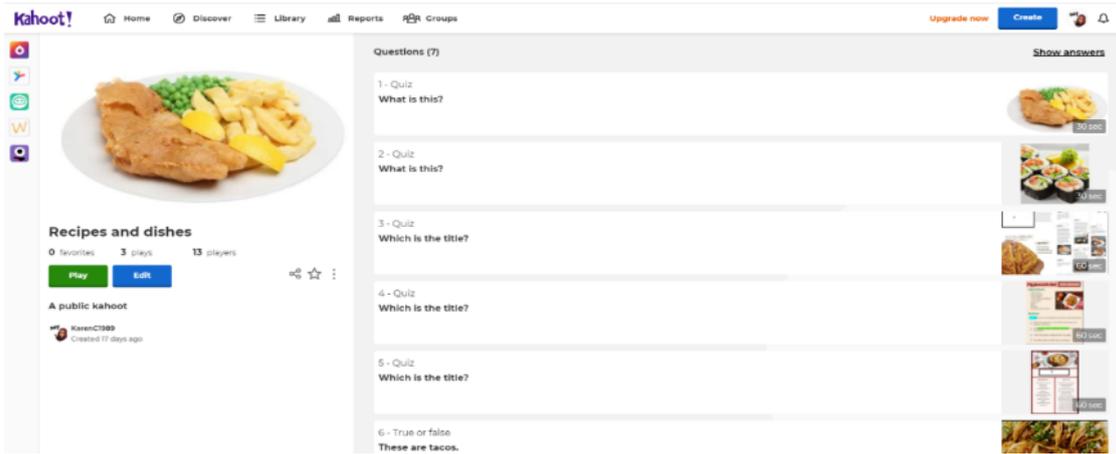
- Step 1:** Preheat oven to 175°C
- Step 2:** Mix all the ingredients together, add salt and vanilla.
- Step 3:** Drop cookie dough in evenly spaced rows onto a cookie pan.

on Cambodia...
 Tipon de...
 1) the eggplants
 2) flowchart
 3) timeline
 4) compare and contrast
 5) visual article
 6) demographics
 Me gusta mas a timeline

11/May/2021
 Today is Tuesday, May 11th, 2021

- 1 The miso is a dish from Japan
- 2 The colodonta is traditional from Mexico
- 3 The salt mountain is from Peru
- 4 Chocolate is from Mexico

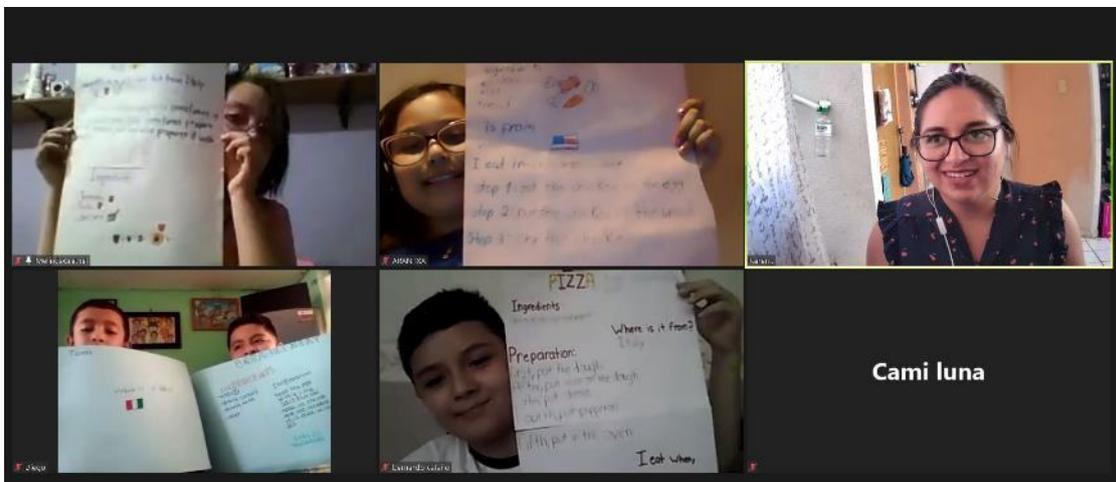
Picture 2. Infographics provided and evidence of the students.



Picture 3. Select the name of illustrations.



Picture 4. Listening comprehension with Mentimeter



Picture 5. Presentation of their final products of language

2.04 ASSESSMENT TOOLS

Objectives	Yes	Sometimes	No
Can you explore illustrated texts about ingredients of Mexican cuisine?			
Can you interpret information written in illustrated texts?			
Can you write statements that describe information for infographics?			

Objectives	Yes	Sometimes	No
Can you explore illustrated texts about ingredients of Mexican cuisine?			
Can you interpret information written in illustrated texts?			
Can you write statements that describe information for infographics?			

Picture 6. Self-assessment rubric

Speaking rubric			
Name: <u>Alejandro</u>			
Criterion	Well performed (2 points)	Poorly performed (1 point)	No performed (0 points)
Using of graphics	2		
Sequence of the text	2		
Spelling	2		
Pace of the speaking		1	
Pronunciation		1	

Speaking rubric			
Name: <u>Grethel</u>			
Criterion	Well performed (2 points)	Poorly performed (1 point)	No performed (0 points)
Using of graphics		1	
Sequence of the text	2		
Spelling	2		
Pace of the speaking		1	
Pronunciation	2		

Picture 7. Speaking rubric examples.

Link for the final formal assessment:

<https://forms.gle/whD9gdJwjGMYqyR46>

Results:



Picture 8. Graphic with the results of the formal test.



Picture 9. Products of language

Connecting the final reflections about the difficulties to assess properly to the students and at the same time give the numbers that the administration wants to hear, it could be stated that the students need motivation and the sense of achievement in every task they do. The performance and the competencies that they are showing during the lesson encourages them to make better products and help others. This depends on how carefully the materials are designed, the tasks and the explanations and models to the students. If something is not well grounded, the next stage could be chaotic and consequently the final goal could not be reached properly or as expected.

In the particular case of this project, the informal assessment provided through the lessons was effective to encourage students to improve and make their better effort to put attention and analyze their writing. It could be done with more specifications to each student, but sometimes there was no time, the connection was bad, or the students simply did not know how to ask or what to ask to make it better.

The final product of the language was successful because almost all the students -except one- presented their infographic with enthusiasm, it was well planned and previously researched, even they had done some drafts and they were proud to share one of their personal preferences, they discover the name of the meals, ingredients and procedures, and the origin of that meals. They were motivated and made almost all the tasks required during the lessons. Even though there were some errors linked to the interlanguage or lacking vocabulary, some of the students with low levels of proficiency made a real progress forming sentences with 2 words, verb plus noun. The most advanced students in that level could write a whole paragraph using more components in a sentence, like object pronouns and adverbs of frequency.

For the contrary, the test was quite difficult to them to solve. In the vocabulary part, the students had to write the name of the ingredients, that was the easy part; however, the last two parts of the text which were related to true/false statements about the food and a reading comprehension part were difficult to understand. Half of students preferred to answer according with their own knowledge or feelings instead of pay attention and identify the elements and key words in the reading. That is the most difficult part for the students to make progresses. If the reading is not well settled, the comprehension of structures cannot be achieved.

The rubrics provided a clear and objective result about the performance of the students. This allowed to deliver a strong and direct feedback about what are the skills to improve, and which ones are a strength in the learners.

One of the changes that could be done to improve the assessment is to guide better and more personalized through the aspects of the rubrics that the student has to follow. Most of the times teachers presents the aspects of assessment that will be required but usually they are not sure that all students have understood the implications of such indicators.

2.05 PERFORMING AND RECORDING OF THE ACTIVITIES

The following link contains the video recording with the most remarkable and important activities carried out during the lessons worked for this project. It was recorded with the Zoom meetings software and later edited with the Wondershare Filmora software. The video last around 10 minutes and the original material contains around 6 hours of recordings:

<https://drive.google.com/file/d/1GoQqbDaj2LDIPHuRkKNa-p6OP85yFUwW/view?usp=sharing>

Additionally, the video script is presented to facilitate the following-up of the sequence of the lesson:

Time mark	Stage	Activity	Methodological remark
0:22	Warm-up	Explore infographics	Opener activity
1:20	Reading	Predicting topic	Bottom-up approach. Making a list
2:01	Vocabulary	Open questions	Activating schemata
2:45	New vocabulary	Multiple-choice activity	Vocabulary assessment
3:21	Reviewing vocabulary	Multiple-choice activity	Analyze structure of a recipe
3:31	Affirmative and negative sentences	Reading and analyzing a text	Locate the structure of an affirmative or negative sentence.
4:14	Focus on grammar	Fill in the blanks	Change the subject in a sentence
4:18	Wh-questions	Multiple choice activity	Find specific information in a text.
4:28	Subproduct 1	Fill in the blanks	Complete a paragraph with their own information
4:42	Pre-listening	Directed questions	Predicting topic, activating schemata.
4:52	Recalling last session	Brainstorm	Give information about themselves with affirmative and negative sentences.

5:05	Listening	Listen for a gist	Distinguish a few key words or sentences
5:29	Post-listening	True/false comprehension statements	Checking comprehension of the text
5:49	Discussion	Comments with yes/no questions	Recall and talk about the differences seen with our food.
5:59	Use of language	Dictation of sentences	Say aloud their own sentences following a model
6:24	Writing	Ordering a paragraph	Analyzing the meaning of the words of sequence.
6:39	Grammar focus	In teams, reading comprehension	Locate the verbs and nouns in a text
7:19	Paragraph structure	Reading aloud	Organize information
7:31	Subproduct 2	Writing	Arrange their own information.
7:34	Product	Writing	Write the final version of their paragraph
7:40	Design of the infographic	Make the draft of the final design	Integrate images and the written information
7:45	Speaking	Oral presentation of the infographic	Practice pacing and how to introduce themselves and the topic to talk about
9:01	Final product	Present the infographic itself.	Integrate the final version of their infographics
9:33	Formal assessment	Assess the competencies acquired	Test provides us and them information about the achievements.
9:45	Feedback	Inform to the students their progress	The washback is useful to the teaching practice and to enhance methods.

3. EXPERIENCE REPORT

The expected outcomes were that the students could explore illustrated texts about ingredients of a recipe, interpret the information of meals and recipes descriptions and write statements that describe information for infographics. The first one was achieved because with the graphic elements they could establish patterns of textual organizers and the purpose of this kind of texts. The interpretation was achieved partially, because the students with low levels could not read some sentences, neither a whole paragraph. The writing of the statements also was partially achieved, even most of the students needed help, they were able to construct some simple sentences, the easier ones were the description of the ingredients of the name of the meal.

Despite the fact the outcomes were achieved partially, some modifications to the lesson plan had to be done. The first activity was a warm-up, which worked excellent, and the students could start the process of activating previous knowledge. But in the first reading activity, which was planned as asynchronous one, could be achieved just for two students. Reflecting in the concept of “readable materials” proposed by Zukowsky (2000) now, it is clear that the difficult and the level of the text was very high to the students: it contained several unknown words, long sentences with past tense, the text itself was too long and at the first sight it could be considered as unachievable by the students -and parents supporting them-; additional to this error, the parents did not have the training to teach the students how to read, even with clear instructions provided in Spanish. The instructions were the following:

“You’re going to open the file and maybe you can think: Oh, no! a text entirely in English, too many pages!... Relax, just I will ask you this: a) Observe the title, the subtitles, and the images, could you imagine what is the text about? b) Make a list in your notebook of the kinds of Infographics that appear there. Which one do you like it more?”

The reason to plan this activity on this way was that it was expected that a reading activity could be interrupted by the difficulties in the connection of the students, their short attention spans, and the fact that some students would connect using a cellphone and not a wide monitor. In spite of these considerations, it was discovered that the students have different needs of instruction, hence the activity had to have been planned to do it at the time, with slow pacing and giving clues and strategies to detect the main words, all this with a shorter text. Maybe this could have been worked just with a single paragraph of the same text or with an extract adapted with a low level according with the Flesch-Kincaid scale. (Solnyshkina, Zamaletdinov, Gorodetskaya, & Gavitov, 2017)

Because of this, the first synchronous session had to be rearranged and the Reading activity was the first one to retake with the students; some main sentences were read, and students were requested to focus on the images provided to understand some portions of the text. In addition, the activity to find the missing title of a recipe also had to be done during this session, as well as the list of their favorite dishes, this last one was changed to ask to the students: “What is your favorite dish?”, as they were answering, the list was being made. This activity served to activate schemata and diagnose their knowledge about words related with meals and dishes.

Then, the session continued with the planned activities of vocabulary and analysis of a text to find affirmative and negative statements. It was noticed that just a couple of students could find sentences, and the rest just could recognize them after their classmates did it. This activity is considered successful because almost all the group could understand the information. The reasons behind this are that the text was short, it was written in first person and the sentences were quite short, with vocabulary worked previously and the style was informal, similar to the speech of the students in their L1.

When the activities related to focus on grammar were worked, students found difficulties when the sentences and the information had not cognates. They understood mainly the use of “from”, to talk about the origin of something. This result highlighted the fact that the vocabulary task could be worked differently and with more time to expand their understanding of texts. Reflecting in this point, more research about digital tools to practice vocabulary would have been great. Some webpages are fully customizable, and it would have been better to leave some kind of task related with vocabulary asynchronously, later in the synchronous session would work with the words they previously learned. This could be a way to make a better use of time and equalize the vocabulary needed to the lesson among the students.

Concerning to the listening activities, the first audio was difficult to understand, once again, the lack of vocabulary and lack of training to identify sounds could be the reasons of what this activity was not meaningful to the students. Later, the pre-listening talking about the ingredients and salt was successful, the context of the video to play then was explained. The level of speech was acceptable, however the most important support to understand the meaning of this material was the graphics. The video is conceived as a didactic one *per se*, it belongs to an educational program about food, and it is considered as one of the most effective activities during the lesson; students enjoyed watching it and they could understand the key points requested to talk later about the information provided, comparing the preparation steps seen with the current ones in this country. Despite the fact it was very time consuming because the students and parents did not know how to use the Mentimeter webpage needed to make the comprehension statements, the post-listening activities could be done.

The third session that was regarded to learn the words of sequence and prepare their paragraphs to the final product was modified. Noticing that the half of the groups presented difficulties to link words in a sentence -because they did not possess the sufficient vocabulary-, teamwork was designed to analyze some grammar. Making use of

the scaffolding proposal by Vygotsky (Eun, 2018), two of the most advanced students were arranged with each team, and the weaker ones were also carefully accommodated. The activity requested was to find in the text worked during that lesson which words were verbs and which ones were nouns. Later in plenary the teams provide their discoveries and the whole group created a list. Using this information, the creation of their first draft of the final product of language was easier and they could provide order and meaning.

The last activities regarding to the presentation and evaluation were not difficult, the students did know what to do and asked all their questions related with the structure of their texts.

The most difficult part there was the formal assessment. Most of the students failed in the comprehension reading activity, that matches with the most difficult part during the lessons that were how to read. Even though the text was the same as the provided in one of the activities, it is clear that the students present some mental block or any type of anxiety (Hashemi, 2011). This is concluded due the fact that paragraph presented in the test was exactly the same and they had solved it previously. The text was full of cognates; hence it was understandable even with the lack of vocabulary. The fear to failure and the need to feel secure under the guide of the teacher is a common denominator in the teaching practice through the years and this lesson was not the exception.

Another deficit found is related with the research skills, most of the students (and parents) do not know how to use the translator properly or a bilingual dictionary, three students needed direct guiding at the final product lesson because many words had not sense, but this could be done at the beginning, not at the end.

At the end of the lesson and the activities carried out to this project, the parents and students were provided with feedback, results and rubrics, and gratitude to join and accept participating, also to authorize the record and use of their voices and images.

In general, the expected outcomes were achieved partially with most of the students, however it is difficult to measure real progress in only one lesson, since the fact that they have not received a face-to face class in more than one year because the pandemic, and it makes difficult the continuity of the development of skills. However, asynchronous activities were sent during a year and the expectation was that students could recognize pieces of vocabulary or simple sentences, which did not happen with all the group. This situation exposed that the students in this age really needed the presence of the teacher in real time to get a significant learning. Considering this, the sessions programmed were

satisfactory assuming that most of them were feeble English learners, the results in the informal assessment reflected understanding and use of lexicon related to the topic. The most disappointing result was the formal assessment, where the reading comprehension activity was poorly managed and most of them failed. This led to the question: How to teach real reading skills in the students? It is a questioning to work further in the teaching practice, discovering the techniques needed in this particular context.

4. CONCLUSIONS

The desire of being more productive in the teaching practice and getting better results, the improving and knowing of techniques to plan with a logical sequence a lesson were strong reasons to enroll in this specialty. As a teacher made with unguided practice and some brief courses, all the theories of the Second Language Acquisition field, as well as the strategies to develop the macro skills opened a whole new vision about what is needed to become a real second language teacher.

To illustrate this, it is necessary to look back to the trainings provided by the Programa Nacional de Inglés. Several times the coordinators requested over and over that the teachers must talk just in English during the classes, they just repeated that teachers must grade the level of the speech to accustom the students to listen to English. In the experience of the author, even try to make this could not be maintained, students just don't get the idea about what we were talking about.

As considered before and mentioned in some of the previous assignments, "Knowledge is power", and the SLA theories has settled the base to understand how teachers must talk in English during the lessons. The comprehensible input hypothesis $i+1$ and the Krashen examples provided gives a light and a clear example about how the English speech has to be adapted.

Concerning to the methodology, the importance of activate schemata and make a lot of pre-teach activities before the hard part -vocabulary and grammar- has motivated a better design of the planning and how to adapt authentic materials in order to make them more understandable for the students, according with the age, interests and level.

During the assignments and projects delivered before, it was becoming clearer step by step how the sequence has to be designed. At the beginning of the specialty, the assignment related to analyze a lesson of a textbook was the opener to make reflections about what teachers teach and how to do it. The following assignments were carried out

with some difficulties with the groups but each one left experiences and reflections about what was well developed and what was not. The research done to complete the assignments exposed the wide range of the Second Language Acquisition field currently and how the teachers and researchers around the world are still finding the best techniques and procedures to accomplish a real acquisition for the learners. Of course, there is not an only method but the knowing of each one and the deep understanding of them prepares teachers to adapt to their particular context and particular moment of history when they are.

Regarding to the Reading methods proposed by the specialty, it is clear that is essential to develop in the learners Literacy skills to read a text, prepare a scenery, link the pre-existing knowledge, even informal, that students have with the social functions required, oriented to solve and give meaning to their actual lives. In this document it is considered the hardest part to achieve in young learners.

Concerning about the Writing methods, the challenge for the author is how to get a step closer to the free and creative writing and left behind the controlled writing, detecting when the students can create phrases or text by their own. The same with the Speaking skills, also a productive ability, the pendant question to work on in the following courses is developing in the students the capacity to communicate their ideas, even in a short way, to their classmates, without anxiety and really internalizing what their interlocutor is saying, how to develop the conversational competence with the third cycle students in elementary school.

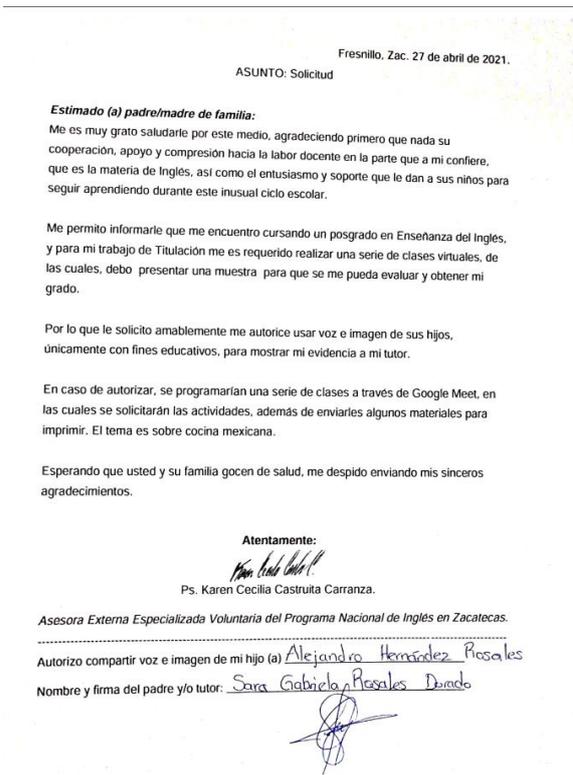
To finish with the macro skills, Listening methods are considered in this paper as the clearer ones, defining how to prepare the students for a Listening task and how to check comprehension. It was the most successful activity carried out in the lesson plan designed to this project.

Lastly, the Intercultural approach was understood horizontally, staying behind the development of the four macroskills as a foundation to design teaching and learning activities. The hardest part is how to incorporate the attitudes to the other cultures without making big differences or creating prejudices, even when they could appear positive.

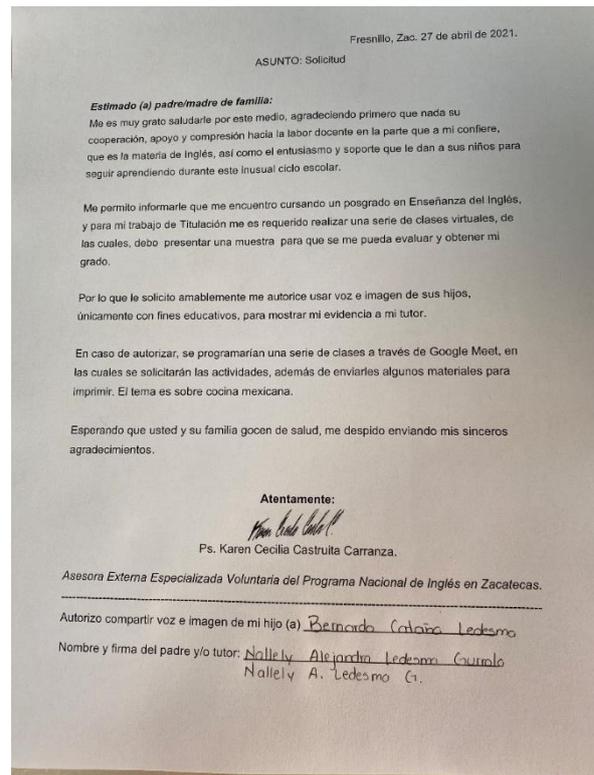
All these experiences have brought not only a solid theoretical bases and security in how to teach, also a necessity to learn more and become a professional second language teacher. According with my teaching philosophy recently upgraded, the author just applied to a university to study a bachelor's degree in teaching of English language, because the

specialty has left a great satisfaction and has open a new path to discover, with the goal to improve the practice and make the teaching a full-time job.

5. APPENDIX AND REFERENCES



1. Authorization format samples



5.01 REFERENCES

- Alahmadi, N. (2019). The Role of Input in Second Language Acquisition: An Overview of Four Theories. *Bulletin of Advanced English Studies (BAES)*, 3(2), 70-78. Obtenido de <https://www.refaad.com/Files/BAES/BAES-3-2-1.pdf>
- Barrios Espinosa, M. (n.d.). Schema theory and L2 Reading Instruction. Universidad de Málaga. Obtenido de <https://core.ac.uk/download/pdf/61902213.pdf>
- Brown, H. (2004). *Language Assessment. Principles and Classroom practices*. Longman.
- Brown, H. (2007). *Teaching by Principles: An interactive approach to language pedagogy* (2nd edition ed.). Longman. Obtenido de <https://octovany.files.wordpress.com/2013/12/ok-teaching-by-principles-h-douglas-brown.pdf>
- Chamot, A., & O'Malley, J. (1994). Instructional approaches and teaching procedures. En *Kids come in all languages: Reading instruction for ESL students*.
- Cook, V. (1985). *Chomsky's Universal Grammar and Second Language Learning*. Recuperado el 2020, de <http://www.viviancook.uk/Writings/Papers/AL85.htm>
- Deardoff, D. (2009). *The SAGE Handbook of Intercultural Competence*. United States of America: SAGE Publications. Obtenido de https://www.ucg.ac.me/skladiste/blog_7764/objava_67219/fajlovi/Interkulturalna%20kompetencija.pdf#page=336
- Donesch-Jezo, E. (2011). The role of output & feedback in second language acquisition: A classroom-based study of grammar acquisition by adult English language learners. *Eesti ja Soome-Ugri Keeleteaduse Ajakiri*, 2. Obtenido de https://www.researchgate.net/publication/308904899_The_role_of_output_feedback_in_second_language_acquisition_A_classroom-based_study_of_grammar_acquisition_by_adult_English_language_learners
- Eun, B. (2018). The zone of proximal development as an overarching concept: a framework for synthesizing Vygotsky's theories. *Educational Philosophy and theory.*, 51(1), 18-30.
- Europe, Council of. (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Obtenido de <https://rm.coe.int/1680459f97>

- Fang, X. (January de 2008). Listening comprehension in EFL teaching. *US-China Foreign Language*, 6(1).
- Forstall, M. (22 de 05 de 2019). The structuralism approach in teaching English. Obtenido de <https://www.theclassroom.com/structuralist-approach-teaching-english-8716712.html>
- Galera, Y., & Dosal, M. (2019). *Side by side 4*. México: Trillas.
- Gamboa Gonzalez, A. M. (2 de February de 2017). Reading comprehension in an English as Foreign Language setting: Teaching strategies for Sixth graders based on the Interactive Model of Reading. *Folios*, 45.
doi:10.17227/01234870.45folios159.175
- Hashemi, M. (2011). Language stress and anxiety among the English Language learners. *Procedia: Social and Behavioral Sciences*. Obtenido de <https://core.ac.uk/download/pdf/82059045.pdf>
- Hoang-Thu, T. (2009). The interaction hypothesis: a literature review. Obtenido de <https://files.eric.ed.gov/fulltext/ED507194.pdf>
- Howatt, A., & Widdowson, H. (2004). *A history of English Language Teaching*. Oxford.
- Hyland, K. (2003). *Second Language Writing*. City University of Hong Kong: Cambridge University press. Obtenido de <http://catdir.loc.gov/catdir/samples/cam041/2003041957.pdf>
- Krashen, S. (2009). *Principles and Practice in Second Language Acquisition*. CA: University of Southern. Obtenido de http://www.sdkrashen.com/content/books/principles_and_practice.pdf
- Kuhlman, N. (2016). CATESOL, Language Assessment for new teachers. San Diego, CA: San Diego State University. Obtenido de <https://slideplayer.com/slide/13002392/>
- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques & Principles in Language Teaching*. Oxford University Press.
- Lozada Bernal, M., & Obonaga Carvajal, M. (2015). *Actitudes y motivación de las estudiantes de dos instituciones educativas oficiales frente al aprendizaje del Inglés y al programa Nacional de Bilingüismo*. Santiago de Cali: Facultad de

humanidades. Maestría en Lingüística y Español. Universidad del Valle. Obtenido de <https://bibliotecadigital.univalle.edu.co/bitstream/handle/10893/9130/CB-0534741.pdf?sequence=1&isAllowed=y>

Madsen, H. (1983). *Techniques in Testing*. Oxford. Obtenido de <https://archive.org/details/techniquesintest00mads>

Moya, , A., & Jimenez, M. (2004). El proceso de la interlengua en el aprendizaje del Inglés como lengua extranjera en edades tempranas. *Glosas didácticas No. 11*. Obtenido de <https://www.um.es/glosasdidacticas/doc-es/10moya.pdf>

Myles, F. (2016). Second language acquisition (SLA) research: its significance for learning and teaching issues. Obtenido de <https://www.llas.ac.uk/resources/gpg/421.html>

OCDE. (2008). *Assessment for Learning. Formative Assessment*. Obtenido de <https://www.oecd.org/site/educeri21st/40600533.pdf>

Patrick, R. (n.d.). Comprehensible input and Krashen's theory. *The Journal of Classics Teaching 20*(39), 37-44. Obtenido de https://www.researchgate.net/publication/334674110_Comprehensible_Input_and_Krashen's_theory

Ramirez-Romero, J. (s.f.). La enseñanza del Inglés en las primarias públicas de México: las problemáticas de los sujetos. *Mextesol Journal*. Obtenido de <http://mextesol.net/journal/public/files/cb023c762c0c4795e00c410a892a2f07.pdf>

Richards, J. C. (2008). *Teachig Listening and Speaking: from theory to practice*. Ney York: Cambridge University Press.

Rodgers, T., & Richards, J. (2014). *Approaches and methods in language teaching*. Cambrigde university press.

Sanchez Lozano, C. (julio-septiembre de 2014). La didáctica de la lectura crítica en las aulas. Universidad Santo Tomás, Bogotá, Colombia. Obtenido de <https://www.slideshare.net/cslozano/qu-es-lectura-crtica-carlos-snchez>

Secretaria de Educación Pública. (2017). *Aprendizajes clave para la educación integral*. Ciudad de México.

- Solnyshkina, M., Zamaletdinov, R., Gorodetskaya, L., & Gavito, A. (01 de 11 de 2017). Evaluating text complexity and Flesch-Kincaid grade level. *Journal of Social Studies Education Research*, 8. Obtenido de https://www.researchgate.net/publication/322020433_Evaluating_Text_Complexity_and_Flesch-Kincaid_Grade_Level/citation/download
- Tudor, I. (January de 1993). Teacher Roles in the learned-centred classroom. *ELT Journal*, 47. Obtenido de <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1013.5365&rep=rep1&type=pdf>
- Valdez Pierce, L., & O'Malley, J. (1992). Performance and portofilio assessment for language minority students. *NCBE Program Information guide series(9)*. Obtenido de <https://ncela.ed.gov/files/rcd/BE018651/PIG9.pdf>
- Zukowsky-Faust, J. (2000). The reading lab: an invitation to read. *ESL Magazine*, 3. Obtenido de <https://files.eric.ed.gov/fulltext/ED447715.pdf>