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UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

**“COMMUNICATIVE COMPETENCE THROUGH THE
FOUR SKILLS PRACTICE OF THE SECOND LANGUAGE”**

TRABAJO RECEPCIONAL

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

PRESENTA:

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Especialización en
Enseñanza y aprendizaje de Inglés como Lengua Extranjera
Specialization in English Language and Teaching as a Foreign Language

CENTRO DE ENSEÑANZA Y APRENDIZAJE DE LENGUAS

Y COORDINACIÓN DE POSGRADO

FINAL PROYECT

**‘COMMUNICATIVE COMPETENCE THROUGH THE FOUR SKILLS
PRACTICE OF THE SECOND LANGUAGE’**

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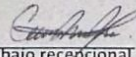
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INTRODUCTION

“If you assume that there is no hope, you guarantee that there will be no hope. If you assume that there is an instinct for freedom, that there are opportunities to change things, then there is a possibility that you can contribute to making a better world.”

— Noam Chomsky

To be a teacher is a profession that involves a huge quantity of aspects, it can be as a complex activity as an enriching way of living. It is a humanist opportunity to guide and share knowledge at the same time you continue learning.

For me is that kind of opportunity to try to change the world, transform and be part of better education, is reap hope, share knowledge, guide learners, and leave a little part of yourself in each one of them.

Teaching means be part of a free process of creation, learning, growth, and success, as well as carries a big responsibility.

Through time education in Mexico has changed as everything do because is part of the evolution, however in terms of quality, use of technology, enough and suitable space and resources, from my personal point of view, we are living a setback.

The generations change and time goes fast, we cannot continue teaching in the same way that was in past, even though some aspects are out of our control as teachers, there is one thing we can do, and that is one of the main reasons that I decided to take this specialization, try to be better, teaching in a meaningful way, taking as advantage all the changes and the learners' skills and interest. If a teacher is aware of the new generation's necessities and is in constant learning, education could face any issue.

During the whole year on the specialty and when doing this project, I have become more aware of the importance of many aspects that influence

the learning, how relevant the activities you plan are, how meaningful they are, the purpose of the target language as well as the role of a teacher, and the set of aims to accomplish. Taking into account the learners as the main character in the process of learning. Their necessities and interests, their language level, their weaknesses, the learning styles, the resources they have and the problems you can find, and their possible solutions.

This document reflects in a thoughtful and systematic way my personal growth, my experience as a student during this specialization and as a teacher, the theoretical foundation behind my teaching practice, the methodologies, and strategies that I have acquired.

Regarding the critical analysis, are going to be exposed the theoretical perspectives focused on my current practice, the methods mainly used, as well as some moments or situations where they can be identified, and the pieces of evidence through the teaching practice.

To relate all the aspects mentioned before, was important to develop and analyze a lesson plan, which includes the four skills of the target language: listening, reading, writing, and speaking working together, the interculturalism as the harmonic interaction between different cultural aspects, through the communicative social practices, the use of authentic materials, and the enforcement of technological and digital resources.

CHAPTER 1. Philosophy and Theory

1.1 Teaching identity and philosophy

“Education is not the filling of a pail but the lighting of a fire” – William Butler Yeats

Thinking about what teaching means is also talking about beliefs, concepts, definitions, approaches, emotions, and feelings; teaching implies a lengthy meaning which goes beyond all people can see. To be a teacher goes beyond being behind a desk and teach grammar rules or work on discipline.

Personally, I assume teaching is a huge opportunity to guide and transform the world, sharing knowledge and sowing seeds of hope and change in each student. For me, education is the key to build a better world, upright humans, eager for knowledge, personal and professional growth.

Even though my experience as a teacher is still short, my philosophy of education has been in constant building and I am aware that all children are unique and must have a stimulating educational environment where they can grow physically, mentally, emotionally, and socially. It is necessary to take into account every classroom has its own unique community and each student has his own personal needs. A classroom should be a safe, caring community where children are free to speak their minds, blossom, and grow.

On my every day, I do as much as possible to leave a little bit of me in each one of my students, help them to learn, absorb knowledge, and use it in their daily life, motivating and making feel them secure in the process of learning, they need to understand that made mistakes is part of learning and be better.

I usually use the gamification method, participating in activities such as games and dynamics, to enhance motivation and commitment in activities that involve people, while they naturally and genuinely are learning.

Even though sometimes is quite difficult or not always an excellent day, I have learned how important is to be a focus on the main purpose of the target language, using authentic and dynamic materials, as well as all the learner's needs and interests.

When I think about how my job as an English teacher helps society, comes to my mind a lot of ideas and emotions; there exist a variety list of cultures that coexist in the same world and nowadays we are even more connected to different ways of living, different beliefs, and traditions, even though can be far away from us, technology has become in a useful tool to connect with others, know and respect different cultures and know a second language has become a requirement to get better professional opportunities and communicate with others in any part of the world.

Currently, being a teacher has become one of the most demanding jobs and without doubt one of the most humanist and empathic to comprehend another person, besides to be a guider, teachers mean to be a good listener, a kind of friend and confidant.

When I decided to take this specialty I was so nervous and anxious because I know it will require much time, at the beginning I was completely sure I could with it but when COVID Pandemic started and I had to deal with online classes which implied looking for new teaching techniques and resources, planning my lessons taking into account the new way of teaching and learning, look for the best tool to assess students and also study, read and do the assignments required on the specialty I felt really stressed and I just thought if I really was doing well.

I think that was the most difficult part that I faced during this specialty, try to organize my time to do everything that I need and do not feel lost in the process.

This program requires a lot of time, a good attitude, be organized, be very responsible, and autonomous. But in the end, it totally worth it, I learned a lot of things and I became more aware of the theories and methodology behind my teaching practice.

Due to the COVID pandemic, we have to face many challenges and changes that we did not expect but have helped us to improve our teaching practice.

My desire as an English teacher and as a responsible person who imagines a better world is to create a type of atmosphere where students can meet their full potential.

1.2 Theoretical framework

In order to understand the elements that form part in the teaching-learning of a second language, it is necessary to review firstly the concepts and analyze the differences between acquisition and learning of Second Language Acquisition (SLA).

According to Stephen Krashen and his most fundamental of the five hypotheses, there are two independent systems of foreign language performance: 'the acquired system' and 'the learned system'.

The 'acquired system' or '**acquisition**' is the product of a subconscious process very similar to the process when children acquire their first language. It requires meaningful interaction in the target language, natural communication, in which speakers are concentrated not in the form of their utterances, but in the communicative act.

And the "learned system" or "**learning**" is the product of formal instruction and it comprises a conscious process, for instance, knowledge of grammar rules.

There exist a variety of publications under the heading of SLA research, that have direct relevance for language teaching and involves some disciplines as psychology, linguistics, sociology, cognitive science, and also combine ideas from the learning analysis to explain how language is developed and acquired.

In Mexico, teaching works under the Common European Framework of Reference (CEFR) and the National Program of Education "Aprendizajes clave" which establishes the Communicative Approach and Social Practices of Language that requires the students would be able to communicate in the basic and specific context of real life.

Through time, schools of thought have made research and contributions on SLA, some theories and approaches are related, others have separated the acquisition and learning concepts and compare the mother language with the second one. Even though when the theories have arguments against or in favor of them, each one has contributed and explored a variety of perspectives, to enhance the quality of the teaching–learning process.

On the following pages are set up the theoretical foundations, hypothesis and approaches, that are part of my new teaching style:

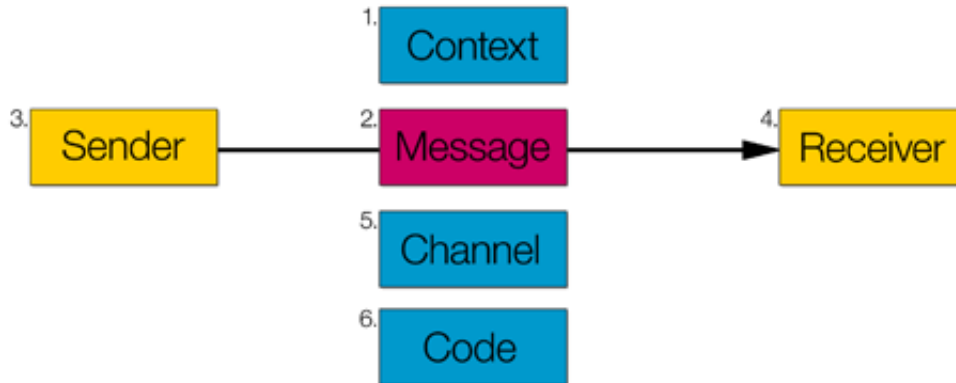
1.2.1 Communicative Language Teaching

The theoretical foundation behind my teaching practice is the **Communicative Language Teaching (CLT)** which involves the appropriate usage of language within a specific social context; in order to make this possible, the students need to acquire meanings and linguistic forms to know how to perform a function.

The main goal is the ability to use the language appropriately rather than grammatical knowledge. For instance, in my everyday teaching practice, I usually manage the practicing question forms by asking learners to find out personal information about their colleagues or making a role-play conversation on the phone, ordering food, shopping, or asking for information and those involved in meaningful communication, taking into account the functions of language for each activity.

Classroom activities guided by the communicative approach are characterized by trying to produce meaningful and real communication, at all levels. As a result, there may be more emphasis on skills than systems, lessons are more learner-centered, and there may be use of authentic materials.

This approach emphasizes the six functions of language connected to six elements of communication (context, message, sender, receiver, channel, and code) which were proposed by Roman Jakobson (1960). Jakobson established each of these six factors determines a different function of language.



Whenever we make emphasize in the sender, we call it the emotive function of language and it can express feeling and emotions, when the receiver is the main part, the function is conative. And when we emphasize in the rhythm and rhymes, we focus on the message that is called the poetic function.

In the sentence "Jimmy Hendrix played at Woodstock in 1969" the focus is not necessarily on the message, is on whatever is being referred, so on the element presented is the context which is called the referential function and we can find it on newspapers.

And finally, when we focus on the communicative task, it is the phatic function, and when we use the language to talk about the same language, it is the metalingual function, it goes beyond itself.

The Summer Institute of Linguistics (SIL) and David Numan (1991), also incorporated three principles into this field, to enhance the target of language in the communicative approach.

The SIL wrote two passages about this matter:

- The Communicate View of Language, that involves the semantic and communicative elements of language are emphasized more than the grammatical characteristics and the target of language learning is to learn to express communication functions and categories of meaning.
- The International View of Language, and sees language primarily as the means for establishing and maintaining interpersonal relationships and for performing social transactions between individuals.

The target of language learning in the interactional view is learning to initiate and maintain conversations with other people.

David Numan described five points to this approach:

1. An emphasis on learning to communicate through interaction in the target language.
2. The use of authentic texts in the learning situation.
3. The provision of opportunities for learners to focus not only on language but also on the learning process itself.
4. An enhancement of the learner's own personal experiences as important elements that contribute to classroom learning.
5. An attempt to link classroom language learning with language activities outside the classroom. (Richards J. C., 2006)

1.2.2 Stephen Krashen hypothesis

On the other hand, Stephen Krashen believed humans have an innate ability that guides the language learning process and developed five hypotheses:

1. The Acquisition-Learning hypothesis
2. The Monitor hypothesis
3. The Input hypothesis
4. The Affective Filter hypothesis
5. The Natural Order hypothesis

For the lessons which are presented on this analysis, I focused on two of the Krashen's hypothesis, the Input hypothesis, and the affective filter hypothesis, taking into consideration the learners and my own way of teaching.

In the following paragraphs are detailed each hypothesis:

The first hypothesis establishes there are two ways of developing language ability: by acquisition and by learning, suggesting acquisition is a sub-conscious process and learning is the conscious process of developing a foreign language through language lessons.

The Monitor hypothesis explains the relationship between acquisition and learning and defines the influence of the latter on the former. According to Krashen, the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'. The 'monitor' acts in a planning, editing, and correcting function when three specific conditions are met:

- The second language learner has sufficient time at their disposal.
- They focus on form or think about correctness.
- They know the rule.

The role of the monitor is minor, being used only to correct deviations from 'normal' speech and to give a speech a more 'polished' appearance.

The Input hypothesis explains how second language acquisition takes place when learners are exposed to *Comprehensible input* that belongs to level 'i + 1'. Since not all of the learners can be at the same level of linguistic competence at the same time, Krashen suggests that *natural* communicative input is the key to designing a syllabus, ensuring in this way that each learner will receive some 'i + 1' input that is appropriate for his/her current stage of linguistic competence.

In the Affective filter hypothesis Krashen claimed that learners with high motivation, self-confidence, a good self-image, a low level of anxiety and extroversion are better equipped for success in second language acquisition.

And in the Natural Order hypothesis suggested that the acquisition of grammatical structures follows a 'natural order' which is predictable.

1.2.3 Schema Theory

Introduced by Frederic Bartlett (1932) and developed mostly by Richard Anderson (1977) describes how people associate memories, linking new information to existing knowledge making it easier to move it from working memory to long term memory and makes retrieval much more efficient.

I have always thought students can understand better when they have a background about something and then they can relate or associate with new knowledge and new information; for this reason, I took it into practice during this lesson.

Richard Anderson, an educational psychologist, played an important role in introducing schema theory to the educational community. Anderson pointed out that schemata provided a form of representation for complex knowledge and that the construct, for the first time, provided a principled account of how old knowledge might influence the acquisition of new knowledge.

Schema theory was immediately applied to understanding the reading process, where it served as an important counterweight to purely bottom-up approaches to reading. The schema-theory approaches to reading emphasize that reading involves both the bottom-up information from the perceived letters coming into the eye and the use of top-down knowledge to construct a meaningful representation of the content of the text. (Anderson, 1977)

1.2.4 The Task – Based Approach

When teaching we apply a variety of theories and methodologies according to what we expect and the kind of learners' necessities we have.

Currently, almost at the end of this specialty, I could identify which theories, methodologies, approaches, and strategies are generally behind my teaching. The followings are the ones that are I consider more appropriate to the way am I:

The Task-Based Approach (TBL) offers to the students the possibility to participate actively in the process of learning in order to achieve a goal or complete a task. It seeks to develop students' interlanguage, providing a task, and then using language to solve it.

That means that it specifically contributes to communicative goals. It moves away from the traditional class and provides the students with freedom

and autonomy in their own learning process, taking into account the learner-centered educational philosophy.

By task, J. Willis means a goal-oriented activity with a clear purpose. Doing a communication task involves achieving an outcome, creating a final product that can be appreciated by other.

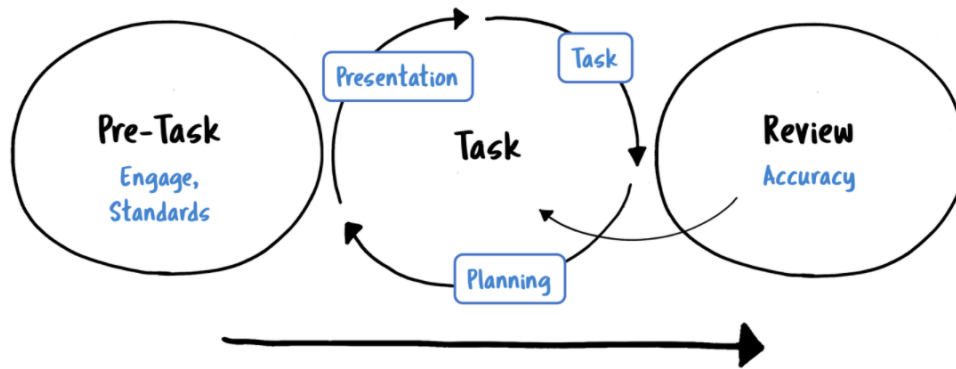
It is divided into three major steps:

1. Pre - Task, when teachers motivate, activate previous knowledge, and set out instructions. In my teaching practice, I can identify this one when I set off a crossword to activate the previous knowledge, elicit, or introduce them to the main topic.

2. The Task Cycle begins by carrying out the assignment, it is a time in which students work together and make spontaneous use of whatever resources they have (including their mother tongue) because they are trying to understand the task. The second part of this stage is when the students planning the task, they structure their ideas using the language whereas the teacher monitors the activity. The final part of the Cycle is the presentation of the task to others.

3. The Language Focus is the last part that can be called feedback to the students to analyze or externalize their own views or opinions.

Task-Based Learning (TBL)



TBL offers a change from the grammar practice routines through which many learners have previously failed to learn to communicate. It encourages learners to experiment with whatever English they can recall, to try things out without fear of failure and public correction, and to take active control of their own learning, both in and outside class.

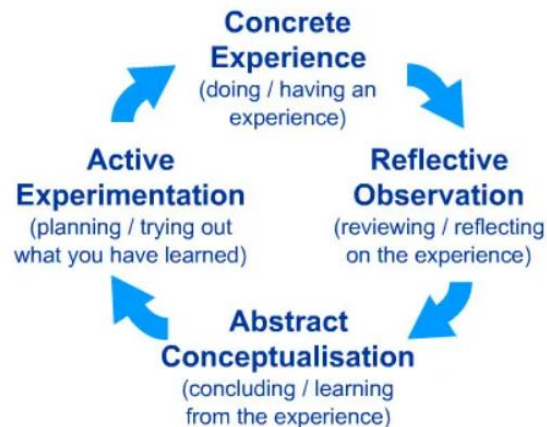
For the teacher, the framework offers security and control. While it may be true that TBL is an adventure, it can be undertaken within the safety of an imaginatively designed playground. (Numan, 2004)

1.2.5 Kolb's model of Experiential Learning

Moreover, the Kolb's model is another which has a relationship with my personal way of teaching, this model postulates four stages:

1. **Concrete experience**, in which the main purpose is to bring closer the learner to the language using different resources, as a song, videos, or puzzles which at the same time encourage the students.
2. **Reflective observation**, the learner desires to dig deeper into, or expand outward from, the topic under study. In this stage, the take some time to make an internal reflection and also is the key point to you get the students' attention.
3. **Abstract contextualization**, is the profound significance of such an act is to gain a hold on the matter under study from another perspective, as an act of prehension.
4. **Active experimentation**, the last stage when the learns can produce with the acquire knowledge.

This model perspective promotes the interaction with the language since the first moment as an experience; the learning of a second language has to involve contact with it as much as possible. Since the very beginning with warm-up activities and the sequence of the next ones.

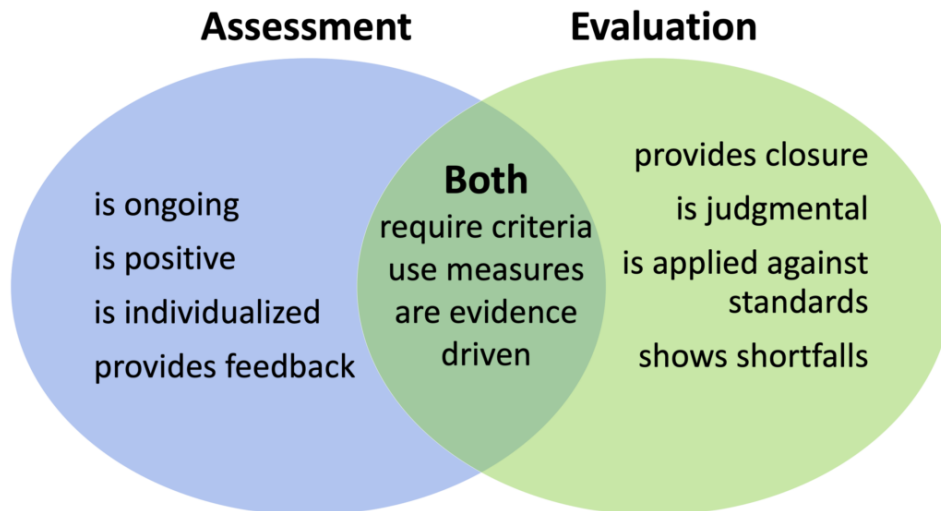


1.2.6 Testing and Assessment by Douglas Brown

The evaluation can be classified according to the purpose for which it is carried out, that is, it responds to WHAT and is related to the opportunity WHEN it is evaluated. So, it can be Diagnostic or initial evaluation, formative or process evaluation, and summative, final, integrative, or result evaluation.

In Mexico, most of the teachers currently work under the formative assessment which is the process of getting continuous evidence of the learners' learning, as well as the summative which tries to establish reliable balances of the results obtained at the end of a teaching-learning process.

At the end of each school year or term, teachers evaluate students taking into account all the aspects and evidence of learning they performed. Evaluation is the global score, a numerical range of 6 to 10.

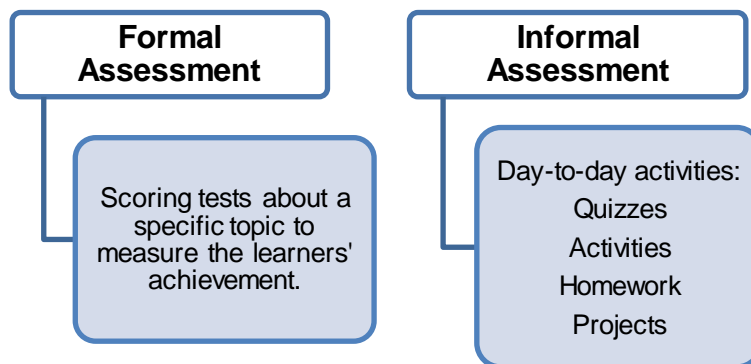


Taken from: <https://courses.lumenlearning.com/suny-oneonta-education106/chapter/6-1-assessment-and-evaluation/>

Douglas Brown made a distinction between testing and assessment, and declared exists in two forms:

- The formal assessment
- The informal assessment

He defined testing as a method of measuring a person ability, knowledge, or performance in a given domain, a systematic, pre-planned data-based tests that measure what and how well the students have learned, and assessment is an ongoing process that encompasses a much wider domain, it is spontaneous form which can be easily incorporated into day-to-day classroom activities. (Brown, 2004)



CHAPTER 2. Methodology and Practice

Teaching is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given.

To carry out with teaching process teachers need to make a lesson plan, that is the guide of what we expected to do during the class, taking into account the learners' necessities as well as their interest, their English level, the resources or materials, the time and what is expected learners achieve at the end of the session.

In the process of learning a second language, is expected students developed the four skills of the target language: listening, reading, writing, and speaking. Reading and listening involve receiving information and so they are called receptive *skills*. Speaking and writing are known as productive skills because they involve producing words, phrases, sentences and paragraphs.

Currently, we are living on distance education, due to the COVID-19 pandemic, and it has forced us to modify and develop new ways of teaching, assessing, selecting materials, accomplish with the syllabus and take into account the learners' necessities or resources in these circumstances.

On this analysis, you will find the process to carry out a lesson plan and the outcomes expected at the end of it.

In the following pages will find the lesson plans used in the educational intervention proposal:

2.1 The updated lesson plans

Lesson Plan 1

Teacher:	María del Carmen Robles Rodríguez	Course book (name/unit/page)	Gateway MacMillan Student's Book B1 + Unit 2 "Epic Journeys" page 19
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Main Lesson Aims	Subsidiary Aim
<ul style="list-style-type: none"> ▪ By the end of this lesson the student will have better reading comprehension, and identify general and specific information. ▪ By the end of the lesson, the students will have a better ability to find out the information needed by skimming and scanning. 	<ul style="list-style-type: none"> ▪ By the end of the lesson, the students will be familiar with past events.

Personal Aims
<ul style="list-style-type: none"> ▪ Try to check my teaching methods are effective in motivating students to use the second language to talk about real situations.

Assumptions
<ul style="list-style-type: none"> ▪ The students know vocabulary about transport, travel and accommodation. ▪ Students have knowledge about regular and irregular verbs and the use of Past Simple.

Class profile and Timetable Fit
<p>Third grade, is made of 6 girls and 14 boys, all of them are fourteen years all. The learners' language ability in general is lower intermediate level; they can understand and follow instructions and express themselves in simple language, and a few of them have a better understanding and extend use of vocabulary and grammar structures. In general, they are active elements in learning, they like to talk a lot and participate, but also there are 5 students who do not like English so, they find it difficult, however I try to engaged them in each lesson by pair work or group work. This lesson plan includes the sequence of two sessions. One day before, students identified vocabulary related to travel.</p>

Anticipated Problems and possible Solutions		
	Problems	Solutions
1	The students may find unknown words in the reading material.	Explain the word given examples.
2	Students may find problems to describe properly and write a past event.	Guide them to describe using correct use of english in past and provide them an extra model of the writing task.

LESSON 1					
	Stage	Interaction	Time	Procedure	Objective/ Purpose of stage
1	Warm - up	T - S	10'	<p>Students are familiar with Vocabulary about transports, travel and accommodation, to activate the previous knowledge, play "Pictionary" with the vocabulary acquired.</p> <p>Teacher divide the group in two teams, each team choose a leader to represent them in each round. There are four rounds of words.</p> <p>Teacher give a word to each team leader and they have to draw the word, and the rest of the team guess the word and explain its meaning.</p> <p>Teacher plays a small part of the video: 'By any means" (trips in motorcycle). https://www.youtube.com/results?search_query=by+any+means+intro and https://www.youtube.com/watch?v=zrfDyQx8fY4</p> <p>Brainstorming with the student's ideas about the previous video.</p>	<p>To engage student's interest.</p> <p>To activate previous knowledge and introduce them to the reading.</p>

2	Scanning reading and feedback	T - S S - S	10'	<p>Teacher asks students to scanning the text looking for a general idea of it.</p> <p>Students read the text making pauses and changing the person who is reading. After reading, the students comment and share their opinions.</p> <ul style="list-style-type: none"> - What is the main idea of the text? 	To develop scanning reading skills and reading comprehension
4	Reading comprehension task	T - S	5 -7'	<p>Answer the questions suggested in the exercise 3</p> <p>Teacher ask the questions and the students look for the information according to the text.</p> <ul style="list-style-type: none"> - Charlie is... - Charlie, Russ and Mungo... - It was difficult to sleep because they... - Charly didn't sleep well in the tent in Cambodia because he... - Charly has some bad experiences at the sea because... 	Check the students understood the text
5	Unknown words	S - T	10'	<p>Students find the following words in the text and identify their meaning according to the context. (exercise 4)</p> <ul style="list-style-type: none"> - huge - means - grow up - no alternative - exhausting - monsoon - thrill - pour in - fortunate - waves <p>Students write the meaning using their own words.</p>	Develop prediction skills; stimulate the student's ability to infer according to the context.

6	Clarification and feedback	T- S	5 – 8'	<p>Teacher clarifies the meaning of some words and phrases by explaining the meaning, related to the context in the text.</p> <p>Teacher checks the students whether they have understood the meaning by asking concept checking questions.</p>	To help the students further understand the text.
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Lesson Plan 2

Main Lesson Aims	Subsidiary Aim
<ul style="list-style-type: none"> ▪ By the end of this lesson the students will be able to express themselves in past simple. ▪ By the end of the lesson, the students will be better at speaking and writing ability to describe a past events. ▪ By the end of this lesson the students will be better at communicating their ideas. 	<ul style="list-style-type: none"> ▪ Students will practice the communicative and writing skills.

Personal Aims
<ul style="list-style-type: none"> ▪ Try to engage the students to write and talk about past events related to trips using their previous knowledges.

Assumptions
<ul style="list-style-type: none"> ▪ The students know vocabulary about transport, travel and accommodation. ▪ Students have knowledge about regular and irregular verbs and the use of Past Simple. ▪ Students have knowledge about Past simple tense.

Class profile and Timetable Fit

Third grade, is made of 6 girls and 14 boys, all of them are fourteen years all. The learners' language ability in general is lower intermediate level; they can understand and follow instructions and express themselves in simple language, and a few of them have a better understanding and extend use of vocabulary and grammar structures. In general, they are active elements in learning, they like to talk a lot and participate, bus also there are 5 students who do not like English so, they find it difficult, however I try to engaged them in each lesson by pair work or group work. This lesson plan includes the sequence of two sessions. One day before, students identified vocabulary related to travel.

Anticipated Problems and possible Solutions

	Problems	Solutions
1	The students may find difficult how to express their ideas.	Help and guide them to join their ideas.
2	Not all of the students have a computer to make the letter in Microsoft Word.	Allow them to do it using other resources to present the letter.

LESSON 2

	Stage	Interacti on	Time	Procedure	Objective/ Purpose of stage
1	Warm - up	T - S	5 - 8'	Teacher shows a model of a Postcard to the students and make questions to build up a brainstorm: <ul style="list-style-type: none"> - What can you observe? - What is that and its purpose? - What is the tense used? - Do we use post cards nowadays? 	To engage student's interest. To activate previous knowledge and introduce them to the main task.

2	Scanning reading and feedback	T - S S - S	15'	<p>Students read the postcard again focusing on the content and identifying specific information.</p> <p>Teacher explain the use of the expressions and words to give emphasis to make the writing more interesting.</p> <p>Students complete the expressions.</p>	<p>To develop scanning reading skills and reading comprehension.</p> <p>To identify useful expressions of emphasis.</p>
4	Writing practice and clarification.	S - T	10'	<p>Students make sentences more emphatic (exercise 4).</p> <p>Example:</p> <ul style="list-style-type: none"> - It's a busy city (what) – What a busy day! ... <p>Students share and compare their answers with their classmates.</p> <p>Teacher check the sentences with the whole group.</p>	<p>To provide the students useful phrases to make emphasis when writing.</p>
5	Writing task	T - S S	15'	<p>Teacher ask the students think about a past holiday and describe it using their previous knowledge.</p> <p>Students join their ideas and write about a past holiday.</p>	<p>Develop prediction skills; stimulate the student's ability to infer according to the context.</p>
6	Orally and writing presentation	T - S	10'	<p>Students share and present their writing.</p> <p>Teacher pay attention to the writing and probable mistakes or the use of the language.</p>	<p>To help the students further understand the text.</p>

2.2 Rationale behind the teaching practice

Even though exist a variety of theories to apply when teaching, The Input and The Affective Filter from Krashen's hypotheses were considered to work on with this project due to it is more attractive to my personal way of teaching and the Schema Theory which guides the process of learning in a sequence way among the activities.

The Communicative Language Teaching approach on the other hand is a central part to achieve the purpose of second language learning according to the CEFR and the Testing and Assessment approach which performs better the necessities of my students.

In order to accomplish the aspects that I mentioned before, I started to plan my activities working with the aims of the lesson that refers to what has expected students to achieve at the end of the session and the subsidiary aim that is the secondary focus of the lesson as the skills students must be able to use well in order to achieve the main aim.

The personal aims help to improve the own way of teaching, as well as the assumptions which describe the previous knowledge of the students. And finally, but not least, the class profile and the anticipated problems and possible solutions.

The group of students chosen to present this project, are from the third grade of secondary school at Colegio Alfred Adler in CDMX, this group is made of six girls and fourteen boys, all of them around 14 and 15 years old. The learners' language ability, in general, is lower intermediate level, the visual and kinesthetic learning styles are predominant on them; in general terms they like English class, and show an instrumental motivation being aware how important is the acquisition of a second language nowadays, they enjoy it just five off them find it difficult.

The aim of the lesson plan was to describe past events about journeys, before the first session of this lesson plan, students had already knowledge about travel and transport vocabulary, that is why I started by *activating their schemata*, students practiced and recognized the previous vocabulary by Pictionary game. Later on, as **pre-reading** activity; they watched two videos, the purpose of it was to help them to bring ideas to their mind and share them with the rest of the class, besides practicing listening comprehension and being exposed to *Comprehensible input* according to the Input Hypothesis of Krashen, they also could express themselves, practicing their speaking ability.

Then, keeping up with the three stages of reading, in the **while-reading** I asked some questions after certain paragraphs to help them to distinguish between general and specific ideas. And as **post-reading**, students answered a set of statements and identify some unknown words and their meaning related to the context.

To assess those kinds of activities I usually give the students some minutes to do alone and analyze and then I check the answers fostering active participation.

Even though the students had already knowledge about Past tense structures, we review it with different kind of exercises as fill in the gaps, multiple chose or word order; the textbook is very complete and marks a sequence among the development of the skills, however, I usually use to practice after I present and work with the topics previously.

In the session-oriented to the final product, I started in the same way, by activating their previous data but this time making a brainstorming looking at a model of a Postcard, the students mention what they saw and what they thought about it; they made a contrast and found nowadays we use instantaneous messages by WhatsApp, Messenger or maybe email instead of a letter or a Postcard.

Next, they put into practice reading for detail sub-skill, to identify specific information in the Postcard as well as some phrases used to give emphasis. Once they become familiar with the purpose and structure of a Postcard, we reviewed phrases to give emphasis as: 'It is a beautiful day!' that changed to 'What a beautiful day!'

Students completed an exercise of it in a less controlled activity, they transformed simple statements into emphatic phrases.

Finally, students wrote a Postcard or a letter about their last holiday or the best one they remembered, they had to use the phrases learned, the vocabulary, and the correct grammar tense. When they finished, shared it with the rest of the class orally, it was a great time for them, because they could remember special moments before the Pandemic.

Through these activities, the learning was meaningful to the pupils and they could relate the information with their own context while they work with the four skills in tandem this is important because the skills do not work in isolation.

The first two skills were receptive, listening and reading with two videos and reading about epic adventures when traveling and the productive skills writing and speaking when the pupils wrote their letter or Postcard describing the best holiday and presenting it to the rest of the class.

Furthermore, the use of *authentic materials* which help to guide students even that have been made for others purposes than to teach a language results useful to relate them with the real world and engage the learners' attention and interest.

As the use of the two videos as a brief introduction of the reading text, about adventures around the world, differences among cultures, and what you can do during a trip, despite the text used was from the textbook it was an

authentic material because of its content and that can be easily related to the intercultural part. And the Postcard which nowadays is not used as in the past but takes part of the media.

In addition, gather the essential aspects to create a comfortable environment of learning, is another important point when teaching; my students know me for one year ago, however, I always try that student trust me, motivated and feel secure during the classes, they know is really important to respect others and the process of learning implies also made mistakes, that is good because is the opportunity to be better.

According to *The Affective filter*, lack of motivation can serve to cause a mental block preventing the successful acquisition of a second language. If the “affective filter” is lowered by creating a learning environment in which students are more motivated and suffer from less anxiety and low self-esteem, the possibility of success in achieving SLA is greatly improved.

Eventually, seems important to mention as a relevant aspect during my teaching practice, that the place where I work, currently with the synchronic online classes, long 40 min and that is the reason that I have to be very concrete with what I teach, and accomplish with the whole syllabus.

2.3 Assessing the progress

Regarding the assessing process, as it was presented before, I work under the Testing and Assessment Approach by Douglas Broun because it is one that performs better my students' necessities.

During this school year, teachers have faced changes in the teaching strategies as well as the assessment tools and taking into account the students' resources.

Brown established exist two forms: formal and informal assessment. To carry out the formal assessment, currently, I apply it using Google Forms, making a test per month, measuring the students' learning about a specific topic. And the informal assessment, I focus on the day-to-day activities and homework the students send by Google Classroom platform and the use of different kinds of apps as Wordwall, Kahoot, Edpuzzle, or Factile to make dynamic the process of learning.

On this lesson plan, I based on the **stages of listening and reading (pre -, while-, and post -)**, to prepare the students, primarily by getting them interested in the topic, activating schemata, and working with top-down ideas.

Pre - listening	While - listening	Post - listening
<ul style="list-style-type: none">• Pictionary game• Brainstorming	<ul style="list-style-type: none">• Listening and watching the videos• Getting ideas	<ul style="list-style-type: none">• Sharing ideas• Answering questions

Questions for listening:

- What can you observe in the video?
- What happened in the video?
- What is the general idea of it?
- Have you ever done something like that?

Pre - reading	While - reading	Post - reading
<ul style="list-style-type: none"> • Watching a video • Brainstorming 	<ul style="list-style-type: none"> • Getting ideas • Answering questions 	<ul style="list-style-type: none"> • Sharing ideas • Identifying general and specific ideas

Questions for reading:

- How 'By any means' was originated?
- How many transports did they use?
- What is the main idea of the text?
- Have you ever done something like that?

And in the final product of the lesson oriented to the **oral and writing skill**, I used a **scoring rubric** that is a guide for tracking the learning of the student's framework and I wrote their feedback individually on the Google Classroom platform following the aspects of the rubric.

In the next part, will find the scoring rubric to evaluate the final product, it was divided into criteria, follow directions and stayed on task, because it was developed during the synchronic class, the use of language, if it is accurate and communicate what is expected and finally the oral presentation which included the pronunciation and fluency.



Afred Adler High School

Teacher: María del Carmen Robles Rodríguez

Writing Rubric

Grade - Group: 3°A	Student's name:		Score:
Criteria	Excellent (5 pts)	Good (3 pts)	Satisfactory (2 pts)
Follow directions and stay on-task	Students followed directions to complete this activity and stayed on-task all time.	Students followed directions to complete this activity and stayed on-task most of the time.	Students followed directions to complete this activity and generally stayed on-task. Teacher had to re-direct student occasionally.
Use of language	There are not any mistakes in the use of grammar structures.	Three or fewer mistakes or punctuation mistakes.	More than six spelling or grammar mistakes.
Communication	Students express their ideas with fluency and concordance.	Students express themselves with some disorganized ideas.	Students have problems to communicate and describe clearly.
Oral presentation	Students speak clear and with fluency.	Students mispronounced some words.	Students have problems to concentrate and express orally with fluency and good pronunciation.

In this rubric, I tried to think about all the problems that the students could face as well as their skills to accomplish with all the criteria that are required and also, thinking about the conditions that some of them have as the use of a cellphone to take the online class instead of a computer, so they could not work digitally in the final product otherwise they worked on their notebook.

The following images are examples of the writing task, that students delivered:



My last vacation

Hi Miss Carmen

I was in Arizona whit my mom and my uncle Pepe, in the photo I was in a city called Flagstaff it was December when my mom took that photo and we also went to a part of the **Grand Canyon**.

Two days later my uncle Pepe invite us to shoot a real gun in a farm not far away from his house I wot stunned by the shots.



As I mentioned previously, not all of the students could work digitally, some of them took the online classes by cellphone, however, they tried and worked in the notebook. Also, some of them find it difficult to connect ideas and describe what they wanted to say, usually, they try to translate every single word, and the writings present a lack of accuracy.

As well as when speaking, in the oral presentation some students mispronounced, many times the reason of it is they feel insecure, they do not like to speak in English or are too shy.

CHAPTER 3. Experience Report

3.1 Results of the lesson

I have always thought, students need to associate what they learn with day to day because the generations are even more and more active and quite difficult to engage and motivate, they get distracted easier and sometimes find it difficult to follow instructions. Nowadays most students get involved with technological devices, video games, or social networks and spend most of their time on them. Many times, they think all that they learn in school never is going to be used in life.

Taking into account what I mentioned previously something I always keep in mind is that during my teaching practice all that I planned on my lesson plan must have a purpose, a sense and be related to something that students are familiar with and if it is not the case, try to use authentic materials to help them to activate their schemata, besides the use of gamification that is a learning technique that transfers the mechanics of games to the educational-professional field in order to achieve better results, either to better absorb some knowledge, improve some skill, or reward specific actions, among many other objectives.

After applying the activities presented on my lesson plan and in order to accomplish the aims on it, following the theoretical basis, that performs better my own style of teaching I can identify the outcomes.

Not all of them were what I expected but I consider the main objective was achieved.

After the first lesson besides reviewing the previous vocabulary and practice with it they were exposed to Comprehensible input, through authentic materials, they could listen to the pronunciation of the language spoken by

native speakers. And also, they focused on the topic they would be reading then.

Later on, in the reading part, they practiced the pronunciation, as they went reading, I could observe how they correct themselves when they mispronounced a word, something that was great because indicates they are already able to identify the correct pronunciation of some words. After my first intervention with questions about the general idea of the paragraphs, they little by little started to distinguish general and specific information on their own.

So on, in the last part when they answered a set of statements about the previous text many of the students did it really fast. However, there were some students that just did not answer, due to the online classes is complex some time to observe all of them and they get easily distracted at home.

In the activity that they had to look for the meaning of unknown words according to the context in the text, some of them inferred the meaning by reading again and others looking for the meaning in the dictionary, this kind of activity helps them to identify that there are many words that can have different meaning depending on the context and not just the first one that appears in the dictionary or translator besides, unconsciously they acquired new vocabulary.

Moreover, in the review of past tenses, they feel very secure because they had already knowledge of it, they answered multiple-choice exercises, fill in gaps, word order, and described orally what they had done one day before. I consider practice is not going to be enough, taking into account there are students who practice and use the English just in the moment of the class.

In the session-oriented to the final product, students identified how to give emphasis when writing. They consolidated their previous knowledge and as a less controlled activity, wrote a letter or Postcard describing the best holidays they had. With this activity, they become aware they can use the

knowledge and found it meaningful because they use it to talk about a real situation and imagined they were writing to a friend to tell how was their holidays using past tense to describe and emphatic phrases to make the writing more interesting.

At the place where I work the classes long 40 min and I always have to be very concrete with what I teach and with the activities, which made me feel stressed because I could not spend more time with the students who really need a guide in the process of writing. And another problem that I faced was that also there are students who during this school year with online classes do not feel comfortable and just do not answer or turn on the camera, which complicates more the situation because I cannot help or at least try to motivate them.

In the whole lesson plan, I worked with the four skills sometimes ones are more evident whereas the others are implicit but I follow a sequence to help the student to acquire the knowledge until they can produce their own writing, communicating past events, which was the main purpose of this lesson.

Four or five students had problems writing with fluency, correct use of grammar structures, or use of language. They are the ones who do not like English but I have always tried to involve them, motivating, and guiding in the process of learning, not just for this lesson plan, I have done it since I know them, however now with online classes has been complex to spend small-time one by one. Now with the online classes, I give feedback on the classroom platform to help them to improve.

At the end of this lesson, I think, they found it as a good moment to remember a special time for them what means they found it meaningful and they used the second language all the time as well as their previous knowledge.

3.2 Reflection

After this school year online, as a teacher and as a student from the specialization, without doubt, I am more aware of the huge quantity of aspects involves in being a teacher, the theoretical foundation behind the teaching practice which always has been implicit, many times teachers do not mention but it is there because is part of the essential things that we perform in the day-to-day.

I know the importance of being prepared and always looking for new techniques, resources or materials to engage the students and create meaningful learning.

Nowadays students, teachers, and parents have faced a new way of living; learning, teaching, or even working virtually has been part of our daily life, we have experimented with new challenges.

Regarding education, now more than never before has taken the advantage of the technology and be in contact, looking for new ways of teaching, even though always we can improve, we have faced it.

I am truly glad to know how adaptable we are, each of us knows how difficult or stressful it was but even when we thought was very difficult, everybody tried it and the attitude we take to look for a new way to help our students and guide their learning process no matter the distances, is what I call to be a great teacher.

Personally, as I mentioned before, I believe one of the main aspects I reflected on during this time is about what I teach, how I teach, and if it is meaningful for the students; through time has been declared the most important thing is to accomplish with the syllabus on each educational level but

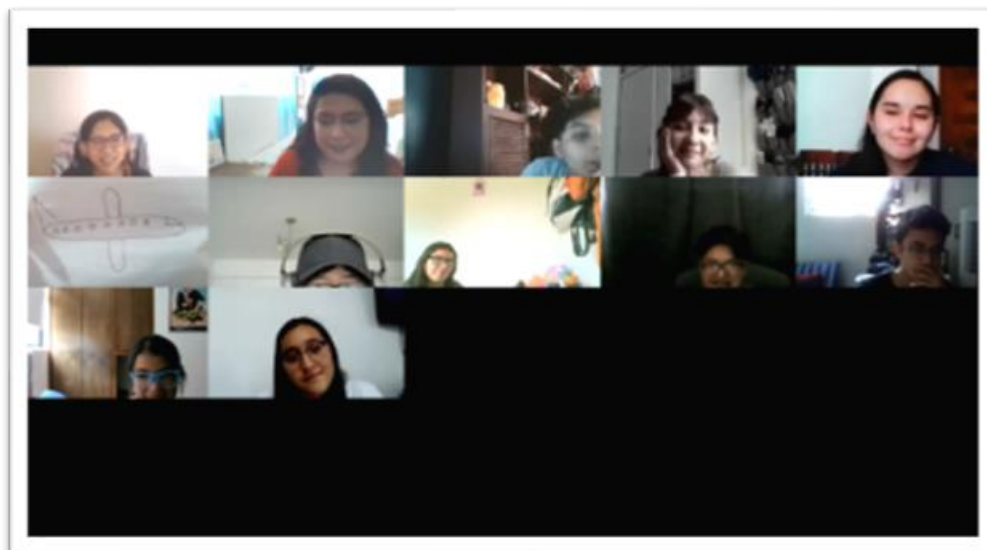
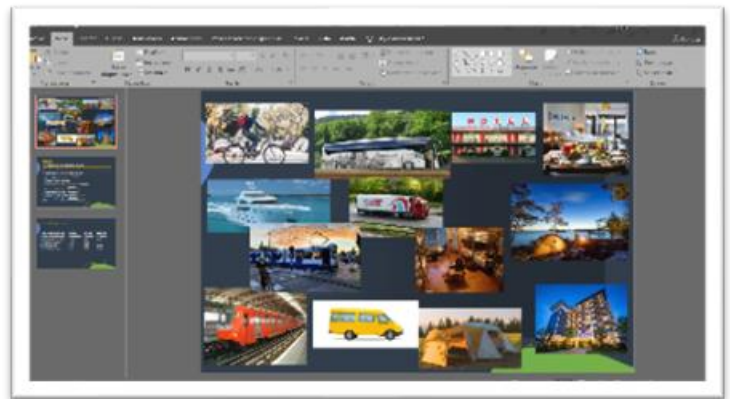
what about the purpose of the teaching process and the one for the target language?

That was the question I thought during all this time and was the main purpose of my project.

At the end of this period, I think I could answer my question, I reflected on what students really need and how to teach according to that, as well as accomplish with the communicative purpose. However, I am conscious I have to improve because I am the guide of my student's and everything that I teach good or not is something they will absorb.

3.3 Attached evidences

Activating previous schemata – Pictionary game.



Pre – reading activity: Watching videos

https://www.youtube.com/results?search_query=by+any+means+intro

<https://www.youtube.com/watch?v=zrfDyQx8fY4>



While – reading and post-reading

Reading

- Look at the photo. It comes from a TV series called *By Any Means*. What do you think the idea of the programme is? Guess.
- Read the text and check your prediction.

BY ANY MEANS



- The son of the well-known British film director, John Boorman, Charley Boorman became famous by making two popular television series with the film star Sean Connery. In these series Boorman and Connery rode huge distances on motorbikes.
- Boorman was looking for a new challenge when his friend TV director Russ Malkin suggested going from Ireland to Australia using any **means** of transport. To be precise, the idea was to take any means of transport except planes, unless this was absolutely necessary. Boorman loved the idea and immediately began to plan the journey with Russ and a cameraman called Mungo. Together they made the trip into a TV series called *By Any Means*.
- They began in Ireland because this was where Charley had **grown up** and started riding motorbikes at the age of just 15. The team began and ended the trip on motorbikes because these are Boorman's favourite type of transport. But they also went by express train, ferry, taxi, coach, bus, car, tractor, van, lorry, hot-air balloon, and helicopter. Sometimes there were delays and they missed a connection. On two occasions Boorman ended up catching a plane because there was **no alternative**. But he preferred more exotic types of transport like an elephant in India and a camel in Australia. It was good that they didn't have to carry much luggage!
- At times Charley got very tired, especially on long-distance trains. He found it difficult to sleep on night trains, and sleep in general was a problem. The three travellers usually stayed in hotels and hostels, but sleeping in a different bed each night was **exhausting**. Once when they slept in a tent it was nearly a disaster. They'd spent the whole day on their bikes when it started raining. They were in the middle of the jungle in Cambodia during the **monsoon**. It rained all night and Charley slept with his camera in his hand. He was expecting something terrible to happen at any moment and wanted to make sure that he could at least film it.
- Water gave Boorman one of his best moments on the trip, but also some of the worst. The best was when they were travelling on a 'rocket boat' in Cambodia. The boat really did go like a rocket and Charley loved the **speed** and excitement of the trip. But on other occasions when they were sailing, he thought he was going to die. On one trip from Bali to Borneo, the ship was very old and water started **pouring in**. Luckily another boat was going past and could rescue them. It was **fortunate** too that they were just beginning their trip and weren't in the middle of the ocean! And while they were sailing from Timor to Australia a storm hit them. The **waves** were over four metres high and they were only travelling in a very small boat. Again, luck was with them, and after 36 hours of sailing in terrible conditions they arrived safely. For Charley this was the hardest part of the trip.
- By the time Boorman arrived in Sydney, Australia, he'd spent 102 days travelling, used 112 different types of transport, travelled across three continents and 25 countries, and had covered more than 32,000 kilometres!

- Read the text again and choose the best answers.
 - Charley Boorman is
 - a film director.
 - a film star.
 - well-known on TV.
 - Charley, Russ and Mungo
 - didn't want to travel by plane.
 - didn't need to travel by plane.
 - couldn't travel by plane.
 - It was difficult to sleep because they
 - never stayed in the same place for long.
 - couldn't find places to sleep.
 - were usually travelling on trains at night.
 - Charley didn't sleep well in the tent in Cambodia because he
 - was filming a special event with his camera.
 - thought something bad was going to happen.
 - doesn't like rain.
 - Charley had some bad experiences at sea because
 - some of the boats they travelled in weren't ideal for the conditions.
 - he feels nervous and sick at sea.
 - the weather conditions were exceptionally bad.
- Find these words in the text. What do you think they mean? Use a dictionary to check your ideas.
 - huge a big quantity
 - means the meaning of something
 - grown up increase the size
 - no alternative don't have option
 - exhausting very tired
 - monsoon
 - trial feel moved by something
 - pour in
 - fortunate have luck
 - waves the low and rise parts of the sea
- SPEAKING** What about you?
 - Would you like to see the TV series *By Any Means*? Why/Why not?
 - Would you like to make a journey like the one in *By Any Means*? Why/Why not?

Unit 2 19

What is a Postcard?

Developing writing Giving emphasis

1 Read this postcard from Lily. Which picture shows where Lily is now? Put the other two pictures in the order that Lily is going to visit them.

Hi Max!

I can't believe it! Here we are in L.A... at last! What a journey! It was so long! We had a big delay at the airport and then, when we'd arrived, it took ages to collect our bags. Anyway, they did appear in the end, so that's OK. L.A. is such an amazing place and the weather is brilliant. Our hotel is close to an enormous shopping mall. We didn't have time to go shopping yesterday but we do have time today - yippe! Tomorrow we're going to Hollywood. Ben and I want to see Universal Studios. And later this week we're going to the beach at Santa Monica.

Now it's time for our shopping expedition! Missing you lots - hope you are well. See you soon, Lily xxx 😊

Max Johnson
6 Hobson Road
Wytham
Oxfordshire
OX2 8WA
UNITED KINGDOM

2 Read the postcard again. What does Lily say about ...

- the journey to L.A. (aged)
- Los Angeles!
- shopping!
- Universal Studios!

3 Look at Lily's postcard and complete the examples in the Writing Bank.

Writing Bank

Useful words and expressions to give emphasis

Here are some ways of giving emphasis to what we write, to make our writing more interesting.

- We can use what + adjective + noun
eg. I had a great time. I had a brilliant holiday.
- We can use it + adjective + verb
eg. I was so happy. I was so excited.
- We can use do + verb + adverb
eg. I did love Paris. I did love shopping.

4 Make these sentences more emphatic by using the word given.

- The holiday was great. (what a busy city!)
- The flight was awful. (such)
- We were so tired when we arrived. (so)
- I love Paris. (so)
- We had a great time. (did)
- We were so happy to get back. (so)
- It's a great holiday. (what)
- It's a fantastic place for shopping. (so)
- We wish you were here. (do)
- I loved a brilliant holiday. (did)

5 Think of an amazing holiday destination and make notes for a postcard. Use these questions to give you ideas.

- Where are you?
- Where are you staying?
- Where do you get there?
- Did anything good or bad happen during your journey?
- How do you get there?
- What is the good/bad for you and your friend?
- What do you do yesterday?
- What are your plans for the next few days?

Practice makes perfect

So look at the task.

You are on holiday. Write a postcard to an English-speaking friend. Tell your friend:

- where you are and where you're staying
- what happened on the journey
- what the place is like
- what you did yesterday and what your plans are for the next few days.

6 Use your notes from 5 to write your postcard. Use the expressions in the Writing Bank to add emphasis and interest.

EXAM SUCCESS

When you write a piece of writing in an exam, what adverbs do you use to make it more interesting before you finish it?

EXAM SUCCESS ▶ page 110

Activity 4: Make these sentences more emphatic using the words given.

- It's a busy city. (what)
What a busy city!
- The flight was awful. (such)
It was such an awful flight.
- We were tired when we arrived. (so)
We were so tired when we arrived.
- I love Paris. (so)
I do love Paris.
- We had a great time. (did)
We did have a great time.
- We were happy to get back. (so)
We were so happy to get back.
- It's a great holiday. (what)
What a great holiday!
- It's a fantastic place for shopping. (so)
It is such a fantastic place for shopping.
- We wish you were here. (do)
We do wish you were here.

Final product – Writing task

Hi Miss Carmen!!!

How have you been? I'm going to tell you about my vacation in Cancun when I was 5 years old, my family and I went there, it was my brother's first flight, after we made the check in at the hotel, we went out to see the pyramids of Tulum (Chichén Itzá).

The following day we went to Xcaret where we could swim with dolphins and I went to the beach to catch sea shells. The bad thing about those vacations was that a tropical storm came and the hotel did not let us out and we stayed the rest of the vacations inside the hotel. But I remember it and I feel happy because it was a good time with my family.

Well, I hope you tell us about one of your vacations.

See you

Julieta



Hi teacher Carmen

I'm going to describe my vacations, what a journey!!

First, I have to tell you that I visited manzanillo and I stayed at "Hotel vista playa de Oro", I went with Raul and my friend Diego, also with my family and the clients of my mom.

I remember, first we went to hotel to make the check in, then we went snorkeling on a ferry it was super incredible, then in the hotel there were like three thematic pools and I spent all the day swimming there, we also had unlimited food so I ate a lot, it was really tasty!

Then there was a show and it was cool and I passed it so good, it was amazing!!



CHAPTER 4. Conclusions

Nowadays we are living in a world where we cannot assume anything, teachers and society, in general, need to be prepared for the change or at least be able to adapt to it. If the time goes on, we have to go with it.

I believe this pandemic arrived with a purpose, good or not it was the opportunity to grow up, improve and be better as a professional and as humans.

Personally, I think I have learned a lot about this experience as a teacher and as a simple person who has to work, fulfill responsibilities and be better.

Certainly, this quarantine has forced us to improve and be more aware of what we teach and how we do it. Now more than ever we have adapted technological resources, apps, web pages, videos, music, online games, techniques, strategies, and methodologies on our lesson plans, it was a clear opportunity to diversify our classes.

Regarding this project, I can conclude the role as a teacher has a huge impact on the process of learning, the environment we create, and the rapport with the students. The theoretical basis applied at the precise moment, the way we organized, structure a make a sequence among the activities, the pre – while and post in the receptive skills as listening and reading and what we expect in the productive skills like writing and speaking.

If since the very beginning when we look for resources or materials to give a comprehensible input to the students and follow what we do in the lesson plan, the possibility of getting success becomes higher. Nevertheless, when we face troubles or the plan does not go as we planned, we also have to take

into account anticipated problems and their possible solutions. There lies the knowledge of our group of students, their strength and weakness.

Furthermore, be aware of the process of learning, define the assessment tools according to the student's necessities, taking into account their attitudes, performances, products, and the progress of their learning. Have clear the difference between testing, summative assessing, and evaluation as the global numerical grading at the end of certain periods.

Reflecting on my final project and my growth as a teacher brings up to my mind the beginning of this specialization to obtain the degree of 'Specialization in Teaching and Learning of English as a Foreign Language', has been very fruitful and challenging, when it started I was really nervous, and anxious because it demands a lot of time and commitment even though I consider myself as a hard-working person I always demand more of me in anything that I do, and when I started my English level was not very high, probably now it is not enough yet, but when I was reading my past assignments I felt really satisfied with my progress and what am I.

I know I have a long-distance to walk and I want to be better each day of my life, but at this time I am sure I am better than yesterday.

Definitely, each process takes its own time, like the lotus flower which survives in difficult conditions until blooms on the surface of the water in search of light as a spiritual elevation.

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