



educar para transformar



Especialidad en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera

***Final Project: Students Motivation Can be Improve
Through the use of Appropriate Application of
Technology in the Class.***

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Introduction

CONTEXT:

The project was applied in Cetís 31; it is a public high school, in Ramos Millan in Iztacalco, section, Ciudad de México, it is a Technical School.

If you want to study in Prepas, you need to get more than 88 points in the COMIPEMS exam, for CCH, you need 80, for CECYT you need 82, for Colegio de Bachilleres 69, for Cetís or Conalep you don't need to get a specific number of points in the exam.

An article in La Jornada says: "Por lo que respecta a quienes alcanzaron los puntajes más bajos, ya que el promedio de aciertos este año fue de 71, indicó que hubo un aspirante que obtuvo dos respuestas correctas, a quien le fue asignado un plantel para cursar su bachillerato".¹

"El experto en temas educativos de la Universidad Autónoma Metropolitana (UAM), Hugo Aboites, apuntó que el examen único es un mecanismo que acelera la deserción y que "poner una condición económica para ejercer un derecho va en contra del derecho mismo", en alusión al costo de la prueba".² In this sense I agree with Aboites because when students are not preparing for high school level they are going to desert of it. We have to remember that one of the not writing rules in the primary and secondary public's school is the fact than students can't fail the course, I consider that this rule make students to think that in high school it is going to be the same, and they will pass the course even they don't do anything to pass it, of course if students don't pass the exam they are going to desert, most of those students don't pass any of the subjects they have in the semester, this is consequence that students get a place in high school even with 2 correct answers in the COMIPENS exam.

About this, Cetus has high dropout rates, low rates of academic achievement, most of the students didn't want to study in this school, many of them are not mature for this level and, in many cases, this school was not in their options when they select school, COMIPEMS put them in this school and teachers must look for the way to solve those problems. As we can see, this is a great challenge for teachers in this sense, we have to work a lot designing strategies if we want students attention every day and every class, that's why we have to use all the tools we get in the specialization, we have to develop all the theories we know about, we have to design classes for different students learning style and adapt; methods and teaching practices we have learnt.

¹ *La Jornada Julio 2013*

² *IDEM*



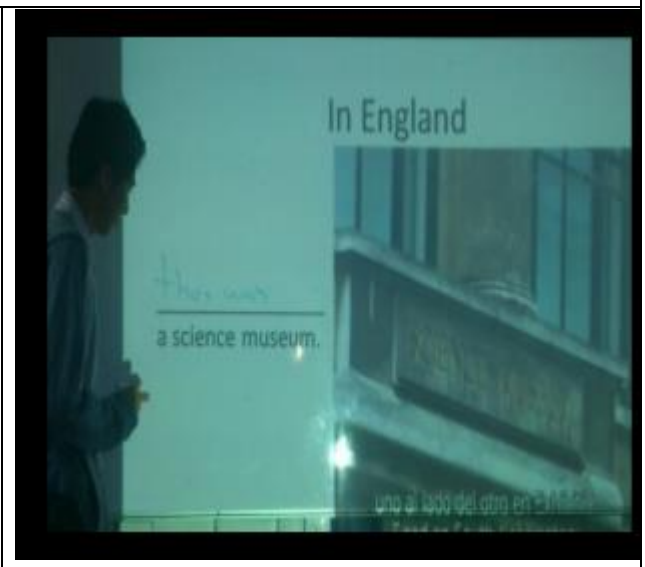
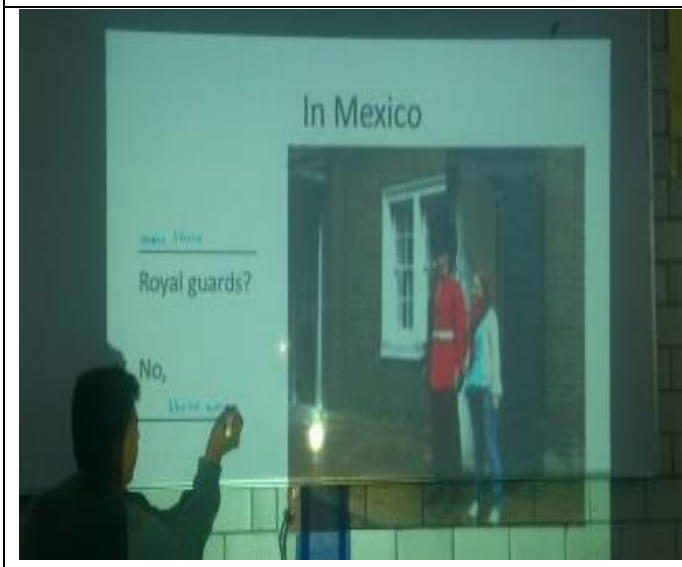
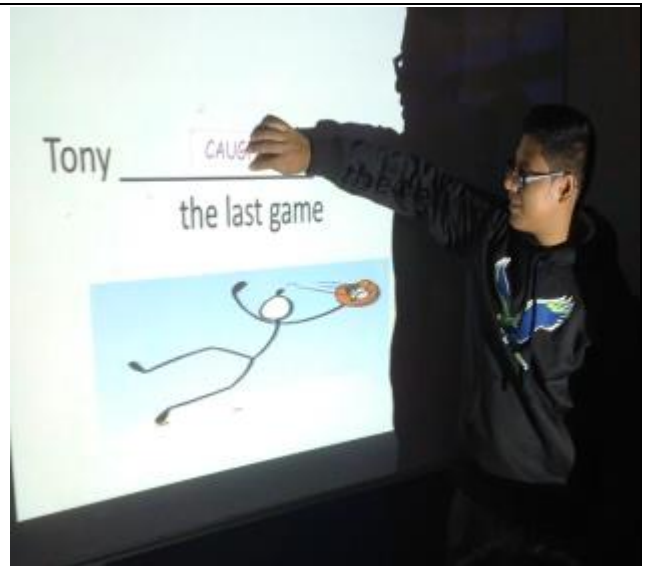
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This project's name is **“Students Motivation can be Improve through the Appropriate Application of Technology in the Class”**. This name reflects my principal problem as a teacher. I'm working for a public high school, most of the students in this school didn't want to study here, in this school are students who got a low score in COMIPENS selection exam, this situation means less motivation, students don't want to be in this school, this is one of the reasons students don't want to learn and of course they don't want to learn English, to motivate them it's really difficult, add to the problem, that groups are about 45,50 students, we don't have an English laboratory, even we don't have a tape recorder, we don't have internet access, if we want to work with technology we have to bring our own computer equipment.

³ Google maps

We are trying to solve this problem using technology, in this sense, we thought that students are interested of technology, they don't want to learn, but they like technology so much, so maybe if we use technology, they enjoy learning. That is why, we are trying to create a kind of interactive blackboard, this means we work with power point presentation, in which students have to complete sentences, using some flashcards to paste and complete the sentences, some others they have to write the sentences in the interactive blackboard, at the same time we used to invited a virtual teacher to teach in my class in order students can feel motivation listening another teacher even they can heard a native speaker.



Theoretical Foundations

We designed this work using the Task Based Learning (Projects, because it focus on create different opportunities for language learning through problem solving, this kind of activities let students to use cooperative learning and collaboration and negotiation meaning, I think this activity will permit student to sharing and comparing experiences trying to solve the problem: How can I know different cultures if I don ´t have a lot of money? I think this activity will provide students intrinsic motivation⁴ because they will be the principal responsible of their knowledge at the same time, they will have to create a product, in this case there are two products: an oral presentation and a Writing activity. Task Based Learning (Projects) let students to be autonomous, but at the same time they share learning working in pairs, when we work through projects, we have to develop different evaluation instruments that we have to applied during the development of the project, we have to consider for this evaluation all skills, and students' abilities.

We prepare to talk by writing, and we talk to write.

Negotiation of Meaning	<p><i>Any model of human communication will recognize that for a real communication process to take place there is always the possibility of miscommunication.</i></p> <p><i>We go through a process of "negotiation of meaning" when we are not clear what the other person said. Negotiation of meaning is a process that speakers go through to reach a clear understanding of each other and the circumstances</i></p> <p><i>Even two people, who know each other very well and speak the same language, need to "negotiate meaning." Some common "negotiation of meaning" activities are asking for clarification, rephrasing, and confirming what you think you have understood.</i></p> <p><i>In a language course, the topic of strategies for communication becomes very important when we see language teaching as a way to enable students to communicate successfully in the target language.⁵</i></p>
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⁴ Gardner/Hermann

⁵ <http://www.teachingenglish.org.uk/category/glossary/negotiation-meaning>

This definition is important because we are going to work in pairs communicating ideas in a speaking form and students will have to present their oral exercise to the class in this sense they will have to negotiate meaning with other students and even with teachers.

*For the writing activity we will take into account the **Micro-skills** that are used frequently when we are planning writing lessons because we have to take in consideration: orthographic patterns and we try students use appropriate word order patterns including the grammatical systems. We must take in consideration that students will express a particular meaning in different grammatical forms.*

*In the other side we have to know **Macro-skills** in order to build a cohesive discourse, using rhetorical forms and conventions of written discourse always taking into account the purpose, those skills let us to plan activities that let students to make connections between the main idea, supporting idea, and the new information. Using the Macro-skills will let students to prepare writing and complete the writing process.⁶*

⁶ Taken from Brown, H.D. (2004). *Language Assessment. Principles and Classroom Practices*. Longman. NY, pp.142

Micro-skills

- Produce graphemes (handwriting) and orthographic patterns (spelling) of English.
- Produce writing at an efficient rate of speed to suit the purpose.
- Produce an acceptable core of words and use appropriate word order patterns.
- Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
- Express a particular meaning in different grammatical forms.

Macro-skills.

- Use cohesive devices in written discourse, that is, connect ideas effectively.
- Use the rhetorical forms and conventions of written discourse.
- Appropriately accomplish the communicative functions of written texts according to form and purpose.
- Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- Distinguish between literal and implied meanings.
- Correctly convey culturally specific references in the context of the written text.
- Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Reference:⁷

⁷ Taken from Brown, H.D. (2004). *Language Assessment. Principles and Classroom Practices*. Longman. NY, pp.142

For writing activities we must take into account:

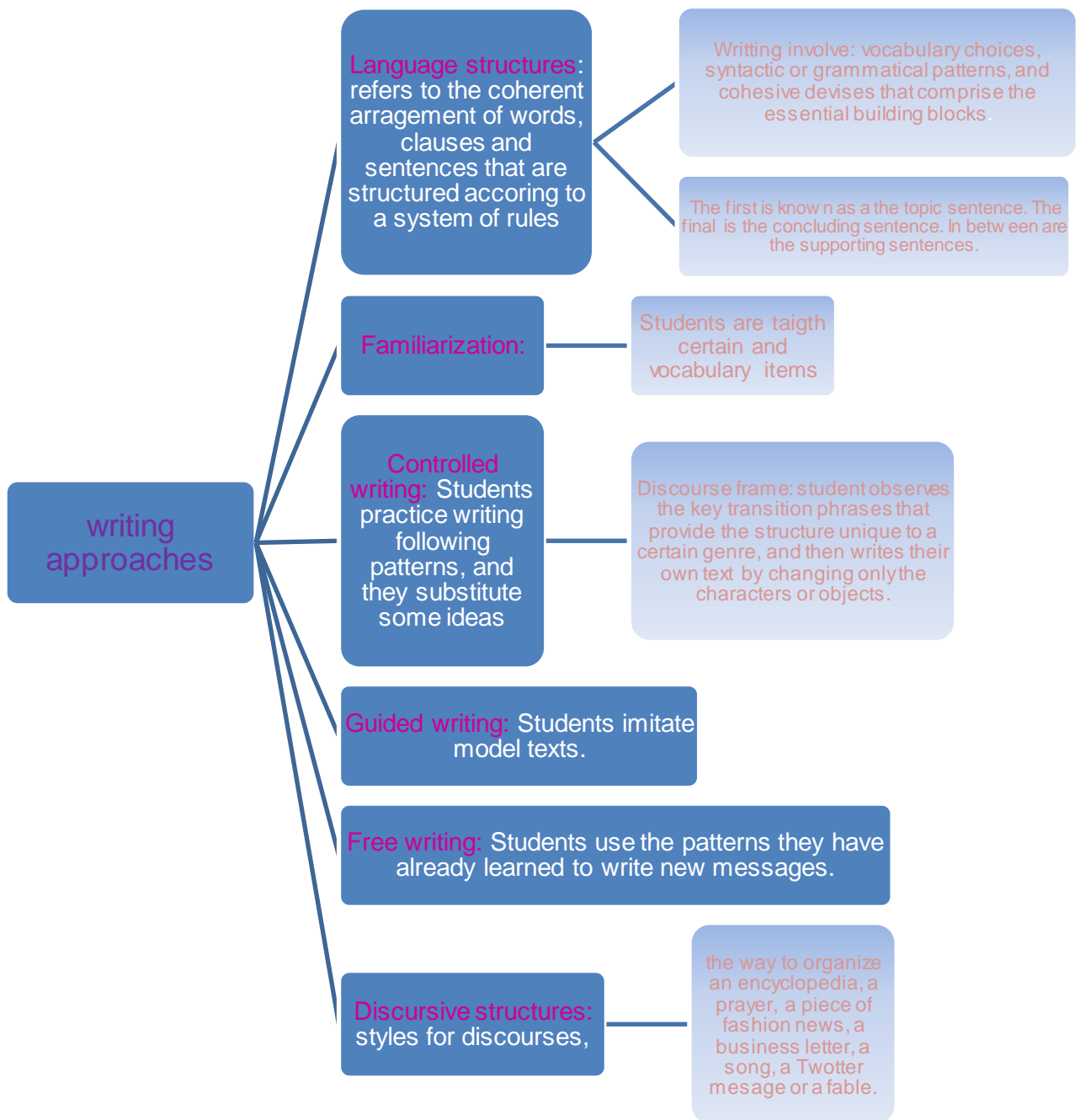
Hyland's definition about writing:	<i>The process whereas a person selects, develops, arranges, and expresses ideas in units of discourse.</i> ⁸
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In this project, students are going to express coherent ideas using simple past, superlatives, and comparatives, there was, and there were. They will have to make a prewriting using the target language, after the teacher's feedback they will correct their mistakes, in this project we are going to assess using formal and informal evaluation, using a check list and a rubric. For this activity we are going to consider the Hyland's six approaches when teaching writing.⁹



⁸ Hyland, K. (2002). *Second Language Writing. Chapter 1, Writing and Teaching Writing.* (pp. 1-30). City University of Hong Kong. Cambridge University Press.

⁹ Idem



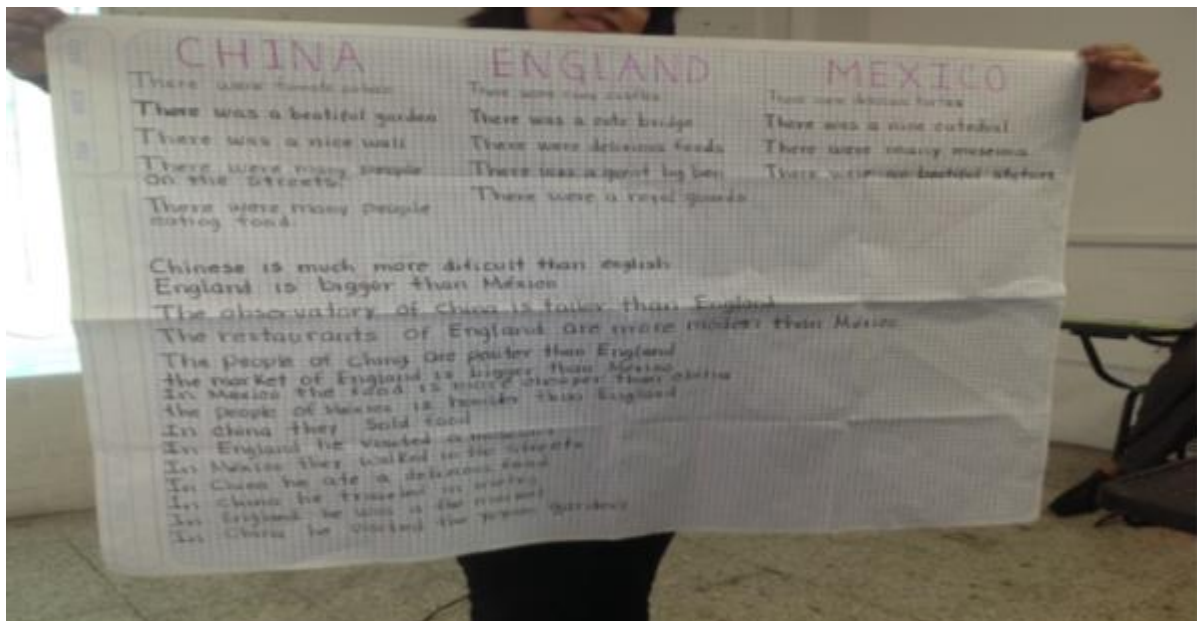
It is important when we are planning writing activities, to consider the different cultural context and the cultural literacy background, if we want to students write well. We can encourage students to use graphic organizers in order they can follow a sequence, it is important that students use peer-reviewing in order they can correct some mistakes and to exchange ideas considering that group collaboration gives them the opportunity to improve and not to get frustration after the teaching-reviewing.¹⁰ Of course teacher must be careful when he/she make

¹⁰ *Teaching Writing. Teaching by Principles: An Interactive Approach to Language Pedagogy. White Plains: Pearson - Longman.*

feedback because not all the grammatical and mechanical errors should be corrected maybe we can comment the mistakes affect the understanding not in a negative way.¹¹

Another important thing we must consider is the process model of writing instruction. In this case we are going to select only the most useful elements, because the students are beginners, they are in the second step. ¹²

- ✓ Selection of a topic: by teachers and/or students
- ✓ Prewriting: brainstorming, collecting data, note taking, outlining, etc.
- ✓ Composing: getting ideas down on paper.
- ✓ Response to revisions: teacher/peers respond to ideas, organization, and style.
- ✓ Proofreading and editing checking for correct form, layout, evidence, etc.
- ✓ Evaluation: teacher evaluates progress over the process.
- ✓ Publishing: in-class printed versions or presentation, on bulletin boards, websites, etc.



¹¹ Adapted from Raimes, A. (2002). *Ten Steps in Planning a Writing Course and Training Teachers of Writing*. in Richards, J.C. and Renandya, W.A. *Methodology in Language Teaching*, pp. 306-314.

¹² Hyland, K. (2002). *Second Language Writing. Chapter 1, Writing and Teaching Writing*. (pp. 1-30). City University of Hong Kong. Cambridge University Press.

What is CALL?	One advantage of living in the 21st century is the availability of computer tools to help teachers. In the teaching field, these tools are more commonly known as Computer Assisted Language Learning, or CALL . Although CALL has been around since the 1980s, it was only in the last decade that it has grown enormously and become an incredible set of resources for the EFL teacher.
Tips for Teaching with CALL, Chapelle and Jamieson suggest for writing.	<ul style="list-style-type: none"> ★ <i>.Select</i> appropriate texts as models. ★ <i>.Choose</i> CALL that teaches genre (different kinds of writings such as: a recipe, a journal, a joke, a letter, an essay, an advertisement, etc.) as well as linguistic knowledge and strategies. ★ <i>.Teach</i> learners how to benefit from interactive help and feedback from the computer. ★ <i>.Create</i> opportunities to expand knowledge of English through writing, and to write for a real audience. ★ <i>.Include</i> explicit evaluation. ★ <i>.Help</i> learners develop their writing strategies.¹³

For this project we are using some elements for CALL like: Create opportunities to expand knowledge of English through writing, and to write for a real audience. Student’s writing is going to be expose to all the group, we are going to use the power point presentation to model the writing, they will use some sentences they practice with, to change some words to make another sentence.

To assess writing is really necessary because we have to feedback students in order they can improve in this skill area, at the same time, students need feedback to realize how well they are advancing in their language learning. For writing activities, we can use some instruments like rubrics, because rubrics can either provide a general overview or can focus on specific aspects of the skill. To make the **rubric** for this activity we are going to consider some the next elements.

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Content	<ul style="list-style-type: none"> ★ <i>Substantive development of a thesis or main idea</i> ★ <i>Adequacy and relevance of supporting detail</i> ★ <i>Demonstration of knowledge of subject</i>
Organization	<ul style="list-style-type: none"> ★ <i>Fluent expression of ideas; not choppy or abrupt</i> ★ Logical sequencing ★ Cohesiveness ★ <i>Main points and supporting detail clearly and succinctly stated</i>

11) Chapelle, C., Jamieson, J. (2008). *Tips for teaching with CALL: practical approaches to computer-assisted language learning*. White Plains, NY: Pearson Education., p. 2

12) Chapelle, C. & Douglas, D. (2006). *Assessing language through computer technology*. Cambridge, UK: Cambridge University Press., p. 5

13) Retrieved from http://en.wikipedia.org/wiki/Computer-assisted_language_learning

14) *Idem*

	<ul style="list-style-type: none"> * Ideas not confused or disconnected
Vocabulary	<ul style="list-style-type: none"> * <i>Sophisticated range with effective choice of words and idioms</i> * Meaning not obscured by incorrect words * <i>Word choice not limited by lack of vocabulary</i> * Appropriate word register, which is a level of formality appropriate to the topic and the audience
Language use	<ul style="list-style-type: none"> * <i>Use of complex constructions</i> * <i>Few errors of agreement, tense, number, word order, and function</i> * Correct use of articles, pronouns, and prepositions * Meaning not obscured by grammatical errors
Mechanics	<ul style="list-style-type: none"> * <i>Mastery of conventions of spelling, punctuation, and capitalization</i> * <i>Obscured meaning by lack of appropriate punctuation and/or spelling</i> * Paragraphing demonstrates coherence of ideas * Handwriting or font is legible¹⁵

In this project we are going to do speaking activities, for students it is one of the most difficult skills because most of them are very shy, they don't want to speak in English to the class. In this sense we must consider that "the complexity of speaking from a communicative perspective; oral interaction is a balancing act, we said, because like jugglers, speakers virtually have to keep track of and control over a number of aspects not only concerning their own performance, but also those concerning the goal and course of the communicative event itself.

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In order we can develop speaking activities we will consider next recommendations:

To be sure, they must keep track of at least all the following.

- Their goals (what they expect to get out of the event),

¹⁵ Jenkins, R (2009). *Practical Ideas for the Adult ESL/EFL Classroom*. ELT Advantage Online Course Materials.

11) Chapelle, C., Jamieson, J. (2008). *Tips for teaching with CALL: practical approaches to computer-assisted language learning*. White Plains, NY: Pearson Education., p. 2

12) Chapelle, C. & Douglas, D. (2006). *Assessing language through computer technology*. Cambridge, UK: Cambridge University Press., p. 5

16 13) Retrieved from http://en.wikipedia.org/wiki/Computer-assisted_language_learning



- Their strategy in reaching it (the manner of delivery, as well as the amount of talk that is appropriate),
- Their listener (who it is, and what types of roles are enacted in that particular event)
- The formal features of the message (vocabulary, grammar, pronunciation),
- The pragmatic features (choice of style, choice of language, paralinguistic aspects such as tone of voice, gaze, posture, etc.)¹⁷

For speaking activities, we have to consider the level of the students, their needs, their interests, and their learning styles in order we can identify their weak point. They need a lot of motivation and of course practice too much, so they can feel security, for this reason we consider pair work first so they can feel confidence, at the end they will have to speak for the class, in this activity teachers must be careful when assess students, because if we correct them when they are speaking maybe they won't want to continue with the speaking practice that's why we have to observe some recommendations about assess speaking.

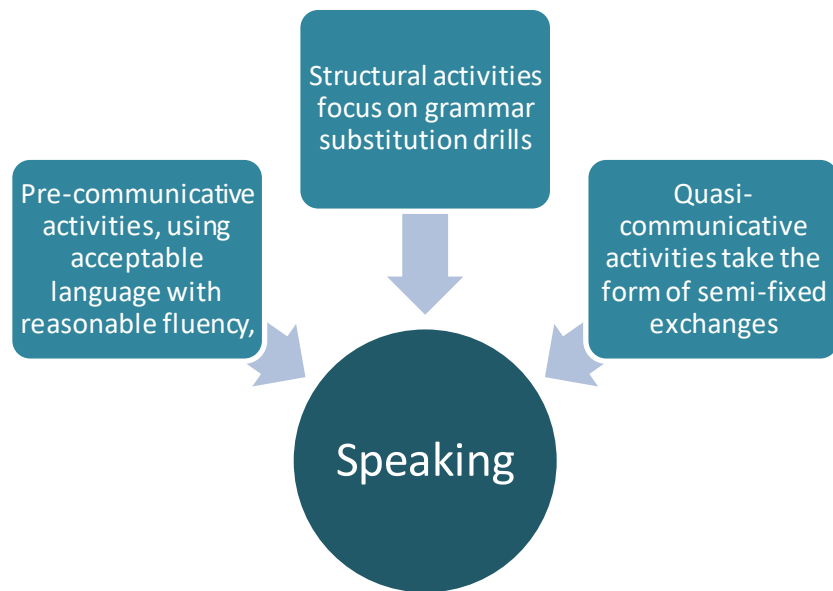
First of all we have to plan speaking activities in this sense we have to follow those recommendations:

One way of looking at techniques and activities for teaching speaking is to determine:

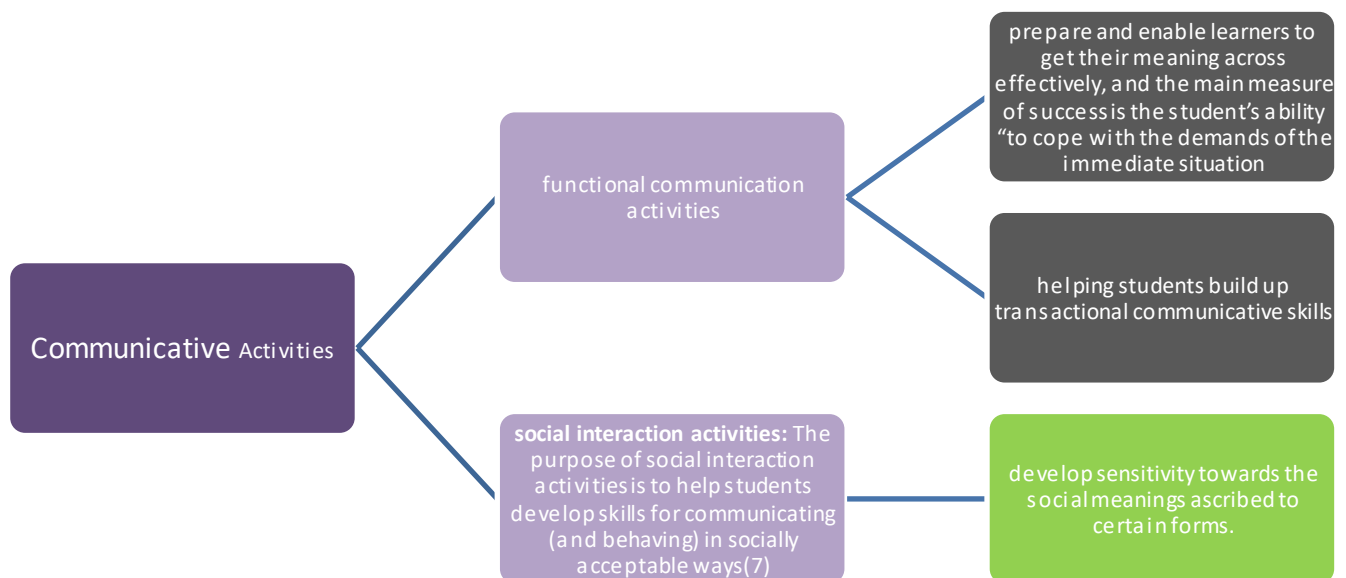
- 1) whether their focus is on isolated aspects of conversation (either formal aspects of language, or pragmatic ones –like different ways of getting things done - taken one or two at a time, rather than globally).
- 2) Whether the focus is on conversation as a whole and the purposes for which people engage in it. The former, where the focus is on aspects of conversational competence taken one at a time, are referred to as **pre-communicative** activities and include different types of drills; the latter, where the focus is on communication in lifelike situations, are referred to as communicative activities, and include role-plays, project work, debates, etc. ¹⁸

¹⁷ [3] Littlewood (cited in Bygate, M. (1987). *Speaking*. Oxford: Oxford University Press., p. 61.

¹⁸ Listing based on Snow, D. (2007). *From language learner to language teacher*. Alexandria, VA: Teachers of English to Speakers of Other Languages, Inc., pp. 106-107.



Classroom as a social context refers to those techniques and activities that draw on the classroom as a social reality. For this project we will use some activities that students can develop in social contexts related with real life, because we are using intercultural activities that show how other cultures are in different countries. We are going to use some activities like classroom language drills and conversation groups, so students can practice speaking before they present their final activity to the group.



Reference ¹⁹

¹⁹ Snow, D. (2007). *From language learner to language teacher*. Alexandria, VA: Teachers of English to Speakers of Other Languages, Inc. p. 121.

For the specific oral activity, we are going to work for this project using: Oral practice for the learning of grammar that refers to activities intended to help students practice grammatical structures by using them in plausible sentences during drills and other highly structured oral practice exercises. This is because students must practice the grammar structures, we saw in the Module 3; we are going to work with **substitution drills** in order students can practice understanding the changes in meaning they have to modified. When students make the appropriate changes, we are going to use **choral repetition** (a controlled technique) as much as possible in order students can practice pronunciation, we have to remember that those students are in elementary level in this sense substitution drill are going to be useful and they are going to practice grammar and speaking at the same time and the activity will be **Semi-guided and sometimes controlled tasks**, to understand this we can review this:

Technique is a superordinate term to refer to various activities that either teachers or learners perform in the classroom.

Techniques include all tasks and activities

Always planned and deliberate, they can be:²⁰

- Structured controlled
- Semi-guided,
- Autonomous

Manipulative: are totally controlled by the teacher; Choral repetitions / Brainstorming/ Reading aloud / Role-plays Substitution drills / Storytelling /cued substitution drills, dictation

Communicative: involve appropriately small chunks of language and build in some repetitions of patterns for establishing fluency

*Understanding **techniques** from the point of view of the specific role they play about the specific aspects of communication they address is also useful knowledge that comes in handy when planning principled lessons.*

In this sense we must know some technics for speaking, for example: A drill is “a technique that focuses on a minimal number, of language forms through some type of repetition...are done

²⁰ (20) Snow, D. (2007). *From language learner to language teacher*. Alexandria, VA: Teachers of English to Speakers of Other Languages, Inc. p. 121.

chorally... or individually. Those kinds of drills are useful when we want to practice choral repetition for example: “I like _____, In China _____, I _____.

Knowing some techniques for speaking is going to be useful when we want to teach speaking, this is going to be one of the student’s activities for this project, in this sense we want to describe some of them:

Integrated Skills:	
Labeling Techniques	<i>Can be controlled/semi-controlled/free practice continuum. They can be applied in a dynamic manner all depends of the activity we want to implement some of them needs to be highly controlled like, warm-up, but at the same time this activity can be highly open-ended all depends of the teacher and the students.</i>
Generation	<i>being able to use the word in a new context</i>
Noticing	<i>the implicit recognition of a word as a useful item worthy of retention</i>
Retrieval	<i>the ability to remember the word when it occurs again in discourse –or to use it when it becomes relevant again</i>
Interactive oral grammar exercises	<p>Are designed to allow students to use grammar in interactive situations like:</p> <p><i>Emphasize small group work</i></p> <p><i>They are dynamic,</i></p> <p><i>Learner-centered</i></p> <p><i>Promoting accuracy in a communicative way</i></p> <p><i>Help learners build up their fluency.</i></p> <p><i>They can be:</i></p> <ol style="list-style-type: none"> 1) Communicative: games and role-plays 2) Meaningful: videos, mails 3) Restricted: focus on meaning and thus successfully carry the activity 4) Expressive: emphasizing, exaggerating the elements of expression.

<p>Teacher-led Techniques²¹</p>	<p><i>Teacher's authority. They can be a bit intimidating.</i></p> <p><i>Teacher-to-student techniques: can rely on physical demonstrations, choral repetition, creative completions, and contextual cues.</i></p> <p><i>Physical demonstrations in turn can be made much more engaging through the use of realia.</i></p> <p><i>Choral responses can be interactive and meaningful, if instead of the trite, to practice such routine the teacher can elicit them from the students by reading out statements like the following we used in the project:</i></p> <p><i>In my last travel to China I _____</i></p> <p><i>Las year I _____</i></p>
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Interactive Grammar Techniques

<p><i>Dialogues: can provide meaningful contexts for fill in the blank exercises.</i></p>	<p>Poetry used to reinforce certain grammar, single or two-line poems can be shown to students as models for them to write their own and read them aloud.</p>	<p>Pantomimes or charades can also be organized in the classroom to practice certain verb tenses, adjectives, or adverbs of manner, to name a couple of examples.</p>
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Learning Vocabulary for Speaking Practice Activities is good for students because they can express their ideas and feelings, this vocabulary at the same time can be used to fix grammar structures, something important is to use as much unknown vocabulary as possible in order students **negotiation meaning** can build new vocabulary that's why it is important that when teachers design an activity they think about the new words students must learn in order they can activate **retrieval**, the ability to remember the word, and **generation**, being able to use the word in a new context. Those elements are necessary if we want to say that the²²

²¹ Littlewood (cited in Bygate, M. (1987). *Speaking*. Oxford: Oxford University Press, p. 4)

²² Littlewood (cited in Bygate, M. (1987). *Speaking*. Oxford: Oxford University Press, p. 63)
 Littlewood (cited in Bygate, M. (1987). *Speaking*. Oxford: Oxford University Press, p. 4)

vocabulary has been known. For example, in this project we can use generation when student describe things, when they saw in the videos they will remember many words. ²³

Finally, we are going to describe **large Classes** in order we can contextualize the work we are doing with our classes. A large class is no less than 30 students; those are formed by similar ages not by the stages of **target language proficiency**. In this sense large classes, are a challenge to the EFL teacher because they are not homogeneous and many time teachers must work with different student's abilities and sometimes is easy los lost control. For this project we are working with groups like 45-50 students this is too much when we want to practice individually activities, so must of the times we have to work in team or pairs, and we must design specific activities that can be used in long groups.

In public schools is difficult to give a bilingual classes because we have big groups, where most of the students have a low English level so they don't want the teacher speak English all the time, in many cases we have to work with a monolingual class even if we want to students pay attention, sometimes they blamed with the authorities of the school because they say they are not learning anything because they can't understand the class. We must be gradually using English in the class and by the time students are going to interact in English modeling common expressions for the activities in the class: open the door, come in, please, thanks etc. We must make more complex sentences day by day, considering that as many students learn about a second language, is proportional to the practice, that's the importance of speaking English in the classroom.

It is also important to keep in mind that using body language is a possibility for clarifying, mime too, and we must use a lot of pictures, images, videos, and all kind of visual material in order student understand the class in English.

Something else that we must consider when we teach English is that the most important is not to think that we must speak like a native speaker, but we must take into account the *Stress* and

²³ [3] Littlewood (cited in Bygate, M. (1987). *Speaking*. Oxford: Oxford University Press., p. 61.

Intonation we can show graphically the stress pattern of a word using figures, the spelling of the word does not get in the way of learning its pronunciation. Stress and intonation are not easy to teach because even teachers have problems with, they, but we can practice choral drills, role plays if we use contextual cues, we can elicit students to speak elicit them in order they don't feel shy, working in pair gives them confidence. In this sense we can work with internet activities that can help students to improve their pronunciation, maybe singing a lot if the like music.

For this project I consider the different Kinds of Classroom Listeners and the different styles of learning, I used listening presentations, videos, games, virtual teaching classes in order students can listen a native speaker and change the same voice every day they listen, interactive activities and a lot of images.



Teaching Writing. Teaching by Principles: An Interactive Approach to Language Pedagogy. White Plains: Pearson-Longman. This project is about intercultural communication, that's why I planned virtual travels to three different countries in the world; China, England and Mexico, in order they could identified

different cultures, the rationale for my lesson plan is that students identified simple past, there was/were, comparatives and superlatives, the principal goal is that they can communicate ideas in simple past, we work with three of the four skills, they had to listening the videos and a virtual class, at the end, they have to write a paragraph and an oral presentation.

I planned the project in seven lessons; in the first class we work vocabulary identifying the verbs in simple form and past, this activity was through an interactive activity in a power point presentation, students will use flash cards to complete the activities, this activity is part of the formative assessment and all the students had to participate. The principal feedback is going to be given by all the students.

In the second lesson student work with simple past, they made the virtual travels and used them to complete and write sentences in simple past. This activity was part of the formative assessment, I asses writing and speaking.

In the third class we work with there was/were, so they will describe the thing they saw in the virtual travels, we have an activity in the interactive blackboard, so they are going to complete sentences, and they are going to identified there was and there were, this activity is part of the formal assessment and I evaluated writing and speaking. The principal feedback is going to be given by all the students.

In the fourth lesson, we work with comparatives and superlatives, they will have a virtual teacher, and they are going to identify the principal rules to form adjectives with superlatives and comparatives.

In the fifth lesson, we continued working with superlatives and comparatives, they had an interactive activity in the blackboard. This was part of the formal assessment and we asses, writing and speaking. The principal feedback is going to be given by all the students.

In the sixth lesson, students write about their experiences in the virtual travels, they describe places they visited, things they bought or ate and everything they could see in the travels, the

outcome for this activity was to use the grammar structures they had learned in the classes. This activity was part of the summative assessment and we assess writing.

In the seventh activity students had to make an oral presentation, using as a guide the writing they had made before. This activity was part of the summative assessment and we evaluated speaking.

Considering the large groups, I had to use a checklist like an instrument for evaluation, it is not possible to use a rubric for each student, but in this checklist, I tried to consider the four skills students must develop.

My teaching philosophy

To start this project it is important to reflect about ourselves, that means we have to know what we are doing as an English teacher, sometimes the teaching practice become routine, even when we have been working for many years, we have been preparing classes, managing the students, assessing their advancement, and evaluating the effectiveness of the class, but what is an effective class, even this term have been changing through the years, in my teaching practice.

The beginning:

When I started teaching English, I have just finished my studies of Anthropology nevertheless I couldn't started teaching something related, and I started teaching English I had studied English many years ago, so it was necessary to start again. I decided to study because I observed the importance to know and learn more about English, learn to teach grammar, reading, writing and speaking was not enough the teaching practice involve a complex group of qualities, develop sensibility, to use to context to work, it means to know more about students, to increase the knowledge about theories and different ways to teach. Work only in the books is difficult, I think is necessary to go to school because I identified the necessity to have a teacher and classmates, the collaborative work is necessary to improve, have another point of view, change experiences. I started studying English in different institutes, then in Polytechnic

and now in the UPN. We used to teach too much grammar, even when we learn English, we must learn a lot of grammar, and in the way we learnt, we teach.

Through the years things have been changing, now we have a lot of technology in our common life and of course students are completely different as us, now technology is present in all the activities we do every day, students wake up with technology and go to bed with technology too. In the same way we must change the way to teach English, now we have to work immerse in the social practice, this means that we have to work in real and authentic context because now the teaching tendency is that students have to learn for life, in this sense they have to learn for solving problems in real contexts.

My teaching now days:

In those days it's necessary, as teachers to change our minds, to look for another way to teach, at the same time as teachers, we have to change our perspective and our motivation for teaching and we have to recreate our own individual teaching philosophy. It is necessary to change our beliefs about teaching and learning, it had been a very long process than involve a lot of courses, specializations, capacitation, we had to learn how to be competent using technology, this was a very hard process because we didn't grow with technology, when we were teenagers, technology was very expensive, and we used to take some special cares with those kinds of products. Now they are just a little bit cheaper, and we can buy them, now the most important is to know how to learn to use them to create a lot of kind of authentic materials, in order students have more elements to learn in their terms. We must learn how to work in a way they can learn in a natural way as they are.

We should not forget that for teaching is necessary to consider the three main **dimensions of the teaching process: cognitive (intellectual), affective (emotional), and behavioral (action-based)**. The intellectual process is the one we have been learning in all the course we have taken during all our teaching practice, but what about to the emotional process, now a days, as everything, the effectiveness changed a lot, students are lonely persons for many reasons; one of them is family, this concept has change a lot, now a family can be a mother with a father and the sons and daughters, but at the same time a family can be a mother alone with her sons or daughter, or the father with them or there are many other ways to be a family,

even a family with two mothers or fathers, the problem is that culturally the concept of a family haven't change and most of the times students get troubles with this.

Students are having emotional problems with the divorce for example, sometimes when their parents got **divorce** they have to change their address, some others they say that their parents do not **agree which of them the boys have to live with**, and for this reason students are affected emotionality.

In the same way in many cases students 'parents work all the day and the have to be alone in their houses, and nobody **pay** attention of their **learn** progress.

In this sense technology is good for the teaching process but at the same time it is one element that permit students to be alone, because they prefer interact with a machine **that** interact with people, they are immerse in their own world through their headphones, and most of the times they don't pay attention to nothing and anybody.

Those are some reasons that we have to take in consideration that the emotional part have to be consider in the teaching process, in this sense we have to learn how to work with this, for me this is the **challenger** now because I consider that as teachers we have a lot of contact to them, and this contact most be effective, we have to motivate student first to live and then to *study, to work and to be more sociable. And something important could be to use technology to motivate students.*

As teacher in public school we have to face many problems, sometimes government dispositions, for example as teachers we have to avoid the physical contact with students in order students don't feel harassed, but we have to learn how to make contact with them respecting their individuality and their space.

The teaching context:

As teachers we have to take in consideration the environment because it plays an important role in our teaching practice, during, and after class. For example, if there is a system to play audio in the classroom, or if the school counts with an effective internet connection, in this sense it is not going to be possible to work with students in the medias if we don't have a good connection in our schools, because most of the times students don't have connection in their houses, that's why is very difficult to make a lesson plan considering media activities. This is a hard problem that as teachers we have to solve by ourselves.

*When we ask other teachers about technology in the school we have the same answer, we can't use technology in our classrooms, and most of the teachers agree that we have many problems to teach, like demotivation, not interest in students about learning, no interest in parents about their sons learning, and in general we think that the Reforma Educativa, far from improving education, day by day it is worse, because there are some **politics** that say that students have to pass even if they don't know almost anything, this is one of the most difficult problems that we face because students don't want to work in class.*

*Cetis is a public school that **offer** high school educations, **must of our students have the less number of successes in COMIPEMS examinations**, so we have a high percentage of students that didn't selected this school as their first option in this sense we have demotivated students, if we add familiar problems, economical problems that are most common in those kind of schools and the low level of school achievement, we have a really **challenger** to work with them. In this school we don't have students who come from different linguistic **group**, most of them speak Spanish as a first language so they are in the same capacity to learn English as a second language.*

*Something that is interesting to observe is the backgrounds they have, for example there is a log group of boys that use to pluck one's eyebrows, they say that the boys that use to do it are "CHACAS", this is a group, they say, that are devotees of San Judas Tadeo, but something particular in this group is that they use to consume "chemo" that's means any kind of drug, that is the **most cheaper**. About girls we have a lot of **pregnancy** girls in the school or girls that have little sons yet, most of the students in this school they do not appear to have a comfortable financial position, so too many students can't buy the material we need for the class, this situation **make more** difficult the learning process.*

We are sure that if we want to have a successful teaching practice we have to find the balance between keep control in our classes and at the same time to encourage autonomy in our students; at the same time we have to find this balance with the use of English in class, and the use of their L1 to help understand difficult concepts. In this sense we have some problems because students don't want the English classes in English because they say they don't understand anything and sometimes they report teachers that speak only English in class, so it is important to learn how to play with this situation, even theories and research on language say something different. The most important is to determine different ways to incorporate new

ideas into our classrooms that make the learning process more effective for our specific teaching environment with our specific group of students.

About my training

In my specific case let me tell you that, I studied Anthropology, now I'm working for Colegio de Bachilleres as a History teacher I have to teach two different subjects in this school, Social Sciences and Socio-economic Structure of Mexico, at the same time I'm working as an English teacher for Cetis, in this school I teach English in **one, three, and five** grades, and Ciencia Tecnologia Sociedad Y Valores III, I have to prepare a lot of material for many different subjects, this is a little difficult for me. I have been working as a teacher for 20 years, **been** a teacher was a choice for me, I really enjoy working with students, I have been working with all ages of students and I have gotten experience of all of them.

As a teacher I know the importance of continuing development in order to be a better teacher day by day, that's why during my professional life I have tried to improve myself as much as possible. In 2012 I **finisher** in the UPN the specialization named "Competencias Docentes" and I got the certification in this area.

I decided to study the, *Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera* because I think it is necessary to be prepare as much as possible in order we can do the best with students, before I studied the TKT in the CELEX and in The Anglo but I don't feel it was enough.

The English language has become in recent decades a necessity in the globalized world, and has become one of the most spoken languages in the world, so there is a growing need to be **professional**, **In** this sense it is necessary to form professional students too who can contribute to the National Development. A good quality of education will make better student, better professionals and at the same time better persons I consider that education and knowledge are the best elements if we want to be a better person.

Now a days it is necessary to understand English and communicate with English speakers in all the world, understanding that this language represents a tool that contributes **to young** people have better opportunities to get a good job.

My expectative

*I think that teaching this language is a complex and slow process, For Mexican students it represents most of the time a serious difficult subject, in this sense I think to be an English teacher is a real challenge, if we consider that in a public school it is not the most important for students, teachers have the responsibility to change this situation and to generate in students, the interest by this language and for the subject. As I said before I'm working for a public school, in this school groups are about 50 students, most of the students didn't choose to be in this school I asked this question about eighty students and 76 say that, asked why they are in this school and most of them say that they didn't get the necessary points to be in another school, they say that they don't like this school and they have at list one a **subject fail**.*

Working in this kind of school is really difficult because students don't have motivation and I think they don't have the sufficient maturity to be at that level, most of them only want to play in the classroom.

*I think that since the educational reform, students only want to pass the course and **them** don't care **who** much they learn. The last semesters we have developed a phenomenon among students, if the pass the first module with 8, 9, 10, **the** disappear because they know that the minimum score that you can put it their report card is five: if the get 8, 9 or 10 + 5 + 5, they get 18 points if the divided between 3 they get 6 and they pass the course and this is enough for them. This is a frustrating situation for teachers.*

*In public schools teachers are very limited in terms of materials and electronic Medias, as I explained before, that we have to support teaching materials, in most of the cases teachers have to buy all their material including a cd recorder if we want to work with listening or a **canyon** if we want to work with videos.*

Those are the real conditions we work on, nevertheless we work and we like to do it, at the end I think the most important thing is to try again and again.

Teach English in high level public schools is a real challenge for teachers and I accept it many years ago now for me the most important thing is that students acquire the basics tools to express and understand the language, and they know that English is not as difficult as they think. Teachers can help them to achieve mastery of the five skills that allows adequate comprehension and expression through exercises now I know that the social practice is the way, throw the first unit of the specialization I learnt different methodologies that I can use in order to improve my English teaching practice. Now I know "learning is granted through

motivation” and at the same time is through the interaction of students and materials that the objective of a particular teaching method can be realized”.

As I explained before, the motivation is one of the principal problems we have in the school; in this sense we are going to be paying specific attention of it, and we are going to focus on motivation:

□ *Integrative motivation: when a student wants to be in a language community, for example they want to go to study in to a country where English is spoken, this is an excellent motivation because the students wants to learn as fast as possible.*

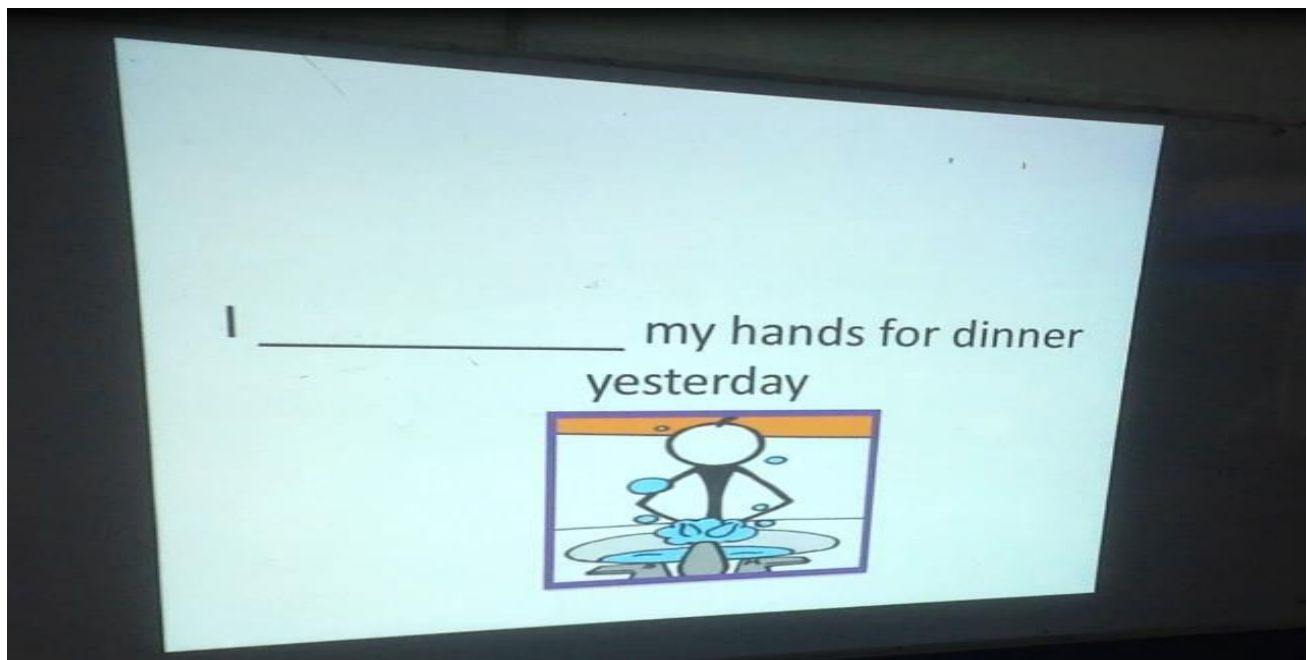
□ *instrumental motivation: it means that students will have an external motivation, when a student want to be the best student in the class, students that want to get good grades, maybe they want to work in an specific company, or study a career in which English is necessary. I consider that physical spaces and the use of technology are part of the Instrumental motivation.²⁴*

*Finally, this is the final project and through the Specialization we have **learn** how to solve many problems that we mentioned before, Now I´m sure that it is possible to solve them. Now we had known many tools to do it, some of them are theoretical and some other are practical, the most important is to take into account the principal goal that I have as an English teacher, **it is the students not only learn English**, even students learn how to be better persons and good professionals, so let´s do it.*

²⁴ Gardner/Hermann?

Evaluation Model

Through the History the way of testing **have** been changing, with the teaching methods and theories in the 50's the behaviorism put special attention to the contrastive analysis and tests were focus on grammar phonetic elements. 70's and 80's the standards change to Communicative Theories, since those years testing include an integrative view of testing and the consequence is that now we try to design instruments that simulate real world interaction, that's why in this project we don't design a summative test, we prefer to design experiences of real communication, in this sense we prioritize assessment instead of testing. We try to use instruments that even they were not perceived for the students. For example they complete sentences using the correct form of the verbs in past, in this way I identified how much they know the verbs in past, regular and irregular verbs.



Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance.²⁵

We are in the language teaching communicative era, in this sense teachers must design assesment that motivate learning experiences, instead of anxiety-provoking tests, we have to consider that sometimes test are necessary at the end, because students have to make a formal test if the want to demostrate their english proficienc, in this sense quizzes, periodic review tests, midterm exams are summative instruments and can help students to get the goal. In the other side, It is importan that teachers have the habitily to give students the opportunity to have positive experiences throug the assesment, if students build confidence in the use of the language, thell will be able to demostrate their kowledge.

Teachers must create authentic, intrinsically motivating assessment procedures that are Appropriate for their context and designed offer constructive feedback to students.

<http://es.slideshare.net/tarikince1/language-testing-and-assessment-27778105>.

It is important to identified the difference between testing and assessment and consider that testing is part of assessment at the same time assessment is part of teaching in this sense testing and assessment are important and necessary, all depends of the goal of teaching.

²⁵ <http://es.slideshare.net/tarikince1/language-testing-and-assessment-27778105>

TESTING, ASSESSMENT & TEACHING	
TESTING	ASSESSMENT
<p>are prepared administrative procedures that occur at identifiable times in a curriculum.</p> <p>When tested, learners know that their performance is being measured and evaluated.</p> <p>When tested, learners muster all their faculties to offer peak performance.</p> <p>Tests are a subset of assessment. They are only one among many procedures and tasks that teachers can ultimately use to assess students.</p> <p>Tests are usually time-constrained (usually spanning a class period or at most several hours) and draw on a limited sample of behaviour.</p>	<p>Assessment is an ongoing process that encompasses a much wider domain.</p> <p>A good teacher never ceases to assess students, whether those assessments are incidental or intended.</p> <p>Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance.</p> <p>Assessment includes testing.</p> <p>Assessment is more extended and it includes a lot more components.</p>

<http://es.slideshare.net/tarikince1/language-testing-and-assessment-27778105>.

In this activity we are going to develop a project. This project is about Interculturality and we are going to work with countries. Students will go to a virtual travels to China, England and Mexico they are going to identify some characteristics about the countries and some aspects about their culture. For this project we are going to use the target language about simple past, there was/there were there, comparatives and superlatives, the e verb use to and countable and uncountable nouns. In this project we are going to assess students through the seven lessons and at the end we are going to get two products. The products are going to be a writing activity about the virtual and an oral presentation that students will prepare in pairs and at the end they will have to present to the all group. The assessment we develop for this project include a series of activities that are going to demonstrate if students are getting the objectives of the lessons that they have to cover in the curriculum most of the activities will be evaluated by the students in the class. We didn't design a specific test for those activities and the assessment don't include a midterm or final specific test.

Communicative competence is global and requires such integration that it cannot be captured in additive tests of; grammar, reading, vocabulary, and other discrete points of lang.²⁶

²⁶ <http://es.slideshare.net/tarikince1/language-testing-and-assessment-27778105>.

There are some other elements that we have to consider in order to plan the assessment:

Teaching skills development:
<i>Show ability to select, analyze and use principles of testing, as well as, the terminology for testing and assessment for strengthening language assessment in the teaching practice.</i>
Show ability to develop and to create assessment tools that enhance the evaluation process in the language classroom.
<i>Show ability to demonstrate how the testing and assessing tools work, as well as, how meaningful and relevant they are in the teaching language practice.</i>
Show ability to explain and justify why the testing and/or assessing tools chosen are meaningful tools for either testing or assessing a specific skill.
Show ability to design some standardized testing formats or some alternative assessment tasks for assessing productive skills using technology.
Show ability to apply some techniques, as well as, tools or tasks to assess students, also using technology for this purpose.
<i>Summarize, contrast and analyze contents of lessons, showing ability to synthesize concepts for wider audiences.</i>
Include the features of language learning that are discussed in this unit when analyzing the opinions of others, both orally and in writing.
<i>Use some of the evaluation tools and resources provided in the unit in order to self-assess language skill development needs.</i>
Analyze authentic assessment tools for purposes of developing rubrics and other assessment tools that reflect theoretical approaches, particular needs, as well as, specific techniques seen in the unit.
<i>Review handed in papers and make needed adjustments according to the comments or feedback provided by the tutor in order to improve them.</i>
<i>Review handed in papers and make needed adjustments according to the comments or feedback provided by the tutor in order to improve them.</i>
Show ability to use citations adequately, following established norms such as APA.
Attitude development and general educational goals

Show ability and competence to work towards a culture of collaboration and democratic decision making in online interaction by sharing techniques, activities and tasks regarding testing or assessing tools when creating them.

Show positive attitudes towards the learning process, showing willingness to learn from feedback and comments given by both, colleagues and tutor.

Show critical analytic skills towards own teaching practice, as well as, towards other practices, offering constructive criticisms and being able to show a positive attitude towards the online classmates and towards the tutor, to evoke changes in own practices derived from this process.

If we want to assess speaking we have to take in consideration the next Micro and Macro skills of speaking.

Micro- and Macroskills of Speaking

microskills of speaking refer to producing small chunks of language such as phonemes, morphemes, words and phrasal units. The macroskills include the speakers' focus on the larger elements such as fluency, discourse, function, style cohesion, nonverbal communication and strategic options.

Macroskills

1. Appropriately accomplish communicative functions according to situations, participants, and goals.
2. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and -yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
3. Convey links and connections between events and communicative such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
4. Convey facial features, body language, and other nonverbal cues along with verbal language.
5. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

For this project the speaking assessment takes into account that students use cohesive devices in a spoken discourse considering the English level of the students.

In order to assess the project we designed a rubric and a check list those instruments were one for a group, it is not possible to use one instrument for each student because we have too many students that are the reason why we decided to create only one, using the attendance.

<p><i>Speaking activity 1-2-3 points</i></p>	<p><i>Students prepare their speaking activity using the learn structures in the class, Students speak clearly, students prepare material for the exposition; 3 points</i></p> <p><i>Students prepare their speaking activity using at least two of the learn structures in the class, Students speak clearly only with some mistakes, students prepare material for the exposition; 2 points</i></p> <p><i>Students prepare their speaking activity using the learn structures in the class, Students don't speak clearly, students don't prepare material for the exposition; 1 point</i></p>
<p><i>Extra point</i></p>	<p><i>Students made extra activities</i></p>
<p><i>Final Grade: 10 points</i></p>	

Lesson planning

In this activity we are going to develop a project. This project is about Interculturality and we are going to work with countries. Students will go to a virtual travel to China, England and Mexico they are going to identify some characteristics about the countries and some aspects about their culture. For this project we are going to use the target language about simple past, there was/t here were there, comparatives and superlatives, the verb use to and countable and uncountable nouns. In this project we are going to assess students through the five lessons and at the end we are going to get a product. The product is going to be a narrative about the virtual travels in a personal diary.

<p>Teacher's name: María Magdalena Salgado Salmerón</p>	<p>Date: May, 2015</p>	<p>Topic: Activities in the past</p>	<p>Number of practical: 18</p>
<p>Target Language: Subject + verb past form + complement. Subject + aux + verb in simple form complement. Aux + verb simple form + complement?</p>	<p>Vocabulary: Travel – traveled Visit_ visited Write wrote Eat- ate</p>	<p>Model: When I traveled to _____ last vacations? I visited _____. I ate _____.</p>	<p>Lesson Aim At the end of the class students should be able to identify and reproduce the target language and the vocabulary By asking and answering simple past sentences</p>
<p>Previous knowledge: The students are able to listen, recognize verbs in present Simple present sentences SS know some adjectives. Some verbs in past.</p>	<p>Students Profile This is a second semester class. There are fifty students in the class, twenty four boys and twenty six girls. They are sixteen years old. They have some previous knowledge of the language. They have worked together They speak too much in the class.</p>	<p>General Comments: As this is the 17th. Class in the 2nd unit, students and T might feel more comfortable and they might participate enthusiastically. The teacher asked students to study and learn verbs in simple form.</p>	<p>Kind of evaluation: Diagnostic test Assessment. Bibliography: https://www.youtube.com/watch?v=Q_9nWpGCTew https://www.youtube.com/watch?v=ubni2PsUuOc https://www.youtube.com/watch?v=0Ri3QTT41f8 (spelling rules)</p>

Activity	Time	Objective	Procedure	Interaction	Material	Possible problems/Solutions
1.- Greetings Teacher say Hello to students and pass the list	1-6 mints	To star the class in a nice way SS practice greetings	T say Hello to the class The class say Hello to the T T pass the list	T-ss	Attendanc e	Students be tired and boring T will motivate ss through brain GYM
2.- Warm up: Review the previous class Vocabulary about verbs.	5-7 mints	To reinforce previous knowledge about verbs in past	T start the review showing some flash cards with verbs in past	T-ss	Flash cards	SS don't remember all the vocabulary T elicit them
3.- Lead in Virtual travels	25mins.	Teacher set the context and catch ss attention through the videos	1. Teacher tells students about the virtual travels they are going to do. 2. Teacher invite ss to pay attention to the videos 3.-Ss pay attention	T-ss	videos	Students be distracted Teacher catches student's attention.
4.- presentation Setting up the simple past	8-10 mints	To present the target language To ss identifies the simple past	1. Teacher present the new structure 2. Students practice the structure orally through some flash cards 3. T presents the new vocabulary. Ss repeat the vocabulary 4. ss identified the vocabulary in their flash cards. 5.- ss do sentences in past	T-ss	Flash cards Book Cd Black board markers	Ss don't have their material. Teacher ask them to do the activity in their notebooks
Activity	Time	Objective	Procedure	Interacti on	Material	Possible problems/Solutions

5.- Practice Activity: What did you do in your last travel	15-20 mints	SS practice the target language And the new vocabulary	Teacher explain the activity to the group 2. T performance the activity and show ss some flash cards to students in order they can form sentences in simple past. 3. - Teacher shows ss the flash card and the ss make the sentence, then T shows students the correct answer in order they can know if it is correct.	T-ss ss-ss	Flash cards Power point presentation Computer canyon	Students don't speak in English Teacher encourages them to do it.
6.- Further practice	5 10 mints	Ss reinforce the vocabulary	1.- Teacher gives to each student flash cards Ss work in pair an ask questions each other Teacher monitoring the activity.	T-ss	Flash cards	Students don't want to participate Teacher encourage them to participate
7- Wrap-up	2-3 mints	Finish the class in a nice way	1. Teacher say by to students 2. Teacher ask for homework	T-ss	None	None

<p>Teacher's name: María Magdalena Salgado Salmerón</p>	<p>Date: May, 2015</p>	<p>Topic: There was, there were</p>	<p>Number of practical: 19</p>
<p>Target Language: There was/were + Subject + complement. There was/were + NOT + Subject + complement. Was/were there + subject + complement?</p>	<p>Vocabulary: Castle Food lakes mountains wall bridges beaches museums crepes baguettes hamburgers</p>	<p>Model: There was a castle in London. There were not castles in London. Were there castles in London?</p>	<p>Lesson Aim At the end of the class ss should be able to identify and reproduce the target language and the vocabulary By asking and answering there was/were sentences</p>
<p>Previous knowledge: The ss are able to identified different subjects, nouns, adjectives, verbs</p>	<p>Students Profile This is a second semester class. There are fifty students in the class, twenty four boys and twenty six girls. They are sixteen years old. They have some previous knowledge of the language. They have worked together They speak too much in the class.</p>	<p>General Comments: As this is the 19th. Class in the 2nd unit, ss and T might feel more Comfortable and they might participate enthusiastically.</p>	<p>Kind of evaluation: Assessment Diagnostic test</p>

Activity	Time	Objective	Procedure	Interaction	Material	Possible problems/Solutions
1.- Greetings Teacher say Hello to students and pass the list	1-6 mints.	To star the class in a nice way SS practice greetings	T say Hello to the class The class say Hello to the T T pass the list	T-ss	Attendance	Students be tired and boring T will motivate ss through brain GYM
2.- Warm up: Review the previous class Vocabulary about verbs.	5-7 mints.	To reinforce previous knowledge about verbs in past and vocabulary.	T start the review showing some flash cards with verbs in past Present students new vocabulary through flash cards,	T-ss	Flash cards	SS don't remember all the vocabulary T elicit them
3.- Lead in Virtual travels	25mins.	Teacher set the context and catch ss attention through the videos	1. Teacher encourages students to remember the virtual travels they saw the last class. 2. Teacher invite ss to pay attention to the flash card and to practice the new vocabulary 3.-Ss pay attention	T-ss	Flash cards	Students be distracted Teacher catches student's attention.
4.- presentation Setting up there was/were	8-10 mints	To present the target language To ss identifies there was/were	1. Teacher present the new structure 2. Students practice the structure orally through some flash cards 3. T presents the new vocabulary. Ss repeat the vocabulary 4. ss identified the vocabulary in their flash cards. 5.- ss do sentences with there was/were	T-ss	Flash cards Book Cd Black board markers	Ss don't have their material. Teacher ask them to do the activity in their notebooks

Activity	Time	Objective	Procedure	Interaction	Material	Possible problems/Solutions
<p>5.- Practice Activity: What there were in China?</p> <p>What there were in England?</p> <p>What there were in Mexico?</p>	15-20 mints	SS practice the target language And the new vocabulary	<p>Teacher explain the activity to the group</p> <p>2. T performance the activity and show ss some flash cards to students in order they can form sentences with there was/were. In affirmative and negative</p> <p>3. - Teacher shows ss the flash card and the ss complete the sentences, then T shows students the correct answer in order they can know if it is correct.</p>	T-ss ss-ss	Flash cards Power point presentation Computer Canyon	<p>Students don't speak in English</p> <p>Teacher encourages them to do it.</p>
6.- Further practice	5 -10 mints.	Ss reinforce the vocabulary	<p>1. - Teacher gives some instructions to students.</p> <p>Ss work in pairs an ask questions each other about the things there are in their houses.</p> <p>Teacher monitoring the activity.</p>	T-ss	Flash cards	<p>Students don't want to participate</p> <p>Teacher encourage them to participate</p>
7- Wrap-up	2-3 mints.	Finish the class in a nice way	<p>1. Teacher say by to students</p> <p>2. Teacher ask for homework</p>	T-ss	None	None

<p>Teacher's name: María Magdalena Salgado Salmerón</p>	<p>Date: May, 2015</p>	<p>Topic: Comparatives to express similarities</p>	<p>Number of practical: 20</p>
<p>Target Language: Subject + tube +as adjective + as + me Subject + tube +not + as + adjective + as + subject Tube +subject + as + adjective +as + subject</p>	<p>Vocabulary: Nice Good Exiting Interesting Difficult Delicious Dangerous Beautiful tall</p>	<p>Model: Paul is as tall as me Paul is not as tall as me Is Paul as tall as me? Yes, he is No, he isn't</p>	<p>Lesson Aim At the end of the class ss should be able to compare to persons, objects etc.</p>
<p>Previous knowledge: The ss are able to listen, recognize verbs in present Simple present sentences SS know some adjectives. Some verbs in past.</p>	<p>Students Profile This is a second semester class. There are fifty students in the class, twenty four boys and twenty six girls. They are sixteen years old. They have some previous knowledge of the language. They have worked together They speak too much in the class.</p>	<p>General Comments: As this is the 20th. Class in the 3rd unit, ss and T might feel more comfortable and they might participate enthusiastically.</p>	<p>Kind of evaluation: Diagnostic test Assessment. Bibliography:</p>

Activity	Time	Objective	Procedure	Interaction	Material	Possible problems/Solutions
1.- Greetings Teacher say Hello to students and pass the list	1-6 mints	To star the class in a nice way SS practice greetings	T say Hello to the class The class say Hello to the T T pass the list	T-ss	Attendance	Students be tired and boring T will motivate ss through brain GYM
2.- Warm up: Review the previous class Vocabulary about adjectives.	5-7 mints	To reinforce previous knowledge about adjectives	T start the review showing some flash cards with some adjectives	T-ss	Flash cards	SS don't remember all the vocabulary T elicit them
3.- Lead in Presentation of comparatives	25mins.	Teacher set the context and catch ss attention through the explanation	1. Teacher ask student to remember the virtual travels and try to compare the three countries they visited. 2. Teacher models the activity 3.-Ss pay attention 4.- students make sentences	T-ss	Flash cards	Students be distracted Teacher catches student's attention.
4.- Setting up the rules of comparisons	8-10 mints	To present the target language To ss identifies the comparative using as -as	1. Teacher present the new structure 2. Students practice the structure orally through some flash cards 3.- ss do sentences in affirmative, negative and questions.	T-ss	Flash cards Book Cd Black board markers	Ss don't have their material. Teacher ask them to do the activity in their notebooks

Activity	Time	Objective	Procedure	Interaction	Material	Possible problems/Solutions
5.- Practice Activity: comparisons	10-15 mints	SS practice the target language And the new vocabulary	Teacher explain the activity to the group 2. T performance the activity and show ss some flash cards to students in order they can form sentences in simple past. 3.- Teacher shows ss the flash card and the ss make the sentence, then T feedback ss	T-ss ss-ss	Flash cards	Students don't speak in English Teacher encourages them to do it.
6.- Further practice	5 10 mints	Ss reinforce the vocabulary	1.- Teacher gives to each student flash cards Ss do sentences in their notebooks Teacher monitoring the activity.	T-ss	Flash cards	Students don't want to participate Teacher encourage them to participate
7- Wrap-up	2-3 mints	Finish the class in a nice way	1. Teacher say by to students	T-ss	None	None

<p>Teacher's name: María Magdalena Salgado Salmerón</p>	<p>Date: May, 2015</p>	<p>Topic: comparatives</p>	<p>Number of practical: 21</p>
<p>Target Language: Subject is the more adjective + than + complement Subject + is + not more adjective + than + complement Subject + is subject +er + than + complement</p>	<p>Vocabulary: Cheap – cheaper Big – bigger Interesting more interesting Delicious – more delicious Good – better – the best Bad – worse – the worst Spicy - the spicier</p>	<p>Model: Mexican´s food is spicier than England food England´s food is not more delicious than China´s food.</p>	<p>Lesson Aim At the end of the class ss should be able to identify and reproduce Sentences using comparatives By asking and answering sentences https://www.youtube.com/watch?v=KpzrmoW_gwc</p>
<p>Previous knowledge: The ss are able to listen, recognize some adjectives. And nouns</p>	<p>Students Profile This is a second semester class. There are fifty students in the class, twenty four boys and twenty six girls. They are sixteen years old. They have some previous knowledge of the language. They have worked together They speak too much in the class.</p>	<p>General Comments: As this is the 21 th. Class in the 3rd unit, ss and T might feel more comfortable and they might participate enthusiastically.</p>	<p>Kind of evaluation: Diagnostic test Assessment. Bibliography: https://www.youtube.com/watch?v=KpzrmoW_gwc Superlatives an comparatives youtobe https://www.youtube.com/watch?v=Q_9nWpGCTew (virtual tour of China https://www.youtube.com/watch?v=ubnl2PsUuOc comida callejera en Londres https://www.youtube.com/watch?v=yFWVbV3fd3I English gramar presentation</p>



Activity	Time	Objective	Procedure	Interaction	Material	Possible problems/Solutions
1.- Greetings Teacher say Hello to students and pass the list	1-6 mints.	To star the class in a nice way SS practice greetings	T say Hello to the class The class say Hello to the T T pass the list	T-ss	Attendance	Students be tired and boring T will motivate ss through brain GYM
2.- Warm up: Review the previous class Vocabulary about adjectives	5-7 mints.	To reinforce previous knowledge about adjectives and vocabulary.	T start the review showing some flash cards with adjectives and Present students new vocabulary through flash cards,	T-ss	Flash cards	SS don't remember all the vocabulary T elicit them
3.- Lead in presentation	20min s.	Teacher set the context and catch ss attention through the videos about comparatives	1. Teacher encourages students to remember the virtual travels they saw the last class. 2. Teacher invite ss to pay attention to the video and to practice the new vocabulary 3.-Ss pay attention 4. - Teacher asks students about doubts.	T-ss	Video	Students be distracted Teacher catches student's attention.

4.- Setting up comparatives	8-10 mints	To present the target language To ss identifies comparatives	1. Teacher present the new structure 2. Students practice the structure orally through some flash cards 3. T presents the rules of the comparative adjectives Ss pay attention to the presentation 4. ss identified the rules in the presentation.	T-ss	Power point presentation	Ss don't pay attention. Teacher asks them to do it.
Activity	Time	Objective	Procedure	Interaction	Material	Possible problems/Solutions
5.- Practice Activity: comparatives affirmative negative questions	15-20 mints	SS practice the target language And the new vocabulary	Teacher explain the activity to the group 2. T performance the activity and show ss a power point presentation in order they can form sentences with comparatives. In affirmative, negative and questions 3.- Teacher shows ss the flash card and the ss complete the sentences, Teacher feedback students	T-ss ss-ss	Flash cards Power point presentation Computer canyon	Students don't speak in English Teacher encourages them to do it.
6.- Further practice	5 10 mints	Ss reinforce the target language and practice oral skills	1. - Teacher gives some instructions to students. Ss work in pairs and write some sentences in their notebooks. Then ss practice orally in pairs Teacher gives some flash cards to students Teacher monitoring the activity.	T-ss Ss - ss	Flash cards	Students don't want to work Teacher encourages them to work.

7- Wrap-up	2-3 mints	Finish the class in a nice way	1. Teacher say by to students	T-ss	None	None
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Teacher's name: María Magdalena Salgado Salmerón	Date: May, 2015	Topic: Superlatives	Number of practical: 21
Target Language: Subject is the most adjective + complement Subject + is + not the most adjective + complement Subject + is the subject + est + complement	Vocabulary: Cheap – cheaper - cheapest Big – bigger - biggest Interesting – more interesting Delicious – more delicious Good – better – the best Bad – worse – the worst Spicy - the spiciest	Model: Mexican´s food is the spiciest food in the world England´s food is not the most delicious food in the world.	Lesson Aim At the end of the class ss should be able to identify and reproduce Sentences using superlatives By asking and answering sentences https://www.youtube.com/watch?v=KpzrmoW_gwc
Previous knowledge: The ss are able to listen, recognize some adjectives. And nouns	Students Profile This is a second semester class. There are fifty students in the class, twenty four boys and twenty six girls. They are sixteen years old. They have some previous knowledge of the language.	General Comments: As this is the 21 th. Class in the 3rd unit, ss and T might feel more comfortable and they might participate enthusiastically.	Kind of evaluation: Diagnostic test Assessment. Bibliography: https://www.youtube.com/watch?v=Q_9nWpGCTew virtual tour of China https://www.youtube.com/watch?v=ubnI2PsUuOc comida callejera en Londres

*They have worked together
They speak too much in the class.*

<https://www.youtube.com/watch?v=yFWVbV3fd3I>
English gramar
<https://www.youtube.com/watch?v=lmChnwqkcHs>



Activity	Time	Objective	Procedure	Interaction	Material	Possible problems/Solutions
1.- Greetings Teacher say Hello to students and pass the list	1-6 mints.	To star the class in a nice way SS practice greetings	T say Hello to the class The class say Hello to the T T pass the list	T-ss	Attendance	Students be tired and boring T will motivate ss through brain GYM
2.- Warm up: Review the previous class Vocabulary about adjectives	5-7 mints.	To reinforce previous knowledge about adjectives and vocabulary.	T start the review showing some flash cards with adjectives and Present students new vocabulary through flash cards,	T-ss	Flash cards	SS don't remember all the vocabulary T elicit them
3.- Lead in presentation	20min s.	Teacher set the context and catch ss attention through the videos about superlatives	1. Teacher encourage students to remember the virtual travels they saw the last class.. 2. Teacher invite ss to pay attention to the video and to practice the new vocabulary 3.-Ss pay attention	T-ss	video	Students be distracted Teacher catches student's attention.

			4. - Teacher asks students about doubts.			
4.- Setting up superlatives	8-10 mints	To present the target language To ss identifies superlatives	1. Teacher present the new structure 2. Students practice the structure orally through some flash cards 3. T presents the rules of the superlative adjectives Ss pay attention to the presentation 4. ss identified the rules in the presentation.	T-ss	Power point presentation	Ss don't pay attention. Teacher asks them to do it.
Activity	Time	Objective	Procedure	Interaction	Material	Possible problems/Solutions
5.- Practice Activity: superlatives affirmative negative questions	15-20 mints	SS practice the target language And the new vocabulary	Teacher explain the activity to the group 2. T performance the activity and show ss a power point presentation in order they can form sentences with superlatives. In affirmative, negative and questions 3.- Teacher shows ss the flash card and the ss complete the sentences, Teacher feedback students	T-ss ss-ss	Flash cards Power point presentation Computer canyon	Students don't speak in English Teacher encourages them to do it.
6.- Further practice	5 10 mints	Ss reinforce the vocabulary	1. - Teacher gives some instructions to students. Ss work in pairs and write some sentences in their notebooks. Teacher gives some flash cards to students Teacher monitoring the activity.	T-ss	Flash cards	Students don't want to work Teacher encourages them to work.

<i>7- Wrap-up</i>	<i>2-3 mints</i>	<i>Finish the class in a nice way</i>	<i>1. Teacher say by to students</i>	<i>T-ss</i>	<i>None</i>	<i>None</i>
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We did material for a group with 50 students and those are some evidences of this material:

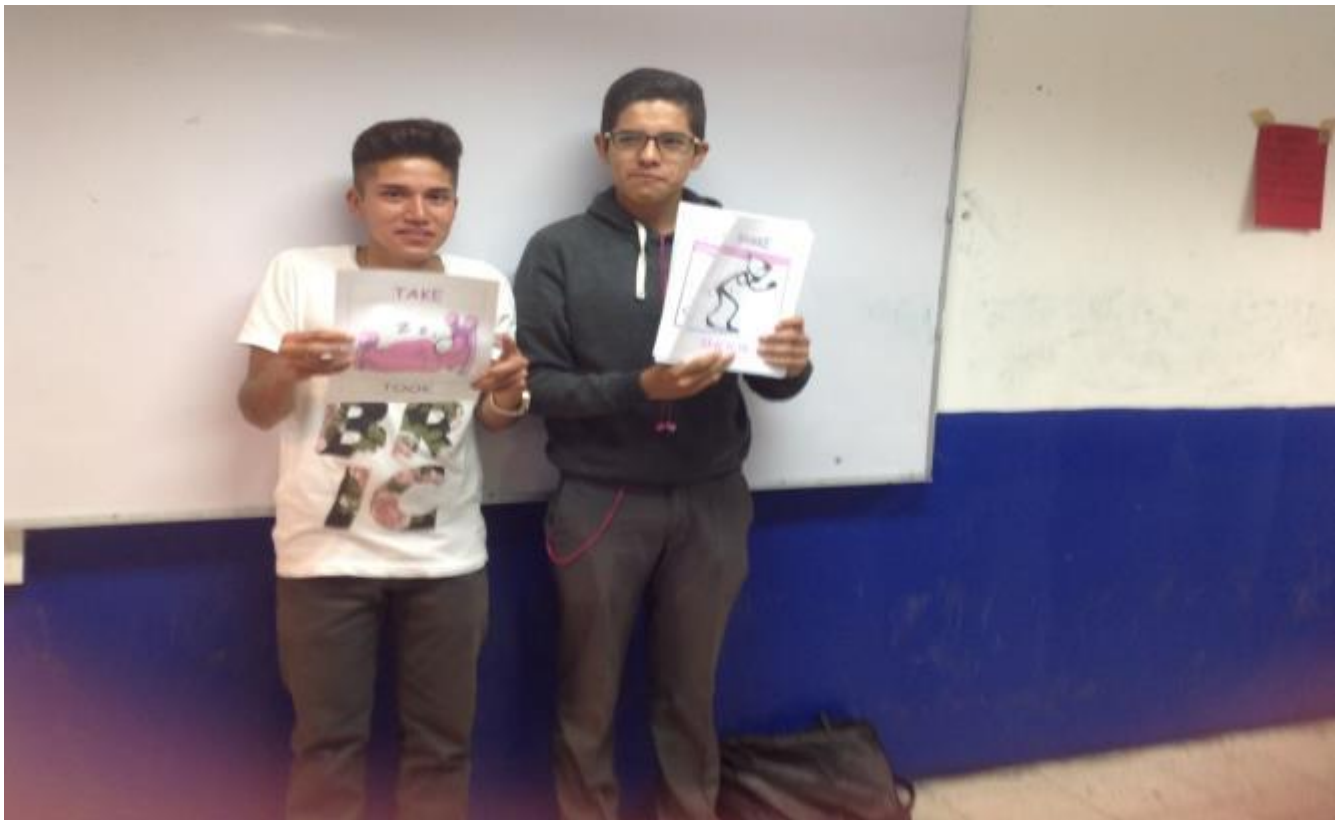
The first activity consisted on work with the verbs in present and past, for this activity we made flash card with the verbs using a picture and the verbs in present and past tense, The teacher model the activity and the ss reproduced it. Students repeat the verbs and through the pictures they could link the meaning.



Picture 1



Picture 2



Picture 3

Then we have an activity where the teacher show a flash card and students had to complete the sentence in a correct way, they had the right answer covered with a sheet of paper and we could check the correct answer in order students had the feedback immediately.



Picture 4



Picture 5

This material was designed in order students can practice verbs in past, it is a lottery game.



Picture 6

The next flags cards were designed in order student's complete sentences using the correct form of the verb, using the target language. They had to select and put the verb in order to complete a sentence. The other **students feedback immediately.**



Picture 7



Picture 8

The next activity consisted on complete sentences in a correct way using the verbs in present and past tense. Teacher gave two cards to each student and the student to had the correct verb in the correct tense had to come to the blackboard to complete the sentence. This was a power point presentation.



Picture 9



Picture 10



Picture 11



Picture 12

LINK FOR THE VIDEO

Analysis

*When I started with the specialization I **tough** that it was a lot of theory, the first module was really difficult it was not easy to understand all the theories.*

The first thing I think was interesting was the relationship that different languages had with each other. English and Spanish: Proto-Indo-Europeans. Linguists have been able to show that Hindi and Icelandic as well as Greek, Russian, and of course Germanic and Romance languages all have a common ancestor.²⁸

Then I know Ferdinand de Saussure, He developed the idea, which was coined as the structuralism approach to language, that sentences are made up of groups of words, or synthases, such as the noun phrase “the fat cat”, where each word can be substituted by different members of the same paradigm, or word class (noun, adjective, etc.). For example: “the” is an article, and belonging to the same paradigm, we have “a”; “fat” is an adjective, and “skinny”, “large”, “ugly” etc., can fit into the same category; finally, “cat”, a noun, can be substituted by other nouns such as “boy”, “girl”, “dog”, etc.²⁹

This idea can explain the fact that the sound and shape of words don't have a direct relationship with the actual objects that are being talked about. It also explains the fact that languages can have very different words to designate the same object. This explanation is interesting because we can know the importance of the vocabulary and the different ways we can use a word sometimes with different meanings.

Another interesting author I know is Noam Chomsky; He made the distinction between competence and performance, contrasting the perception and what the speaker actually produces. He was primarily interested in the syntactic (grammatical) aspects of language.³⁰

Now we know that it is not necessary to write grammatically correct because we don't focus on grammar teaching, the most important is to communicate and the use of social practice.

John Austin, He talked about the social sense of the language this is about the things we can do with language he called this pragmatics and analyzed the different dimensions of the meaning conveyed, this means that through language we not only transmit meaning we even transmit feelings, because we use language in a social way.³¹

M.A.K. Halliday's point of view, about the way children interact with the world in a meaningful way, using the seven functions of language: instrumental, regulatory, interactional, personal, heuristic, imaginative and representational, contributed to giving shape to what language

²⁸ Retrieved from: <http://webpace.ship.edu/cgboer/indoeuropeanlanguages.html>

²⁹ *Language Theories and Language Teaching: a Brief Overview of Schools and Concepts*

³⁰ *Language Theories and Language Teaching: a Brief Overview of Schools and Concepts*

³¹ Austin, John (1975). *How to do Things with Words*. Cambridge. Harvard University Press.

teaching is today.³² Because we have to understand that language is not only a set of words, language is communication and this communication must be significant for the speaker (sender) and the listener (receiver).³³

Reading those author theories we understand the importance to understand that different languages origin make us to understand that at the end all the languages are related and we can learn one language through another. Something importance that we have to remember is that language is using in context and the meaning can change depending of it because there are many words that have different meanings in different contexts.

In the specialization we identified the importance of know and work with “social practices of the language”, and we have to know the writing system, the linguistic forms and the speaking system if we want to use pedagogical elements to teach. Considering the language process and the interaction that people use to; convey ideas, to show feelings through the intentions and purposes of the language.

As we can use language for different purposes, we have to learn the importance of contextualize the communication and to leant how to use it depending of the goal we have for this communication, for example if we are in a formal or informal context, we have to teach students to use different ways to communicate, with friends, in social networks, in the school, with the boos, with young and old people because we can do this with language.

The specialization let me know those things and many others that will contribute that my teaching practice be better, now I know many instruments to assess students considering the different purposes we have, I know how to use all the strategies we have for develop the 4 skills in the students learning process, and the most importance learning a second language is a process and in all kind of process we have to follow a kind of steps that must be carefully select in order to get a goal. We must have a clear objective to plan a lesson considering the students' abilities and necessities in order we get the interest of students to learn a very important element that we have to consider is the use of technology because most of the students are immerse in it and we have to be really creative if we want to catch their attention.

The specialization show me that to be a teacher is really a **challenger** because it is not easy to design a class, we have to consider too many elements if we want a successfully class and we want students learn a second language.

Finally I know that I have to improve day by day my skills to become a better professional. Maybe not all the students will learn everything, but I will try that most of them do it.

After the work I have realized with my students, I know that not all the students are going to learn at the same time, some of them require more time, patient and work. I consider that not

³² http://1.bp.blogspot.com/_uFzCBxqtUy/Snw3tLsSIKI/AAAAAAAAAEs/FdA5bZRSs28/s1600-h/MAK+halliday.jpg

³³ Halliday M.A.K. (1975), *Learning how to mean*. London: Edward Arnold

all the students get motivation through the use of technology, but most of them think the classes are dynamic and they don't get boring, the principal motivation is to get an extra point.

The most important aspects I have learned in this activity were; first, it is important to prepare the class step by step because the effective time we have for the class is like 30 minutes. The second is that, I shouldn't feel bad if I don't get the attention of all the students because they are having different process.

The principal challenges I had faced in this Specialization, first, time reconciling my personal life, my work and the specialization, this was very difficult because a work in the morning and in the afternoon, in the morning I'm working as an English teacher and in the afternoon I'm working as a Social Sciences teacher, in this sense I have to prepare many different classes a day.

Another important challenge I had, was to open as much as possible my mind in order I can get all the different options we have in the Specialization and look for the way I can use them in my teaching practice. Now I have learned different theories about learning, and I know no one is better than other all depends of the moment, of the students, event of the different schools we work for, sometimes it's necessary to combine them in order to work with all the students ways of learning, now I know different learning strategies, the use of technology in order to create dynamic classes, even to use specific tools to evaluate reading, writing, listening and speaking, and I have learned the specific strategies for learning them.

Finally the challenge is to use these tools taking in to account the social practice, and don't forget that the most important is to create independent students, because they have to learn for life.

CONCLUSION

To do the specialization was a challenge, because the time **we have as teachers** is not too much if we consider that as teachers we have to work in many places in my case I work for Cetis and for the Colegio de Bachilleres, in my case I have to teach four or five different subjects between my two schools this is very difficult because I have to design a lot of material for the different subjects I teach.

In the other side the experience was rewarding, I learnt too much, now teachers are in the eyes of everybody because the government decided that we are the responsible of the educational problem, I'm **Shure** that we share the responsibility with the authorities, but I'm **Shure** too, that most of the teachers make a big effort to be better day by day. I think I'm this kind of teachers. I believe that only the knowledge change the minds and now it is the most important if we want to save Mexico's young people. I know we are living difficult times, students don't have any kind of opportunities even they can't decide what to study and where because they are assigned to a school that most of the time they don't want to be.

The topic of my project was motivation, because I consider that this is the biggest problems with students in my school (of course in many other schools too), through the years I have observed that students lost confidence that the knowledge will give them a better economic situation I told them that money is not the principal goal for knowledge, the most important is to be a better person, a better son or daughter, a better mother or father if we can see this goal in knowledge we are going to be better citizens, and better citizens make a better country.

My goal for studying the specialization was to be a better teacher and to form better students to conform a better country.

I consider this life project is going to be step by step because it is not possible to observe the changes the specialization makes in my teaching practice until I practice and practice, if I don't change the route it could be possible.

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La Jornada Julio 2013

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Unit 2B - Student's Guide

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<https://www.youtube.com/watch?v=ubnI2PsUuOc>

<https://www.youtube.com/watch?v=0Ri3QTT41f8> (spelling rules)

https://www.youtube.com/watch?v=KpzrmoW_gwc

Superlatives and comparatives YouTube

https://www.youtube.com/watch?v=Q_9nWpGCTew

Virtual tour of China

<https://www.youtube.com/watch?v=ubnI2PsUuOc>

Comida callejera en Londres

<https://www.youtube.com/watch?v=yFWVbV3fd3I>

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