



## BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ.

**TITULO:** Implementing project based learning in an english as a second language post-pandemic classroom

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SECOND LANGUAGE POST-PANDEMIC CLASSROOM.”**

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**SAN LUIS POTOSÍ, S.L.P.**

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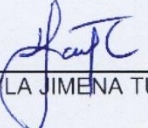

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## **Abstract**

This document explores and ponders the effects of using Project Based Learning as a teaching methodology in the English language classroom contextualized to the post-pandemic period, through a series of sequences intended to explore the approach to this methodology by practicing in the classroom elaborating communicative projects and activities that build up to a central project.

Using a mixed approach to assess and reflect on the work done, this research follows three practice periods, with each one of them drawing familiarity from a different source. The main theory behind this approach is that by inducting the language using familiar activities learners contextualize the contents and acquire the target language easily.

The results of this study were twofold; one being directly with the study the group, which came in contact with communicative activities and tried to exchange ideas in the second language. The second focused on my own competencies, making me more aware of the environment and the language used in the selected activities.

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## **I INTRODUCTION**

As time has gone by and the Covid-19 pandemic of 2020 began to take different forms; schools, offices, health centers and stores resumed their activities in digital platforms, to keep a sense of normality as gradual as the recovery might have been.

Among the changes implemented, education and the academic society adapted to the new areas and environments in digital spaces, creating the at-a-distance learning experience. Though the transition from face-to-face to digital was an abrupt event, and the gradually returning to the classrooms, many tiny-bits of information let me think I was prepared for a reality soon to come, yet this was far from the truth.

According to the Instituto Nacional de Estadística y Geografía (INEGI,2020). From the 32.9 million people enrolled in the 2020-2021 school year; 90% were in public school and 10% in private ones. The population not registered due to COVID-19 or lack of resources in the new school year 2019-2020 was 1.8 million people. A gap of resources that only kept the opportunities in high-income sectors of the populous sustained online education as a topic of much controversy.

Whereas, in middle school level, 51.7% of learners had been aided or accompanied by someone in their household, and 48.3% of students did not feel accompanied in their process during online schooling. This producing an educational setback.

It was no surprise that in the same survey conducted by the INEGI, 64.1% of students between 13 and 18 pronounced themselves eager to return to class as soon as the time came. While learners from ages 6 to12 showed the same response as 60.7%. Almost two years later, thanks to the efforts of authorities and vaccination campaigns, the return to the classroom had become a reality that kept increasing expectation of full face-to-face modality nationwide.

This historic event rippling through as the end of an era brought changes, and questions, as learners begin to respond to a classroom unfamiliar to them. In my concern on whether the response patterns of learners had changed amidst of the post-

pandemic. I built the principal question this study derives from:

- What were the results of using project-based learning in the English as a foreign language classroom returning to face-to-face modality?
- How did this process contribute to my teaching competencies?

The following document intends to provide a personal perception of my professional growth based as well as the results achieved in the study group, with the incorporation of my understanding of project-based learning, and the procedure implemented. This portfolio includes the research carried out, the creation of a proposal, the implementation and the analysis of the results and how it all contributed to strengthening my teaching competencies.

In the following document, as a senior at the Teacher Training School: Normal del Estado de San Luis Potosí, I managed information into my portfolio work, with the intention of demonstrating significant evidence of my professional growth, while solving problems of my personal practice; by collecting, selecting, analyzing and presenting evidence to indicate my growth as a teacher as well as my assertions and non-assertions with the practice.

Using the steps to define the theoretic base of the use of Project-based learning as well as the practice of said approach. I collected evidence using surveys and evaluation tables that focused on learners' discursive development and selecting it for further presentation, reflection, and analysis of results. Describing the process through which I favored the teaching competences of:

Constructing, developing, and practicing innovative strategies and activities inside the English Teaching Classroom.

I used and crafted inclusive practices that include most types of learners, involving most of them into the process of acquiring the language, using strategic-like problem-solving to any comeuppance during my practice. My purpose was to transform my future practices contextualized in the post-pandemic era, dissecting face-to-face classroom interactions using my students' current context.



## **II INTERNAL AND EXTERNAL CONTEXT**

### **School's Geography**

On Av. Nicolas Zapata, De Tequisquiapan, in San Luis Potosí, stands the general secondary school: Jaime Torres Bodet. Named after this historical figure whose background revolved around his notable literary works and his direction in UNESCO from 1948 to 1952.

In its context, the school stands next to the IMSS and in front of the BECENE. On nearby grounds, there are a variety of restaurants and stores that cater to food interests or materials for class, provided by at least 3 stationery and printable shops. The streets around are wide double-way lanes with an array of diverse bus stops for students to use to get back home.

The school holds a total of 704 Students, from which 366 are female and 338 male students, as well as 33 teachers. School grounds count with a principal building containing 3 floors with 5 to 6 classrooms located in each, accommodating from 25 to 36 students per class.

### **School's historic context**

The Jaime Torres Bodet Middle School was founded on May 4, 1963, it has been active for 58 years and counting. In 1961, the governor of San Luis Potosí, professor Manuel López Dávila, acquired the property and started the construction of what now is the clinic 01 from the IMSS. Though a fraction of the property that was not used for the construction was destined to build a middle school, which in the beginning had around 150 students, the minimum accepted by the Secretaría de Educación Pública (SEP), creating four groups for each level.

In the first months after the construction of the school, it did not have a name, it was known for the code assigned by the Middle Schools Department, "ES-342-12". The illustrious name of the school would not have come until the decades of the 60s to 70s, with Bodet being able to visit the school one week before his death, in March 1974.

Reportedly and as told to some graduate students, the school has had a

noticeable reputation as one of the most efficient schools, together with CIRIACO and ESCA, Torres Bodet had kept a schooling rate in the state in high regard

In demographic terms the school is now holding more than seven hundred students divided into eighteen groups in two shifts: morning and afternoon in more modern times. Though these shifts would have first started as a single one and divided over the years.

### **Dynamics and current culture**

In general terms school, and politics have remained the same regarding Covid-19 prevention standards, meaning:

- The groups are divided in thirds as to avoid the fast transmission of the disease
- The entrances remained divided by grade.
- No grouping or team-centered activities were allowed.
- No sharing of material.
- Recess for the different grades was divided so that first-year students having theirs half an hour early, then second-graders, and finally third grade.

Each one of the different School-years was divided into a set of 5 groups except for third grade who was divided into 6 groups from around 37 to 40 students. During practice, I was assigned to work with third-graders, 4 groups in specific, since school policies tried their best to keep away the staff from risk of infection. Previous notes made by the head teacher filled in the information on each of the differences and work dynamics inside each classroom, The transcription of these informed my focus context as well as general information on each group.

### **Third-grade group C**

During my observation period at the beginning of the school-year, I noticed they handed in homework and deliverable items consistently, being one of the groups that advanced during the lessons almost effortlessly. Their growth was displayed frequently

in each intervention, acquiring constant good grading.

In my first debate intervention (As a part of the project) from the beginning students displayed interest and began building their arguments as best as they could. The reason for this was that on previous topics and interventions we had constantly worked and following the lesson plan, they very rarely deviated from making their projects or following the theme. Their focus on each session kept them from missing content and rarely voicing doubt when making their deliveries. Because of this they completed the tasks successfully showcasing their skills. How students responded was that their debate was one of the most complete and elaborated. Regarded as the most complete activity I had with them by the teacher.

What the evidence provided proof was that on the second debate intervention learners displayed even shorter time phrasing and constructing their arguments, their writing and speaking skills had grown in expressing their ideas since the first debate. On their skills there were significant improvements being the one group that carried out the final project fully in the target language. By the end of our time together, group C was the strongest group with 5 students had displayed level B1.

### **Third Grade group D**

They appeared to be a lively group that also managed to work noticeably during the observation stage, while at the moment of beginning intervention the introductory activities managed to get them a bit out of their “shell” further in talks with other practice teachers they began to create new connections and begun to be more proactive in other subjects.

On the first debate intervention (After winter’s break merging) they handled the lesson relying heavily on one another, copying and using the translator on most of their deliveries. To not generalize few students made an effort, however most students fell in the same behavior pattern. Upon subsequent interaction their team-work was more controlled, soon stopping to copy one another, for this reason the topic dividing them in teams had them working in a large team, yet with a different perspective taking their own participations into account more efficiently.

As a result, on the second debate project learners displayed various improvements, their debate remained being had them reading out loud their comments and few in between original contributions without using any other aid beside their notes from the final assignment, their improvement being linear long till the final intervention. However, their development leaved room for further growth in few cases.

### **Third Grade group E**

A quiet group that worked mostly during the observation stage, however due to time constraints our time was also cut short. They opened a little more around the topics during the activities, turns out they are very competitive among themselves and were also the head-teacher's tutor group.

On the first debate the skills mostly displayed was listening and reading, however their writing leaved much to be desired, after the merge had happened with them, their interactions began to be a distraction, as a consequence their deliveries stopped being consistent. As a result, the debate carried on was half on English, half on Spanish, however their interactions were ordered and even original responses appeared very few in between.

On the second debate learners had showcased growth by implementing a full use of the target language during the debate, though some learners read their contributions they made up by not resorting back to the mother-tongue, evidencing their desire to master their language skills, by the end of our time together group E managed to increase their capabilities, with 3 students getting certified B1.

### **Selected group profile**

For this research, the desired study would oversee a limited period of time where the group had to display noticeable progress while using the intended teaching approach. However, this is not to mean that the same items should not be applied to lower-level learners, but that taking into the actual account their full context the research had to focus on the group that could potentially develop new channels of communication In L2 and in turn be the one more divided or at least the one where learners were yet develop significant connections among learners.

### **Third-grade Group A**

At a first interaction they presented themselves as a quiet group as well as “difficult”, since the head teacher had a tight grip on them from before my intervention. The main reason being that they had clashing personalities, these would often lead to a divided group on few interactions, their first half had a more compelling attitude towards learning than their counterpart however their competitiveness did not diminish. Group A was the selected sample I could work with, due to the characteristics of the group.

They seemed to always need a lot of attention and when they were alone, they frequently divided themselves into smaller groups. I identified a sense of unity whenever someone paid attention to them. Their likes usually included more physical dynamics, they seemed to be competitive and usually stand out calling whenever they are pushed into unfair situations.

Aside from their usual interest as teenagers, they give the impression to like conspiracy theories, with them later admitting enjoying various podcasts and shows that focused on criminal and mystery solving; They seemed to enjoy animated shows as well. They are comfortable teasing new or “other” members as if they were part of the group to express belonging.

They were initially divided into three sets just to eventually merge into two halves of around 18 to 19 students who switched their attendance to once a week for each group, in total the entire group was made up of 37 learners, with 17 students gendered as female and 20 gendered as male. After much interaction, I discovered that despite their distant demeanor, this group is one of the most hardworking. Partially because of the pressure the teachers from other subjects hold on them, and because they are quite well known as a group that has had its difficult moments in the past. Due to learners having a division at the moment of starting intervention, I thought they could be ideal for the study as they display a wider array of expression should they come out of their comfort zone. They also have less students with L2 developed language skills.

On regards to their work, it will be detailed in the following pages.

### **III THEORETICAL CONTEXT**

#### **Project-Based Learning**

Project-Based Learning as the name suggest is a teaching languages approach that as the name suggests relies on projects as the principal tool to facilitate learning. These projects usually rely themselves on students' interaction with the environment. In this approach, students work in groups to solve challenging problems that are authentic, curriculum-based, and often interdisciplinary. (Solomon, 2003)

One important aspect to note is that PBL is not a supplementary activity to support learning. It is the basis of the curriculum. Meaning; Most projects include reading and writing. However, there is a basis that originates from current social problems. The outcome of PBL is greater understanding of a topic, Integrating the context of learners, creating a more in-depth learning, higher-level reading, and increased motivation to learn. (Bell, 2010, 39)

PBL, as one of the many contemporary methods of teaching language, has not remained static. Project-based Learning has been through a series of changes over time that had made its use through many different environments beyond language learning.

According to Knoll (1917) the earliest conceptualization of said methodology is traced by to almost the 19th century, Around the 1850s, the academies of architecture began to work in stanzas of projects, more specifically the ones in Rome and Paris. Sooner than later, this approach of working by projects began to be adapted to different academic environments. Until around 1897, John Dewey defended this approach in his text "My Pedagogical Creed." Later, he influenced many figures, among them Jean Piaget. Currently, after many shifts and trials, the approach began adapting to modern times, developing a series of characteristics and methods previously stated.

Inside the classroom, ESL has adapted into a tool that focuses on two aspects that have made it successful: Situated Learning and social interaction



## **Situated Learning and social interaction**

Situated learning in detail is the phenomenon when learning becomes significant by applying the surrounding context to build upon previous schemata. Project-Based Learning in this sense uses the environment to its benefit by creating a relationship between the learner and knowledge that has been introduced previously.

According to Gardner (1985, p. 256) and later Clansey (1995) situated learning is an attempt to infuse careful case studies with concepts of cognitive science while contrasting learning in the field with thought processes. In this sense, this asset turns out to be one, if not the most defining characteristic of Project-based learning. Giving learners these spaces of familiarity, applied to the subject of learning, makes the acquisition an easier process.

For this reason, the approach has been perceived as a versatile tool that can interact with any topic, if it takes learners to experiment and gives them hands-on experiences with the subject and their acquisition process. Social interaction according to Krajcik and Blumenfeld's book on Project-based learning (2006) "The best learning results from specific interaction: when teachers, students, and community members work together in a situated activity to construct shared understanding" (p.319).

Following this idea, it can be said that cooperation in PBL provides the framework that allows learners to practice the language. The approach in question builds as well upon students' integration into society, establishing relationships among peers, knowledge, and their local contexts. Concerning itself with building a social capital that students can use to socialize the language, everyone then can provide feedback to build upon one another's data by interaction.

Bringing knowledge to a more physical plane by using specific pieces of evidence embedded in the projects that appeal to their skills and social necessities. "Project-based learning providing opportunities for students, teachers, and members of society to collaborate and to investigate questions and ideas." (Brown & Campione, 1994).

### **Why did I choose PBL?**

PBL as I have described is one versatile methodology that allows learners to interact with a communicative language environment, however there are other reasons to take this methodology into use.

Among some of the ideas there is this study about learners earning agency in their learning process directed by Yuliani and Lengkanawati (2017). They describe that one of the benefits for using said approach is autonomy. Mostly, because learners are accustomed to being spoon-fed by the teacher. As a result, some of them become passive learners. It is suggested for the teacher to keep encouraging the students to realize that project-based learning can improve their own autonomy.

Another one of the benefits, it's that students can have first-hand contact with the target language culture, as the approach can allow for any assortment of realia and true material that learners can use when defining their acquisition of English. By this measure amplifying what can be used as materials for the lesson and giving the teacher free range over what kind of activities to use in order to construct schemata for the students. "Language is a critical source for those who wish to understand the nature of culture and how cultural knowledge and beliefs are transmitted both from generation to generation in everyday interaction" (Schieffelin, 1986 pg.183)

In this endeavor Project Based Learning can be used to assort learners into different environments and spheres of acquisition, and for the purpose of study this can allow for an array of significant interactions with the target language, as learners' culture has been radically changed by the pandemic and the forced confinement of 2020. PBL allows for students to engage in class activities that allow them to team-up, communicate using the target language and display their progress in more than one skill, be it writing a recipe from memory, improvising and coming up with solutions on a role play scenario, reading and comprehending the instructions to avoid accidents in the case of a natural disaster, or simply listening to an audio and selecting the correct answer.

### **How did I use PBL in class?**

Usually, by situating learning in a social context, managing items becomes easier, and interacting with one another can create cohesive or more solid projects. For these reasons, the projects must be designed as experiences learners can use not only as opportunities for expression, but also making use of worksheets and activities They know and understand to have a complete communicative learning experience.

Fortunately, Planning and Programs resources in which the design of the present activities for the school year 2021-2022 is detailed included an item on which I could base the types of projects that students had to develop.

The social practice of the language includes projects such as:

- Debates about fine arts and what can be made to aid in children's rights all around the world.
- Designing and writing a comic based on folk or classic tales.
- Writing and acting out interviews or panels focused on each unit's central themes.

Applying and appealing to each of the needs of various learners and this study's objectives. Situated learning environments can be approached in the English as a second language classroom, especially when they are learner-focused. In theory, by crafting these spaces where learners use language to most of their capacity giving them agency is when learning and acquisition take place.

### **Successful learning characteristics.**

Schieffelin & Ochs explain that "The process of becoming a competent member of society is realized through language, by acquiring knowledge of its functions, social distribution, and interpretations across socially defined situations" (2003, pg. 168)

In order to Identify if a lesson has been successful or not a series of Characteristics must be set in order to identify the learners' understanding of the subject, however one of the main points in this is to identify the language interaction students develop. Lamer Mergendoller and Boss (2015) outline four phases concerned

in Project Based Learning: Project Launch, Inquiry, development and presentation. Based on these points I outlined the following points in order to assess learners' process through the activities.

- **Address the Project.**

After an entry event, students should be able to start considering their “need to know” The purpose of entry events is to encourage curiosity and support an initial interest in the content to be explored. These events can vary depending on the content and proficiency/grade level of the students. In this point students become aware of what the project consists of.

- **Planning stage.**

Students are set to find resources that they can use, determine and assign roles for collaborative components, and engage in lessons that support their solutions How will learners go through the requirements of the project, what will they develop by the end? All this is set in the stage as a means to layout the developments students have to follow.

- **Execution (Performance).**

Students perform the assigned project according to the criteria established in the planning stage, what did they do? What characteristics it follows? How is their activity linked to the project and target lesson? This section concerns with the delivery.

- **Evaluation.**

Peer critique or feedback from the teacher and product revision are interwoven throughout this part of the process. In regular environments this is followed by the public release and implementation of a social activity, however due to the pandemic, evaluation will remain a static stage. However, a question remains. How can we measure this, how can we justify students' perception and their own performance on the task?

## **My Teaching Methodology**

- **Entry events**

The entry events I considered usually exposed learners to the target vocabulary on each of the units, as said content was crucial to create a greater understanding of the lessons. In most cases I included expressing the main characteristics of the project by the end of the lesson. Among some of the activities considered for entry events were repurposed Lead in activities like jumbled words, mix and match among different images and words, the array differing among each other to cater to different groups, necessities and levels.

Following the ideas of Tyler and Voss, (1982), Later quoted in Li, Williams, and Della Volpe, (1995) “A given topic's familiarity could be considered as conceptual or prior knowledge possessed in that particular area.” (p. 42) By inducting them using familiar activities they contextualize the contents in a safe space environment, learners acquire the target language easier, making the process something learners can get used to in order to develop language skills.

- **Planning**

The main purpose of this stage is to determine and assign roles for collaborative components, engaging in lessons that support their solutions. During this particular stage I began to map the distribution of my activities and how in theory some help the learners contextualize their acquisition.

For me this translated on building 3 different types of intervention on which I developed the efficiency of the approach: First intervention was be book based and not present disruptive changes from how students were working with the titular teacher, the second intervention began implementing adaption from book activities repurposed to focal points to develop in the lessons, and the third intervention will completely be project centered and perform custom made activities completely centered on their development.

Regarding the types of activities: Each intervention they should allow for learners to build-up their skills and begin constructing responses to each problem they were be facing when making their deliveries, considering these, their academic writing

should display change as well as progress, with each intervention opening for them larger spaces for expression.

Lea and Street (2006) explain that “the academic literacies approach overlaps with the academic socialization model to the extent that both acknowledge writing inside the classroom involves adaptations to suit different learners’ contexts” (p.228). In a country as vast and diverse as Mexico these activities designed in order to take account of their writings had to be as simple enough so that learners with even the most basic of levels were capable of understanding the assignment, and at the same time being as complex so that upper-level learners would challenge themselves in coming up with solutions that push them to think outside the box.

- **Execution**

The delivery stage, depending on the format of the project this can be a session or two centered on it. For these sessions the implementation was ideal for verbal communicative deliveries like: debates, round tables, acting out and roleplay activities, etc. regarding written assignments, I considered students making presentations about their projects or sharing how their experience allowed them to grow.

As a current example that I will cover in depth in further chapters, I recall directing a debate about Arts in the classroom, The designs allowed learners to construct and craft clever responses for their peers’ arguments, their preparation integrated to the project staged a development so that their interventions become meaningful.

Each one of the learners used their worksheet of arguments and counter-arguments to inform their possible contributions shaping the route for the next stages. Using an item already known and familiar to construct their contributions and contributing to their context. Students incorporated past lessons and their own knowledge constructed via their own notetaking for research.

Students exemplified using their current context as well as historic background to inform their arguments in order to construct a case into their own discourse, as well



as their main idea in order to craft a concise narrative to their response. According to Clancey (1995) “Knowledge is socially embedded, and learning happens inside socially-mediated collaborative processes.”

In this socially mediated collaborative experience learners acquired the ability to respond and construct their own arguments. Collaborating with one another in coming up with responses, solutions, agreements and counter arguments which were one of the main objectives during the unit.

- **Evaluation**

To assess the progress of learners for each assignment I made a checklist according to the characteristics learners had to meet in order to assign a final grade, not only that but I also included Self-assessment formally and informally during the delivery lesson.

In the case of their final assessment (final project review) the following table was used as a means to track learners’ abilities, if done correctly, the final sum should give a 5 as the highest score possible.

	Well, done +1 (The answer is well-structured)	Answered +.5 (The answer is short, but it is done)	Not done +.0 (Response is fully omitted)
Main context of the song answered			
Lyrics and text are inside the table			
Analysis of structure answered			
Analysis of content made			
Self-reflection made			

Fig 1 *Project assessment format*

Another example, this one regarding self-assessment were the evaluation tickets I gave learners at the end of my third intervention. On which four different sections allowed not only for them to assign a grade but to also voice their experiences and defend their posture using convincing arguments, something we develop throughout the whole unit.

<b>Name</b>		<b>Group</b>	
<b>Team</b>		<b>Date</b>	
The grade I would give myself is:		Because:	
The grade I would give my team is:		Because:	

Fig 2 *Self-evaluation Format*

### **Students' academic situation**

The state of learners' academic environment specially in a country as diverse as Mexico is an ever-fluctuating tool that can be defining in the development of the methodology most language teachers implement in the classroom. From the environment in Jaime Torres Bodet Learners diagnose landed between A1-A2 level, as most of the students have had a basic interaction with the language, the average having a very limited understanding with the exception of two students that have placed enough input into their skills granting both B1 level at the start of the year.

Pre-A1 learners according to the Cambridge assessment (2022) should be able to do the following when using their language:

- ... understand simple sentences
- ... respond to simple questions
- ... follow very short stories in simple language
- ... understand and follow simple instructions
- ... understand some very simple descriptions of everyday objects
- ... recognize and write the letters of the English alphabet
- ... spell her/his name and simple words

... name some familiar people and things

... understand some very short conversations

... copy words, phrases and short sentences

A1 and Advanced A1 learners should be able to:

... agree/disagree with someone

... ask someone how they are and what they like doing, and answer similar questions

... give simple descriptions of objects, pictures and actions

... answer questions about school activities

... understand simple written sentences

... write simple sentences giving personal details

... understand simple stories with the help of pictures

... write short sentences about what they like or dislike

... understand simple signs and notices

... tell a very simple story with the help of pictures

In order to help learners, achieve the A2, their language must exhibit the following characteristics according to Cambridge:

... understand Instructions given in more than one sentence

... understand simple conversations on everyday topics

... ask basic questions about everyday topics

... talk briefly about things they have done

... understand short texts, even if they do not know every word

... understand simple written descriptions

- ... write simple descriptions of objects and people
- ... link sentences with connectors (and, because, then)
- ... write short simple stories using pictures
- ... tell a story using pictures or their own ideas

Cambridge (n.d.)

In order to help learners, improve their English level, I intend to implement communicative opportunities based on PBL inside the classroom that might allow learners to use and develop their skills, in order to transmit their ideas in the target language.

## **IV METHODOLOGY**

### **Approach**

When conducting quantitative studies, researchers assume that there is a social reality external to the knower and that knowledge is objective and tangible. (Long, 2014) The issue for constructing research in the education field, is that education is a social reality itself.

Most of the items in the present research can surely be measured and taken in as tangible evidence; however, they also should inform reflection and analysis, as each item transforms the learner's close environment.

For this reason, I considered mixed approach as the most pertinent research approach, since I will be informing both quantitative and qualitative aspects. The quantitative aspect allowed us to have tangible progress evidence that informs the conclusions, and in practice allowed tracking language acquisition progress. While the qualitative aspect allowed me to ponder and reflect on items that were successful and those that were not.

### **Constructing the portfolio**

As previously established, the importance of Project Based Learning to the design of my intervention, will vary according to the items and language necessities of learners, for said reason, the following stages were considered to design the full methodology during my practice.

Building my portfolio using each of the liniments, however, and not exclusively in the order here presented:

- **Definition:**

In this stage, 3 important questions are to be answered: What do I do? How do I do it? And, why? Using each of these, the analysis for my research begins by understanding the project's main focus and the issue at hand in my close environment.

- **Diagnosis:**

Utilizing a survey in the aid of helping me understand which learning areas in discourse were setting students back, this in turn informing of future developments, language skills students are more attuned to and how to complement those of their peers.

- Practice:

Acquiring the contents and materials the teacher has used to inform a satisfactory practice. Said materials informed the thematic approaches as well as the identities of items to be covered during class.

- Collecting evidence:

Selecting and revising previously acquired deliveries and approaching the ones used during class, an analysis is made for successful or unsuccessful items using assessment tables that analyzes the structure, performance and requirements on each assignment

- Selection and Reflection:

Successful and unsuccessful deliveries are selected to inform further advancements and present them to highlight growth and inform the practicing student of another peer's perspective

- Item transformation

Once the reflection informs of possible outcomes and ideas that have not been approached, practice transformation is bound to happen, using all these previous steps once again to build a successful practice

### **Intervention approach and stages**

The intervention design to inform a complete practice transformation I build for this research follows three practice periods, with each one of them drawing familiarity from a different source. Said periods in tandem with the design stage for the portfolio made up an intervention approach that used them, sometimes more than one at the same time, while informing my research.



Following the reflective teaching methodology and borrowing heavily from the Presentation-Practice-Production model in what refers to class planning. Each stage informs of different tasks that need to be dealt with to inform future practice.

Stage 1: Informative Diagnosis (Diagnosis collection and item selection).

Using a survey, a pair of checklists set to inform as context in order to aid of helping me understand which areas of development in discourse were setting students back. This first stage informs of future expected developments, as well as areas of language that learners are more attuned to.

(2) Contextual recollection

Acquiring the contents and materials the teacher has used to inform a satisfactory practice period as well as to inform my practice, these inform thematic approaches as well as the identities of subjects to be covered during class

(3) Element selection

Selecting and revising previously acquired deliveries and approach the ones to use during class, contemplating possible challenges that would stand in the development of practice during the intervention and how to overcome said challenges.

Stage 2: First intervention. (Practice, collecting evidence, selecting information and reflection)

Utilizing regular activities, yet to adapt to students' closer context practice informs of the elements and engagement students have with the language, as well as learning processes. At this point practice is transitioning from leaving virtual modality, learners' online experiences are still vivid and approaching students by the first time inform future changes

(5) Reflection and transformation.

Using previously adapted data, the next item to recover is transforming my practice using the information acquired about learners and their environment.

Stage 3: Second intervention (Practice, collecting evidence, selecting information and reflection)

After selecting and revising materials, the second intervention is adapted to resemble learners' modern context as well as items of interest to engage them in language learning, practice is still divided as to avoid any contagion inside the academic center.

The second intervention allows building on the working dynamics and enhances learners' social interaction with the language via their products.

#### (7) Group reflection

Sharing and comparing practice experience with classmates from the BECENE, I can inform myself and ponder on items that further enhance practice, at this stage, most of the interventions have proven successful.

Stage 4: Third intervention (Practice, collecting evidence, selecting information and reflection)

The next stage of intervention set in a full face-to-face modality suggest and informs if the theoretic working dynamics are still relevant in the classroom, this time taking in a higher number of students.

#### (9) Final reflection.

Rationalizing learners' response, conjectures, and information is revised or discarded, and a final reflection is elaborated.

### **Diagnosis**

At the beginning of the school year considering the teaching modality teacher's organization made us use most of observation the teachers' notes which indicated the level of the learners I will proceed to provide a description of each aspect.

### **Observation**

The analysis of my observation is based on the nature of language learning activities:

- Presentation Activities

Attributed but not limited to presentation where lexical or grammatical elements of the language are introduced, at the time of observation there were few lessons in which I could contemplate this event happening. By introducing the vocabulary of the lesson for learners in group D while in group A there was the introduction of the use of will and will not in sentences. Students' reaction to this was limited, as their emotions were not displayed during this stage of the lesson, however the introduction of the topic may have prompted them to begin opening up to the lesson and the contents they were about to review.

- Practice activities

The tasks that involved performance or learning of a previously presented items (Be it lexical, grammatical or other), often involved a degree of control over a model. During the observation one activity stood out when learners had to use the Will and won't and their practice was bound to a book activity, where using these two lexical elements they had to complete a set of sentences with a blank space. Students' reaction despite their initial discomfort, remained in a good disposition as their development for practicing the items allowed for some to think critically and creatively towards their responses, coming up with the reasons why each response matched each space in the gaps designed for the activity.

- Memorization Activities

These tasks involved memorization of information or learning material, used usually to consolidate items or preparing for a subsequent activity, these activities were mostly passive, as learners' language acquisition as an act of memorization was focused on using will and won't according to their rules for positive or negative statements, learners then have to use this information in their text-book in order to complete a set of exercises. Students' reaction: despite learners not being excited on memorizing the rules for using the grammar rules to complete the exercise, this still became an opportunity to distinguish that despite most of the learners were able to use

the item introduced in the lesson some voiced their discomfort and asked the titular teacher when they had doubts in the particular uses of “will & wont.”

- Comprehension activities

These tasks required students to develop or demonstrate their understanding of written or spoken texts, these may address different levels of comprehension, for these activities learners mostly reading the grammar rules will and won't have as well as other instances when using other grammar and vocabulary elements they showcased their level of comprehension according to the task. Students' reaction though not being visible at first it would end up in at least half of the classroom being able to complete the exercise on time while the others turned to their classmates in consultation for possible responses

- Application activities

These require learners to use in a creative way the knowledge or skills they acquired conducting a task, these may also integrate knowledge acquired from different sources. In my journey, while learners had acquired the rules, use and basic understanding of will and wont they were tasked by the teacher to write down 4 statements with Will and 4 with Won't for the end of the lesson, with most students finishing using different phrases from the ones in their text-books. Students' reaction: Students visible discomfort kept only in noises that lasted a few seconds before disposing themselves to work informed that most of them are yet to get used to work back in the classroom.

- Strategy activities

These develop different or particular learning strategies or approaches to learning or acquiring a skill. For most I observed, that there were simple class control strategies that helped keep students in check and to promote participation, however as much as control was exerted few student-driven participation appeared in the lessons. Students' reaction to these types of activities was mostly consequential, they had gotten so used to the dynamics their responses were mostly instinctual, short and brief. This

can indicate learners can follow instructions when the activity is consistently repeated or practiced.

- Affective activities

Tasks not concerned with language learning but improve and develop class climate. In the observations during the pandemic, few interactions were promoted as to avoid contagion, for this reason few activities were used, but as to ease the environment the teachers asked me to introduce myself so as learners begin familiarizing and ease to my presence inside the classroom. Students' reaction: Students displayed their curiosity at the first instance of my introduction and some even asking questions about what I was doing at some points informed that they have a type of curiosity towards new, informing that whatever they deemed interesting being it trivial or not would call their attention if it's approached with most of the information of the items being presented thoroughly. These students' interest in new things and approaches might become useful.

- Feedback Activities

Tasks used to give feedback on learning or some other aspect on the activity, addressing sometimes the content, organization, or clarity when carrying out a task. In the few scenarios I observed there was one lesson in which learners reviewed their statements with will and wont and the teacher often provided some feedback whenever the statements weren't correctly written or lacked a comprehension of the grammatical structure. Students' reaction to feedback was regular at best, with learners beginning to work correcting should their classmates point out something missing or that didn't match the use or the rules introduced in the lesson, some students even raising their hands and pointing out the correct use of the particles.

- Assessment Activities

In these teacher and learner evaluate the extent on which the goals of a lesson have been successfully accomplished, these can diagnose areas that may need development or evaluate students' performance. Again, during "Will and Wont" the

teacher conducted learners to work on their various degrees of comprehension in order to have a complete activity. Her conclusion being that learners needed to enforce their Learning by doing homework assignments implementing the use of “will and wont” to make 10 sentences for each. Students’ reaction to their assessment was non-sentimental yet some signaled raising their thumbs to their closest classmates as a sign of approval, learners understanding of the lessons was a definitive trait as they began to inform each other of the homework they developed later in the stage and begin giving their classmates ideas while the teacher left the classroom.

Based on the activities I was able to conclude that students were able to convey basic structures and respond to simple tasks in a regular sentence structure, being able to convey simple messages using the knowledge they acquire. Their Accuracy when using said structures is only limited by learners’ disposition, since they seem to sustain interest in new and complex forms of communication, this making their accuracy using their language simple yet appropriate for their level.

Concerning their deficiencies most of their shortcoming can be found in their pronunciation and spelling, as most of their mistakes when making their deliveries were found in spelling mistakes. Another area that can be improved might be grammar as very few students misused the target items, however they resorted to asking their classmates and even voicing their doubts to the teacher, some students in higher L2 level were capable to monitor their classmates moderately, however their self and peer correction could develop more strategies when using the target language.

Their knowledge and performance, comes hand in hand when speaking of the group in general, however some students with advanced level can perform and display advanced techniques that allow them to come up with answers to different types of questions. Students’ reaction to their performance is at best open for use, however students seem doubtful when using L2 inside the classroom or with one another. Additionally, I also considered my teacher’s perspective on this group’s academic needs using her notes to inform further interaction and describe the group’s general profile.



## **Rationale of intervention**

From the conclusions on the previous observation, I found a series of needs inside the classroom that need to be met during my time of intervention.

My classroom needs mostly beginning a communicative environment for learners so as their pronunciation, use and improvisation with the language, Students' current necessities include opening up spaces for these skills to be enforced and developed opening up new communicative opportunities for learners.

Students' competencies according to the middle school egress profile (Aprendizajes clave, 2018) exhibit 11 principal competences, however those concerning the subject come as follow:

- Students should be able to communicate confidently and effectively.

Describing experiences, events, desires, aspirations and opinions in English.

- Students should be able to explore and comprehend the natural and social world.

Identifying a variety of phenomena in the natural and social world, reading about them, report, investigate, asking questions, performing analysis, and experiments.

- Students should develop critical thinking and solves problems with creativity.

Asking questions to solve problems of various kinds. Arguing the solutions, he proposed, reflects on his thought processes, relaying on graphic organizers.

- Students should have initiative and favor collaboration.

Recognizing, Respect and appreciate diversity of capabilities and visions when working collaboratively.

- Students should be able to assume their identity, favors interculturality and respects legality.

It recognizes the individual, social, cultural, ethnic and linguistic diversity of the country, and is aware of Mexico's role in the world.

- Students should be able to appreciate art and culture.

Experiment, analyze and appreciate different artistic manifestations. Identifies and exercises their cultural rights.

- Students should be able to use their digital skills in relevant ways.

Learn various ways to communicate and obtain information, select it, analyze it, evaluate it, discriminate it and build knowledge.

With the concern of the intervention focused in developing the profile, the communicative and language production becomes a central item, allowing for learners to become competent developing the communicative areas:

Reading, Listening, writing and speaking.

My intentions developing my research and begin intervention is to open said spaces of expression for students in the practice of the language that allow for comprehensive communication.

My personal reasons, allowed me to practice, professionalize and develop the desired skills in order to graduate successfully and accomplish curricular success inside the BECENE. As well as developing the skills and competences of:

- Designing the instruments in accordance with the current approaches of the English language, considering the context and characteristics of the students to achieve meaningful learning.
- Managing collaborative and inclusive learning environments to promote the integral development of students.
- Using innovation as part of its teaching practice for the development of students' competences.

## **Theoretic research**

### **Theoretic layout:**

Regarding the distribution of the main stages of intervention I developed the following plan in order to cover in varying degrees how PBL could affect learners:

The first intervention was designed as a testing ground. Seeing what could work better, the elements that appealed to learners' familiarity mainly derived from the text-book or incorporating a re-work from the very same pages.

The second intervention (Further informed by the effectiveness of the first) match with the ideal of being project centered. However, the activities derived from a more autonomous source, and handcrafted with more elements of familiarity to borrow from. This unit uses both the book and their context to work around specific elements.

The third intervention in theory was completely project focused, with the elements of familiarity relating only to the unit's core theme, developing the activities to further develop the content with the students. This unit uses material outside the book completely and uses the learners' context to their advantage.

What can help conducting PBL in the classroom?

### **Task design**

The selection of items during intervention proved to be an item of importance; specially as to the order of interventions using different referents when building the items, I used the main competences I used in the elaboration of the instruments were the following:

- The instruments must be designed in accordance with the current approaches of the English language, considering the context and characteristics of the students to achieve meaningful learning.
- The item manages collaborative and inclusive learning environments to promote the integral development of students.
- Uses innovation as part of its teaching practice for the development of students' competences.

Each of these competences helping me build significant experiences

through which learning would build their background, for this reason implementing more production-driven classes as well as covering activities that allowed students to communicate remained as the main priority.

Fragoulis and Tsiplakides, (2009) explain that: “Students accumulate knowledge via a procedure of “building” it, from groups, cooperating, making use of authentic, “real” facts from sources, processing and comparing them, taking initiatives, and making decisions.” (p.117)

Generally, questionnaires after readings aim to establish a correlation between their production and reception. And are more often than not the standard in classes, especially when talking about higher level students. However, in the case of middle school, most of the time learners find themselves in a stage of their life where they are not yet autonomous enough, nor are they non-functional practitioners of language skills.

Designing the tasks and follow up activities became circumstantial, as for each of the themes or units covered, their contents could very well change drastically, as well as the design of the intervention. For this reason, each activity is linked to the general contents

### **Approaches and tools used during Intervention**

#### **PPP Approach**

The Presentation-Practice-Production model of activity sequencing (PPP) is the traditional activity sequencing pattern on which many Foreign Language Teaching (FLT) course books have based and built upon. This is a pedagogical strategy at the teachers’ disposal to teach language items which seems to be more suitable for adult language instruction contexts.

According to Criado (2018) the learning path in PPP is extremely rigid. It is based on the assumption that the *Presentation-Practice-Production* sequence suffices for the acquisition of knowledge. For this reason, PPP Is a tool that can help sequencing and directing the learning of students.

It should be taken into account that teaching materials may affect the learning

processes of the students ‘from outside’, whether or not distorting the inner processes

### **Task Based Language Teaching**

Following Willis’s (1996) A framework for Task Based Learning. Tasks are anticipated with task-enabling pre-task language activities (such as brainstorming, classifying, comparing, glossing a short text or video, ranking, sequencing, etc.) and clear instructions. The tasks are followed by planning and presenting a report on the task outcome as well as post-task focus-on-form activities based on discrete grammar items that emerged as new or difficult for learners during task and report completion.

The important thing is, that while doing the tasks, learners are meaning what they say. The main focus is on meaning. They should be using language to exchange meanings for a real purpose. Based on this statement I decided to make communicative activities as free-range as possible, this delimits what the communicative tasks should be aligned to, in my case not to include activities which involve language use for practice or display, (Describing pictures or answering using premade sentences)

### **First Intervention Action plan**

The main purpose in the first stage was to keep everything as regular as a class as the head teacher had with them in previous sessions. This unit’s academic discourse centered on emotion and metaphors. Most of the activities at this stage designed to be mostly book centered activities, with some feeble exceptions that were considered during intervention.

Concerning the unit’s project, the main social practice of the language in this unit was to read poems. Expected achievements included:

- Select and explore poems.
- Understand general sense, main ideas, and some details.
- Describe moods.
- Write sentences based on words and expressions that communicate moods.

With the project centered around poems. I decided to replace the target text and

transform it into the analysis and repository of feelings from a song, students were to choose in the aim of giving learners agency on their analysis as well as exploiting previous interests of them in the lesson.

The full design of the unit and lesson can be found in the appendix A.A

### **Assessment**

Task and delivery assessment was carried out by selecting only a set of 5 characteristics that students would follow when carrying out their assignment, consequently assigning their grades according to the degree of completion.

- Completion of the task: The assignment was not missing a part, nor there were missing pages or answers.
- Accuracy: The language and grammar used in the activity is appropriate and matches the tone of the activity
- Congruence: There meaning and language used is coherent and easy to understand.
- Timing: The Assignment was delivered on time.
- Presentation: The task has been successfully presented in the format solicited.

By appealing to each point the assignments was evaluated, and set in the group registry checklist. With the assessment influencing their grade, as each assignment counting as 10% of 5.0 points, their project a sum of 5.0 points in conjunction their complete grade being solely cemented on their projects and their assignments

### **Project Assessment**

The implemented assessment during the lesson based only on the deliveries as the teacher had recommended, to keep a track as full face-to-face modality had not been implemented yet. In the case of their final assessment (final project review) the following table was used as a means to track learners' abilities, if done correctly, the final sum would give a 5 as the highest score possible.

**Table 1: Unit 1 Project assessment table.**

	Well, done +1 (The answer is well-structured)	Answered +.5 (The answer is short, but it is done)	Not done +.0 (Response is fully omitted)
Main context of the song answered	1	.5	0
Lyrics and text are inside the table	1	.5	0
Analysis of structure answered	1	.5	0
Analysis of content made	1	.5	0
Self-reflection made	1	.5	0
TOTAL:	5	2.5	0

*Notes: This is an example of the completed assessment table.*

### **Analysis**

On October 14th 2021. During my first practice period I carried out the class that focused on covering the separated beginning a conversation, however the return to presential class had started earlier and modifications were made. Changes that by the end of the lesson learners had become able to analyze and respond questions about poems.

This class incorporated the project of the analysis of the poem from the perspective of being a comprehensive activity that focused on students' comprehension of the language. A skill they needed in order to make the analysis of a song, the titular project of the unit at that time.

In this activity the task of the class would be to cover their textbook, page 27 exercise 7. Students would be answering a set of questions based on the poem "The Tyger" by William Blake. In sequence they would read the poem to a point then their classmate would follow, and then answer the set of questions associated to the contents of the poem, said questions were:

How does the author feel toward the tiger?

Why do you think the author wrote this poem?

Which types of sentences does he use the most?

Which details does the author want to know?

What does the line "Did he who made the Lamb make thee" mean?

What may the Lamb and the Tyger symbolize?

The class began with an Identification lead-in, students guessing which one of the words didn't fit the theme or sounds as an introductory activity, during the session I first introduced myself to the learners and then went on to the activity trying to make it as simple as I could.

In that session I first drew from the lists of words I could choose: Colors, verbs and because of the session I also used feelings, introducing learners to what vocabulary they should look out for the session:

Wonder, Amazement, Admiration, Advocate, Astonishment.

In this first part few dozen students pointed out at advocate, while Wonder was the one most students jumped on, was the one that did not fit its surroundings, I pointed out which words were the ones not matching.

After this brief association with the words students had to become aware of , the next exercise was to cover the poem, managing their reading would be different with them, as for the other groups I had a recording of the reading play, as learners followed reading in their books, for group A I made them read out loud till a full stop and then wait for the next learner to continue reading.

Once the poem was completely read by the learners the exercise carried on with the previously established questions, with learners voicing their perspectives. Some of the students' responses were almost limited to one word to monosyllabic responses at this stage, for example, when covering questions B and C respectively the most common answers were the words: "Curiosity" and "Admiration" eventually making our way to the core question

What may the Lamb and the Tyger symbolize? And I marked a division on the board.

Students' response varied in tone but some made their best effort, they used words like, soft, cloud and gentle for the sheep while the tiger got words like fire, wild, and bright to describe the tiger, learners had to make their own ideas around the creatures

Finally, by the end of the lesson they were assigned to write once again



questions A, B, C and D in their notebooks and answer with a variation on A How does an Author feel about a certain song they have written. Taking the second step towards the analysis of a song, the titular project of the unit

After the initial interaction students began building connections and look at the text as a communicative device, the use of the language, at first used by students as a broken code, was a sign of how much previous interactions with the language they had. However, by the end of the lesson My students had voiced their own rendition of the language as well as they could with limited language. They communicated ideas and thoughts, though in their basic communicative level. They used L2 in their message and conveyed using simple vocabulary.

How I used each of the questions would allow for learners to express and develop their answers according to their level. Students would be then begin approaching the language voicing their own thoughts after a previous association with the poem.

I had not succeeded at this stage as learners were merely being introduced to PBL and what was expected to achieve, there was much change to make, and the return to face-to-face modality was the beginning and the warning to be prepared and begin to make the lessons more reliable on the learner

### **Second Intervention Action plan**

The second intervention took place from November 29th to December 17th 2021. One of the first notifications I had when planning for this practice period was that the groups began to merge and slowly transition to a full face-to-face workplace; however, this was not fully confirmed. As a precaution, planning followed my 2 week per unit approach and incorporated a digital backup just in case of a breakout.

This unit's academic discourse centered on shows, characters, and what learners liked or disliked from the show. The activities had to build up the learners' ability to craft, adapt and interact with an interview centered on these items.

The social practice of the language during the unit was to exchange emotions and reactions caused by a television show. Among the expected achievements were:

- Examine television programs.
- Interpret general sense and some details.
- Write notes about emotions and reactions to participate in an exchange of views.
- Share emotions and reactions.

The final project students had to design and script an interview, which they acted out and improvised answers to at the end. The timing for each interview around 5 to 8 minutes, with an improvisation act at the end of the established time in which they had to improvise answers the teacher brought up for them.

As for the design and Layout of the activities I developed 5 assignments that allowed learners to practice and reinforce their language skills:

1. A vocabulary mental map based on the different genres of TV shows.
2. A recommendation on their favorite show, answering these questions: How many parts does this episode have? What was the most important part of the episode? Why do I like this episode? To whom would you recommend this show?
3. A table of likes and dislikes
4. A mini recommendation-essay on why they like a specific show.
5. Their final project, a written Interview script on which they discuss in teams what shows they like and which they would recommend to their partners.

### **The audio**

Because of the approach, the design had to implement audios from a recognizable source or at least be familiar enough to the learners, so they don't get lost while experimenting with the items discovered following their listening and reading. For this reason, I decided to first work on the book as well as handing them some worksheets with selected audios that fit into the theme of the unit.

As for which items I used, I decided to look for the most recognizable clips from TV shows, specifically one very recognizable, something that was viral and that

students could follow quickly. I had to look at the most obvious examples, and there I remembered a cartoon called bravest warriors, specifically the episode called “Dramabug”.

### **The crossword and worksheets**

Following up on the design of the activities, I also decided to make a crossword puzzle to catch up student’s abilities in naming specific emotions and associate feelings or descriptions around them for further clarification.

In any case, I decided to design one myself with a total of 10 items which were linked to ten open gap questions where they had to place their responses and answer those same responses after watching 2 different interviews in class.

The crossword was linked to their third deliverable: The emotion wheel, hence why this section is mostly focused on emotions, but the design also is like an exam, a guide on how to answer mostly and visiting items seen in the lesson.

The full design of the unit and lesson can be found in the appendix B.A

### **Assessment**

Using as a basis the table made to assess the first project, a new table was made, this time focusing on the form and structure of their other assignments, and changing some categories to be either optional or replaced by another category. In this fashion, we’re only talking about two sets of spaces: Response in full sentence, and the maps and diagrams include the topics seen in class.

Response in full sentences becoming an optional trait mainly in the development of students’ vocabulary maps, unless students include a brief description of the event, which was an instruction for the 2nd week group. In the case of the recommendation, they obviously had to answer in full sentence, in the end this space only being optional in two assignments. The maps and diagrams include the topics seen in class, this is very straightforward, but this was also an optional category that only fit in two assignments, the emotion wheel and the vocabulary map of the genres. When working with the

recommendation, this aspect meant they express what's the genre of the show they made in their recommendations.

Aspect	Well, done (No mistakes were found)	2.0	It can be better	1.5	It's done	1.0	Was not done	.5
Answer to the questions								
Correctly written questions								
Coherent and cohesive writing								
*Response in full sentence								
The maps and diagrams include the topics seen in class								
Total								

Fig 3 *Assignment Assessment format*

Now regarding punctuation, I assigned each delivery including their project a total proportion of 20% which means each category is worth 20 points distributed in 5 categories to sum up and have a total of 100%

### **Project Assessment**

After having made the first list of characteristics for the first intervention I began designing tables and elements that aided the assessment of learners, this time a focusing on format and structure of the assignments, and changing some categories to be either optional or replaced by another category. In these two sets of spaces began to personalize the criteria according to assignment: Response in full sentence, for each writing activity as for the maps and diagrams “include the topics seen in class.”

Response in full sentences became optional mainly in their vocabulary maps, unless students include a brief description of the event, which was an instruction for the 2nd week group. In the case of the recommendation, they had to answer in full sentence, so this was optional for other two assignments.

The maps and diagrams include the topics seen in class, this is very

straightforward, but this was also an optional category that only fit in two assignments, the emotion wheel and the vocabulary map of the genres. When working with the recommendation, this aspect meant they express what's the genre of the show they made in their recommendations.

**Table 2: Unit 2 Project assessment format.**

Aspect	Well, done (No mistakes were found)	2.0	It can be better	1.5	It's done	1.0	Was not done	.0.5
Speaking Intonation	(The answers could be heard)		(Needs to be a bit louder)		(The student's answered)		(The student showed no response / forgot his dialog)	
Script made clear who the presenters were	Names presenter and guests		Mentions there's a presenter		Separates questions and answers		Doesn't mention	
Answer coherence								
-Structure Script Included Introductory questions, personal questions and closing questions Script Included front-page including student's names	Has all requirements		Has a front page but the script could use some work		Has the script		Didn't do it	
Time management	Expanded a little but got the 5 minutes		Barely got 4:56 or lower		Went on for 3:50 minutes		Went on for 2:50 minutes	
Total								
Extra (+ 3)	Used que cards (Not the whole dialog in paper or something) Asked for more time in their interview							

*Notes: The assessment format*

### **Analysis**

On Wednesday December 15th 2021 During my second practice period, I carried out the class that focused on the topic of Serialized shows.

This class incorporated the project to write, adapt and carry out an interview centered on shows and what learners liked or disliked from said shows in which I set on the aim that by the end of the lesson learners had to be able to ask and answer questions about their favorite shows.

Using strategies that lingered on expression and communicative, open answer questions that had them communicating and consulting their own fields of communication, using the context from the recording to access the social functions of

the language, In theory by answering these questions Students had to become aware of language elements learning from the culture, a part of PBL that was visited throughout the whole unit.

In my exercise they had to listen to the recorded audio of the episode once or twice in order to respond in their notebooks, consequently we reviewed the questions, checking if there are any varying answers. The questions by themselves focused on the function of the language used inside the world of the recording.

The class began with the introductory activity of guessing the show, in which from a list of introductory songs learners had to guess the name of the show it belonged to, the group was then divided in team A and team B, the winner got to pick a gumball from a jar I had with myself during sessions.

The list included cartoon shows from 2005 onward, Including Shows like the incredible spiderman, Scooby doo, ICarly, Winx, Teen Titans, etc. surprisingly by the end of the introductory activity team B won.

For this session resorted to the production was answering the exercise using a clip from a show. Students heard a part of the episode “Dramabug” from the Bravest Warriors cartoon. Said clip containing a set of small details that matched up with a set of questions derived from the book, that informed the surrounding context to the Tv show:

The genre of the show, intended audience, characters and relationships, and where does the story take place. Proceeding into the main activity I wrote the questions on the board so that they could copy them into their notebooks:

- What kind of TV show is it?
- What is the purpose and intended audience?
- Who are the characters?
- What is their relationship?
- Where does the story take place?

Learners at first would not know which show would be the one to which they have to respond, it was later on when I pinned the poster with the dialog that only a few students noticed the characters' illustration and begin to speculate. As Schieffelin & Ochs explained that by acquiring knowledge of the functions of language, across socially defined situations, learners become aware of how to communicate

In this situation as soon as the recording started playing learners immediately pointed out to one another they had previously seen this, some even pointing out to their classmates quite fondly.

In this socially mediated collaborative experience learners acquired the ability to recognize the relationship between characters, where they decoded the conversation's vital parts learners took the channel of the recording and built the scene in their writing, narratively deconstructing the text and narrative to its minimal meaning:

Genre of the message (What show it was)

Receptor (Intended audience)

Emissary (Characters)

Context (The character's relationship)

Place. (Time and place the show explores)

For their next task learners had to deliver a short recommendation of a series or movie, they liked incorporating all the elements, analyzed from the recording.

Regarding assessment for the main task was expected to have complications on its own, their reviews had to cover the same aspects we reviewed, if either one was missing student's work was returned immediately and expects learners to write it right each time. Fortunately, in this regard not one student failed the activity, and some of their recommendations became surprisingly varied.

My student's engagement prevailed, and the piece allowed learners to construct a discussion around the topic, this, though contrasting the book's initial recording which

only focused on a generic soap opera, instead of challenging them in a familiar environment where they have mediated previously who are the characters, their setting and had been familiar for a long time with the plot.

As a result of using the Dramabug audio as a part of the task the students' previous knowledge allowed them to fill in the gaps, and extrapolate knowledge that was not initially presented to them. When addressing the question about what was their relationship between the character of mister Jeffers and Rebeca few students assumed they were engaged but a student pointed out they were lovers as it was later from this part of the conversation that the brother of Mr. Jeffers appears as the current betrothed to Rebeca, making her an accomplice in an Illicit affair.

Once again Learners used the context and the problem to explore L2's society and how relationship structures happen to be organized beyond their textbook. In this sense, by using the audio I made them work out their detective muscles, and come to their own conclusions with an item they already know and barely pointing them in the right direction.

Learners' deliveries in sessions then be later used as building blocks for their final assignment, and the main project of the unit, tying in the first questions they had to ask each other about the shows they liked, this was a successful practice of the language, a successful lesson and one of the most significative I had with the learners, although this was a few steps behind their final delivery the integration of all parts made their deliveries on this stage solid.

### **Third Intervention action plan**

This was a unit I had designed as a top-down design, as the main objective was to get learners to participate in a debate about three topics that were art centered. The tasks in this lesson followed a theme of constructing an argument and being able to defend it with either counterarguments or a reliable source, this translated to the first two worksheet activities I designed:

The source worksheet and the Counterarguments library; Then followed small research on a topic that centered around arts. Each one of the tasks was interconnected



so that learners would not get lost and to make assessment easier, not just for me but also for the head-teacher, each session following a (PPP)-like dynamic unfolding in the following stages:

Session 0 (Vocabulary) (Presentation)

Session 1: Research

Session 2: Opening statements (Practice)

Session 3: Expressing inside a debate

Session 4: Time to debate (Production)

This unit's social practice of the language was to write agreements or disagreements to participate in a debate about art. Among the expected achievements were:

- Look for a topic of interest in various sources.
- Read texts and interpret general sense, key ideas, and details.
- Assess agreements or disagreements about a topic of interest for writing arguments.
- Participate in a debate.

To adapt this point into an engaging and significant environment, I decided to open the discourse of this unit and center it on art, however it will focus on controversies and modern discussions centered about arts. In this instance, I built a list of items that included the following points:

- Art Conspiracies:

Controversial themes, learners had shown interests in, as well as some background knowledge related to these.

- 1.- The truth behind the death of Marilyn Monroe
- 2.- The 27th club
- 3.- The allegations on Michael Jackson's predatory behavior

- Modern Art discourse

Popular items of discussion which had been popularized in media tirelessly, and that at the time of being taken into consideration still happen to be open discussions.

4.- Can we separate art from Artists?

5.- Is graffiti a form of art

6.- Disney and cultural appropriation

- Art inside the school

Items that followed their near context and pondered students to come up with ideas to fund and interact with art inside their school.

7.- Should the funding for arts be also for the cooking program

8.- Open spaces for expression

9.- Proposals to fund art programs

Students had to pick which three would compose the debate by democratic voting, they could discard full categories, propose new items or center on just one category to elaborate around. The debate became an open notebook activity in which they had use their notes to help them and elaborate their argument concisely and respond to the opposing team's arguments.

The full design of the unit and lesson can be found in the appendix C.A

### **Assessment**

Differently to the other interventions I manages to craft 4 assignments for learners to complete.

Assignment 1: Research of a theme

Assignment 2: Arguments and counter arguments worksheet

Assignment 3: Expressing inside a debate

Assignment 4: Debate Worksheet

### **Project Assessment**

During this unit, I implemented a self-evaluation chart that learners would have to fill at the end of their debates to assess their participation as well as their peers. For this I designed the tickets with a self-evaluation format in which they could also voice their experiences and defend their posture using convincing arguments, something we develop throughout the whole unit. In this spirit each student was given the chance to give themselves a grade that they had to defend with a convincing argument, as well as their whole team's grade to inform them if they failed or passed the assignment.

### **Analysis**

On March 3rd 2022 during my third practice period I carried out the class that focused on "A discussion on the fine arts" the final delivery (the debate) made one with half the group

Which had the aim of learners perform the assigned project according to the criteria established in the planning stage, in this case a debate about the arts. This class incorporated the final project in which I had allowed them complete agency over the topics to review, their arguments and allowed them to use most of their tools to make solid contributions using only L2

The class began with the students distributing their seats. Previously I had used Lead-ins or gamified introductory activities, however this time was a precious resource we could not waste, and so my first instruction was to begin taking our places.

Previously assigned the top students to be the mediators, they had to take note of the learners that had participated and report if they had followed or broken the debate's rules.

How I implemented the lesson and the rules for it, was to first setting a timer, 10 minutes for two of the themes and 10 minutes to round up and allow anyone who had not participated gain their part in the debate, in the case of group A they selected the themes:

The club of the 27,

Can we separate artists from the art?

The allegations on Michael Jackson's predatory behavior

The two core themes being the separation between artists and Michael's behavior build up for the first 20 minutes as they seemed to come hand in hand, as the last was an example on a long list of offenders in the main topic. While the round-up would be the club of the 27th as for this most learners expressed interest in, and each wanted to look into the deaths of different various artists.

So, in order to avoid any students stepping over their classmate's argument various rules were set in order to take participation and interaction with the upmost respect.

No participation or argument would be taken in if the participant has not raised their hand

Students talking over the argument of a classmate would gently be asked to leave the classroom

Students' arguments can be read from their notebooks

Students could also write and read arguments in the moment as long as it continues within the theme.

Once the timer is out no more arguments are permitted.

During each of the time runs for each topic, students presented their arguments, convincing one another, using previously built arguments they could consult in their worksheet, which was one of the previous homework's required to participate in class.

Students general disposition towards the lesson shifted once we begin with the debate Most of the students following the rules of interaction once set at the beginning of the class, so as each their arguments would count and their participations follow the thoughts of their classmates.

The first topic first began with me introducing the theme, as soon as I had

finished the introduction one of the female students began exemplifying how Harry Potter's fandom had separated from the author, then another student countered explaining how her movies were still giving her money... eventually learners carried the task without much interruptions.

Using an item already known and familiar to construct their contributions and contributing to their context. Students incorporated past lessons and their own knowledge constructed via their own notetaking for research, eventually a student brought up Michael Jackson which despite being their argument for the second topic of discussion blended in at the time for the debate, we spend 20 minutes pointing out similar cases of artists who made questionable decisions and how their Art had taken so much significance by their consumer it had taken another aspect beyond it's intended purpose.

One thing to point out is that I had previously stated that Yuliani and Lengkanawati (2017) described that one of the benefits for using PBL approach is autonomy, and until then I understood why.

Learners' autonomy defining researching and accessing the topics in the debate made them autonomous in the sense that they had carried out the lesson with me barely interacting and keeping to myself from joining in, as reply after reply they carried on, without breaking any of the rules they had set for themselves.

Finally, after the alarm rang students and I carried on to the last topic.

A similar scene played on within the last minutes of the debate, learners made sure of researching the themes and the various troublesome aspects of the deaths of plenty actors and singers who died at 27, it was a fond surprise, when in this last part even students who had not participated made their contributions, read their own arguments, this topic however was cut short as the final alarm rang off.

Students pointed out that there were still 10 minutes, but this was the last session, this would be learners' opportunity to self-assess and evaluate themselves, and give themselves a grade based on an argument on why they deserved said grading, this

would inform 20 % their final grade 40% their work through the unit 30% their participation in the debate

Students wrote in their self-evaluation tickets arguments that ranged from

“I think I did alright” in their response to

“Creo que lo hice bien, aunque debí haber usado más inglés”

Learners had become conscious of their use of English. Some even thinking that much was expected of them, different comments in regards to their teams and their reason for their grade was that

“I think they did pretty well, they deserve all the best”

Quite the occasion, where the success of the final project made most of the group earn a full grading taking into account their deliveries and their engagement for the final Unit, I spent with them.

Regarding students' permission on using tools to aid them such as notes, previous tasks, and even dictionaries and translators in their phone, I didn't really make a rule against it, as for providing communicative room for the students that had not communicated and allow them to express, in the end their contributions made the most of the blending between topic 1 and 2.

In this session my learners displayed the growth that was expected of them, they had independently researched and informed themselves with data centered on the topic of choosing as well as the relevancy of the topic, they had solved for themselves their own view surrounding mysterious disappearances and their particular view on art that had surpassed the necessity of an artist.

In the end they had made a successful delivery of their final project, a surprising growth during the time spent, and despite my short-lived experience they made their effort on completing a degree of understanding of the language that allowed them to use the social functions of the language according to their context and familiarity of a certain topic.

## V PRACTICE ANALYSIS

### **First intervention**

#### **Successful items**

- **I got most of the planning to follow through.**

Despite having a different approach than that of the head teacher, students followed through with most of the items planned, making it easy to keep track of the elements on each class as well as delivering assignments. My theory for this was that initially, as the groups were much smaller, they were easier to manage and keep track on.

During the first stages of the return to the classroom transitional period, the groups were divided in thirds, in theory classroom 3A had 3A alpha, 3A beta, and 3A omega, each one attending one week entirely, then waiting another two weeks for their next turn to attend class, in this model the 39 to 40 students per group would become 15 to 13 students in attendance per week.

Contrary to the usual accommodation that Mexican school's follow in which grouping had from 30 to 40 students, a short number of 20 and below would benefit from close knitted networks, and fewer assets to follow.

- **Learners began to open and explore their linguistic environment and open to language experimentation.**

In this stage I had begun to apply the lead-in activities as mini-games, which were not a regular stage during class with the head-teacher. Regardless this approach successfully had grabbed their attention, manifesting interest in the next step of each activity, as most of the time these small mini games I implemented came with small prizes learners could earn such as candy or extra points.

Students would not regularly manifest their interest in the activities, however after I used a gamification strategy and compensating their participation, they didn't hesitate to follow the instructions on tasks and eventually carry on. Using their competitively as a means to foster interaction, can result in activities that students could

recall easily, as a consequence the built schemata would link the content of the lesson with either one of the games they played or the prize they had won. Effectively learners would have an item of recollection they could link their process of learning to.

- **Assessment and approaches to the subject were clearly established**

Students found the work-dynamic compelling, promoting positive interaction with them and a relaxed environment where they knew from the start, what would be evaluated; what they had to do at the end of the unit and the specifics of their project.

Though just two of the groups in theory have completed the unit. I suspect the final third to remain in the same pattern of response, as they gradually showed resilience in the short amount of time and their deliveries were as consistent as the other two thirds of the group.

**Table 3: Group total distribution of activities.**

	<i><b>First unit</b></i>	<i><b>Second unit</b></i>	<i><b>Third Unit</b></i>
<i>Group A (Alpha)</i>	5	4	5
<i>Expected activities</i>	6	6	6
<i>Group A (Beta)</i>	5	5	5
<i>Expected activities</i>	6	6	6

*Time limitations allowed for most of the activities to be followed, the expected activities considered final project delivery*

- **First interaction and recognition made way for future activities.**

These first interactions having a positive response allowed me to begin to look more into the learners' interests. At the same time, beginning to open positive communication channels with the learners made me begin constructing activities that allowed them to interact safely yet remain fun for their future return to the fully face-to-face classroom.

This to say I was yet to earn the students' trust, but I remain confident that I had shown them a positive experience using the language and how it can be fun to use it.



### **Items In Needed Development**

- **Grouping disrupted the time expected**

As a major residual item, from the working dynamic during the pandemic, physical contact was very limited.

As I had stated before in school context; one of the security measures to ensure the return to the classroom was dividing groups and assistance in half. For this reason, half of the students in attendance would have a week off from school with online instruction and the other half attended for one week and then have their own online week while the previous group attended.

As established previously, the practice schedule permitted only for one half of the group to finish the unit in time, as six sessions were designed and through the week three English sessions were spread evenly.

In conclusion, only one of the groups ended up having the full unit completed, and it was not the focus group. As a note to myself, I should take into consideration grouping students for future projects was going to take some time; however, this helped learners elaborate their projects on time.

In previous practices online deliveries were implemented as a safe measure and alternative to have work evidences, for the groups I couldn't cover I allowed them to send in their deliveries during the first intervention, completing the deliveries in time.

- **Learners were not as engaged.**

Understandably, this was during the first stages of intervention and the first contacts I had with the focus group, beyond sampling or diagnosing the current state of learners. Consequently, most of their deliveries and participation rates were diminished when compared to the response in further interventions.

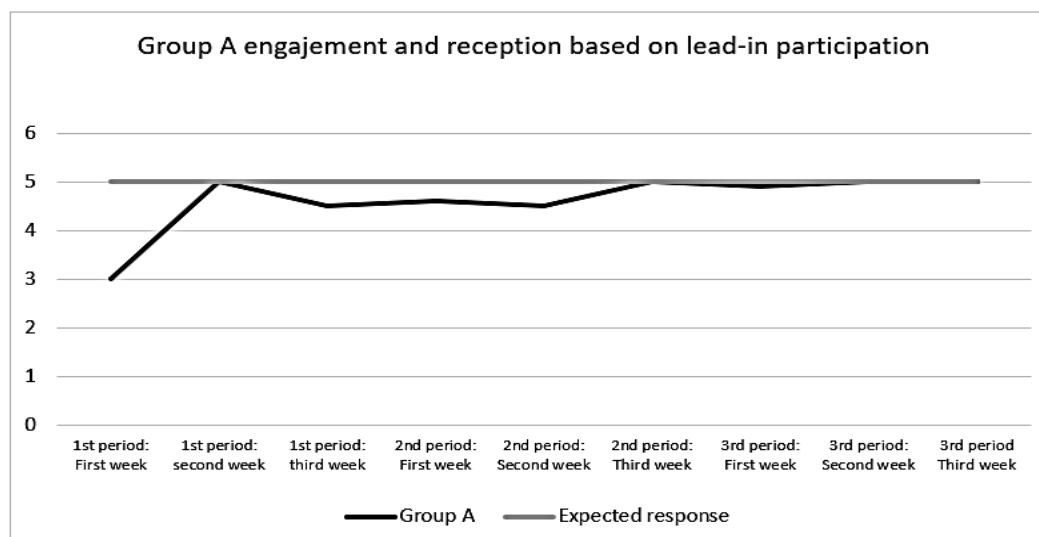


Fig 4 *Group engagement based on Lead-in activities participation.*

Then again, in this stage learners had zero to no experience working with me, so they behaved hastily whenever I had class with them.

It didn't help that my time with the learners was brief at that moment. However, the time spent still served its purpose to inform further practice, as sticking with the conventional was usually the point where the learners hardly displayed their progress. Using Handcrafted elements could improve learners' mood.

In the end their perception me "The practicing teacher" as a facilitator agent would become more and more prevalent, the more I interacted with my students.

**Table 4: 1<sup>st</sup> Unit average project assessment.**

	Well, done +1 (The answer is well-structured)	Answered +.5 (The answer is short, but it is done)	Not done +.0 (Response is fully omitted)
Main context of the song answered	18	1	1
Lyrics and text are inside the table	10	5	5
Analysis of structure answered	20	0	0
Analysis of content made	10	5	5
Self-reflection made	1	7	10
<b>TOTAL:</b>	<b>59</b>	<b>18</b>	<b>21</b>

*Notes: Inside each is the distribution of learners fulfilling each project requirement*

- **Instruction following.**

Students had a good grip of basic instructions in English, so the most that I could use were in limited classroom occasions. However, whenever giving homework instructions, despite my best effort some students still could not follow and a summary of the task in L1 began to appear after giving the instructions in English.

This short problem was at most occasional, and use of English as L2 did not diminish its use during the following lessons. Considering learners' all varying levels, the use of English from my part was consistent enough that the permissions began to be asked in English, which for me indicated at least a small amount of progress.

## **Second intervention**

### **Successful items**

- **Followed through with most of the planning.**

This time around, the division of the groups in thirds had finally come down to half attendance and half groups being built.

On general scheduling terms, all groups were able to take in the full lessons, consequently finishing the whole unit. This division beginning with the pandemic began to diminish bit by bit, as less and fewer cases appeared, and the vaccination campaign successfully extended to middle school students at its pace.

This time, learners already were familiarized with my work pace and dynamics, so this time they followed through with the items easier than last intervention. Implementing most of the steps became easier, and in the case of the focus group; Most of the progress was done with them to the point of designing extra lessons should their merge with the complete group come early for them.

This time with learners focused, schedules and lesson distribution, practices followed the plan almost perfectly on group beta. Nonetheless, I designed a set of virtual class planning's, just in case, as around the time mutations on Covid-19 began to appear increasingly frequently, leading to the design of said classes as a cautionary resource.

- **Engagement theory on familiarity was proven correct.**

Circling back to the class where I used the “Catbug” audio the use of familiarity through a well-known, circumstantial effect, that learners found interest in, can be a powerful item to work upon, especially because, learners are so familiar with the item, it is almost impossible to miss out on any details that can become extra-information aiding in narrative construction.

This activity is also a communicative task that allows for learners to open answer a set of questions that in an effective manner they could infer from their classmates and even omitting the transcript of the video-clip, in this sense becoming an effective communicative act in which learners develop a discourse around a tv series they find funny and the information it can convey being expressed successfully in class.

- **Instructions were clear and concise.**

As a result of the time spent with learners, I noticed that they got a clearer understanding of the instructions, the summaries previously used in the first intervention did not appear as often as they did on the first interactions. However, the use of L2 could have been better on my part, I still think learners had a lot to catch up with their more advanced classmates.

Instructions could have also been more familiar to them as of the time they spend with the head-teacher, who would presumably use the instructions in L2 at one point or another, making learners familiarize with them one way or the other.

- **On second interactions, Items were recognized.**

A part of the learners' project delivery was to discuss the emotions watching shows on TV gave them, linking this lesson's vocabulary quite neatly with the previous intervention. Despite this fact, students didn't recognize items as immediately as I wanted them to, instead I reminded them of the emotion wheel and as soon as they mentioned it, learners got a grasp of the concept.

Once again, familiarity with their environment was not disruptive and to help

create this “safe space” where learners recognized L2 resources as something focal they could have used to express freely.

### **Items In Need of Development**

- **Learner’s production.**

This time around the design of the social practice of the language activity was on a level, I considered inappropriate for learners, as most if any of their initial context surrounding the language barely had begun in their first years of middle school or any at all.

Consequently, at least in group “Alpha” their final projects were disappointing regarding their speech factor and their use of the language, but their writing skills were not as diminished as their speaking, why is that?

My theory relies on that because of the digital migration, students had not been as engaged as they would’ve been as in presential classes, mostly leading to them growing complacent on the politics that said, “no one should be failed during the pandemic” a not so-local strategies schools began implementing during the COVID-19 crisis.

These politics made students care less if at all for their learning, beginning to interact on the bare minimum, just responding to yes/no questions or responding only in textual form, this later not being the worst offense either as the E-learning process would only be carried on by students with the resources.

Student’s production was all right, but it could have been better, had the books been designed to cater to their basic levels and focus on their language skills being built up all together, and if language learning was designed to be studied according to level, instead of mixing all the varying levels students may have.

If the pandemic was ever to taught something to teachers and education administrators alike, I think it was to implement more strategies that focused on the learners in the post pandemic, instead of expecting to return to normality as if nothing had ever happened let alone if learners were able to catch up with advanced learners.

- **Lead -in participation.**

This is more a note to self in future work.

Despite learners' improved participation in this unit and their acceptance to work with L2 as well as the activities implemented during the unit, some lacked the attention I would have appreciated from them. I can't help but to ask myself what could I do to improve students' general participation?

My answer centered on two possible factors, either this was a motivation problem or learners were simply disinterested because the activity didn't allow them to display their own skills

Thinking of it more as a motivation problem then, learners' competitiveness was a key factor as they displayed astounding interest in competitive activities instead of underwhelming performances, which were not the case.

My answer relied more on the feeling that students are drawn naturally to their skill confection activities, as they perform the task by using their capabilities. Either one or both answers, students' participation, must improve for the next practice period to inform a concrete answer.

- **Space management.**

Another note to self in future work as a teacher but, a different item that I needed to develop and might still need was board-space management.

Whenever using the board or directing activities, I found myself making a ramble of writing that at best confused the learners when reviewing topics in class. Despite this being a nitpick this is still a part of the competencies I had to develop, I still had to improve this skill in further practices and inform a better review of the target topic for students

Space management is a part of the job that in my second time of interaction with students' I needed to work out to deliver clearer notes and instruction to them, once I had decided on a distribution, communication should be easier for them.

### **Third Intervention**

#### **Successful items**

- Full group integration.

One of the very first changes the new year brought in within the current system was a re-scheduling for students, students allowing finally to work in a full group. At least this happened eventually.

At first during two weeks the group were still divided during my practice and finally the third week the groups began merging into their full size. The unit and project were still on 2 divided groups, however the unit beyond the present at the moment of taking on the project, was the first full group unit for students in group A

#### **Items In Need of Development**

- **Project delivery.**

As complete as learners' final project may seem, the truth is some groups never got to finish their debates, one of them being group A beta who had two sessions to bring theirs to a concluding statement.

In this manner, time management with learner's activities is an ability that must be taken into development in future interventions

**Table 5: Project delivery distribution.**

	Unit 1	Unit 2	Unit 3
Average grade per project delivery	8	9	10
Total delivery group A (Alpha)	3	3	1
Total delivery group A (Beta)	3	2	1
Total Deliveries	6	5	2

*Notes: During the pandemic group division was a factor to take into consideration when creating the teams for certain exercises and assignments*

- **Use of language and participation strategies.**

When taking on their final project, many students struggled to make their point across the debate, so to lend a helping hand, I decided to allow some learners to make an abridged version of their statements in L1.

This use of L1 doomed most learners' opportunity of using the language, as before anyone would notice an increase in comments in Spanish began to appear as the conversation heated around a specific topic.

Said contributions were taken in as detriments to my practice and to the class as they began to further away from their core theme. However, in the end, most of the students got to make their contributions and had at least either one or two modalities of participation: In L2 and L1

**Table 6: Self-evaluation grade rationale.**

	<b>I feel I used most English</b>	<b>I used the language I could</b>	<b>I feel I didn't talk in L2</b>
Group A (Alpha)	4	6	5
Group A (Beta)	3	8	4

*Note: Students recognized whenever their use of the language lacked in the project.*

### **Personal reflection.**

As transformative intellectuals, teachers can take an active role in reshaping curriculum and pedagogy for diverse learners through their own research-based actions Liu& Ball (2019)

For all the teaching major students in my generation, we had an assignment to build and select observation tools for our teachers to evaluate our progress, though of course we could also fill in among ourselves.

Said observation tools found in Ruth Wajnryb's resource book Classroom observation tasks for language teachers and trainers (1992)

Along with a procedural space for general comments that is usually attached to the planning's Students in "La Normal" use to have feedback notes on their personal practices. This procedure allowed me to have an external perception on my progress.



**Week 1**

**General comments**  
 Grade & Group: 3<sup>o</sup>A Date: February 23rd, 22 Hour: 9:50 - 10:40 No. of Lesson Plan: 1.05

**General Comments:**

- Try to add complete date: Today is Wednesday, February 23rd, 2022
- When giving instructions of the classwork, give the worksheet at the same time
- If there is a finisher, make sure that everyone finishes (second and third place)
- PLEASE PLEASE PLEASE moderate the use of Spanish
- I understand that it can be hard to make them understand but it takes little steps everyday.
- Make sure that everyone is taking notes. I noticed that some of the students that were on the board were doing activities from other assignments.
- To get participation make sure that you remember (know) the names of the students so you can control participation better.
- Our job as teachers is to guide students to get the answers, they are on track but they need more breaking analysis questions
- Make sure that you add title so your board looks more organized and their notebooks too.
- You catch their attention, that's good. Your voice tone is adequate, now make sure that they start using the language more often.
- Adapt the examples to their context (movies, cartoons, sitcoms) - According to...
- Time management is essential for us (and you) to set goals and complete the tasks
- The phrases seen were from the reading of graffiti you could have given them a starting point by reading the lecture first
- English please, Spanish is for emergency only
- Where is your production? You have to cover all the time from class.

Fig 5 *Standard Teacher observation format*

Despite time constraints keeping most of my interactions with the assessor at the time limited, this exact format could be filled in by our titular teachers and peers alike. In my case, this allowed me to take in distinct items on each observation to further beyond inform, reflect and transform my practice.

For me, a vital part of reflecting on my practices focuses on trying to dissect and inform my experiences as a whole fluid and complex being, not as static as it may seem. I developed in school a need to design and control learning spaces that involve the communicative competence according to the target language. In this sense I tried my best to teach about diversity from a diversified experience, taking angles from the stories reviewed in class to inform different perspectives for learners to take during the debate

“Depending on the needs and backgrounds of students, the components of the framework can be weighted differently. Students who are already quite fluent, may need a greater emphasis on accuracy and analysis work” (Willis, 1996, p. 7).

Brookfield (1995) argues that “reflection in and of itself is not enough; it must always be linked to how the world can be changed” (p.217). In this sense, adapting and overcoming challenges regarding the practice for my competences translated for me into:

- Implementing innovation to promote English language learning in students.
- Designing and using learning objects, resources be them didactic or technological means in the generation of English learning.

Using Information and Communication Technologies (ICT), Learning and Knowledge Technologies (LKT), and Technologies of Empowerment and Participation (TEP) as construction tools to promote the significance of teaching and learning processes.

As transformative intellectuals, teachers can take an active role in reshaping curriculum and pedagogy for diverse learners through their own research-based actions (Liu& Ball, 2019)

There is a social contract in which transforming, adapting and overcoming are at hand as soon as we as a community face challenges that transform our way of living. Coming back from health crisis learners too were to display and voice their discomfort, to communicate their feelings and constructing messages though which they had to communicate in a language most unfamiliar to some of them.

Fleshing out and rebranding the idea of the teacher I had constructed inside my head, to readjusting and acquiring a sense of responsibility towards the learners. capability is something that surprised me the most, their attention to the little details and the specification on each part of the project was something worth noticing. This attention led me to construct more robust projects for them during practice and later stages beyond my research project I expected their own narratives to play out as they associated little things to the significative experience I as a teacher provided them while I was with them.

## VI CONCLUSION

At the beginning of this study, I had the central objective being describing the effects of using project-based learning in the English as a second language classroom, as well as the progress achieved, I consolidating my professional competencies.

With regard to the students' language and skill level. My own expectations were the following:

- Learners knew at least how to build a sentence and respond to a simple question.
- Learners are constant enough to keep track of their own learning experience
- Few students have had previous interactions with the language from their previous courses.
- Students were returning from almost 2 years E-learning.

Their improvement ranges during intervention, despite being very minimal, traces all the way to their project and their deliveries. This being non-exclusive from just the unit projects.

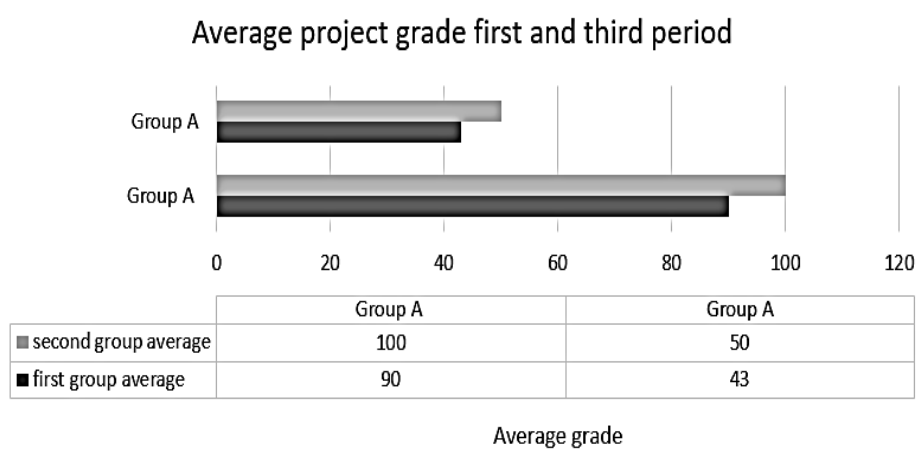


Fig 6 Average Rate of homework delivery Second period

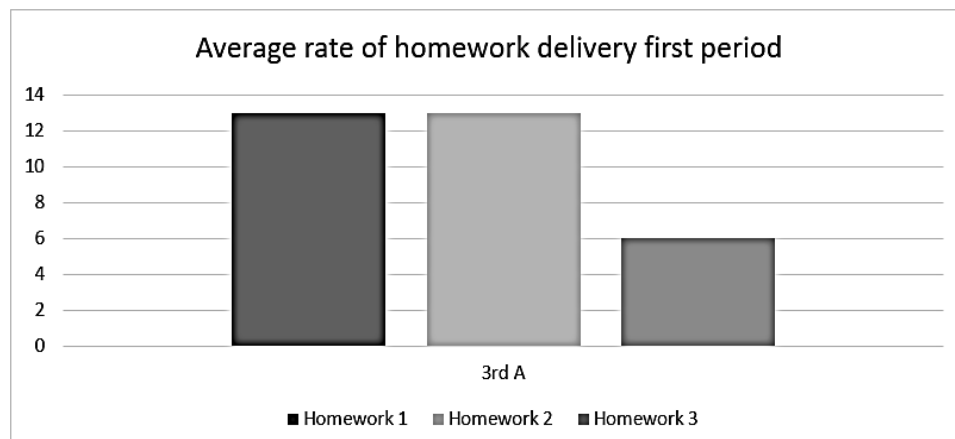


Fig 7 *Average rate of homework delivery, first period.*

My findings on the effects approaching PBL contextualized to learner's environment by tapping into their interests, opening communicative spaces for them to express in L2. By the end of my time with the learners, they had successfully allowed themselves to construct communication, interaction and language knowledge in a significant manner using familiarity and association to previous tasks, games and even tv shows.

Their familiarity to the language increased and the connection I build with them gave confidence to their speech patterns, they had begun to open-up and expect me to communicate with them in the same level, they began to manifest and barge in their conversations from time to time

I had used innovation as part of my teaching practice for the development of students' competences. contextualizing my practices in a post-modern era, approaching the practices to bring forth a familiar ambience for students. Transforming my practice tools using topics relevant for learners, as well as activities that used their digital competences and abilities in the classroom, gaining a new perspective over teaching English.

I Diagnosed age, cognitive, affective, and psychosocial factors to intervene in a relevant manner in teaching and acquisition of a second language. assignments showcasing most relevancy usually being the communicative activities as the adaptations

made, took into account the age range of learners, likes, dislikes, psychosocial factors to intervene in a relevant manner in the acquisition of their second language.

I have acquired a formative experience that has given me new approaches to different classroom activities and problems to implement in the classroom. Giving learners the opportunity to communicate and explain historic events, using audios learners have heard before as viral content to fill in exercises, using digital quizzes and ludic games that use students listening and talking as part of the game among others opened communicative channels students could use.

As to how this project has contributed to my teaching competencies?

I characterized different types of texts and their discourse norms through organizational mechanisms employed in different contexts. explaining the process of acquiring a mother tongue and a second language, describing factors that enable language production, storage, and processing implementing them in the instruction of various lessons.

Distinguishing the English language learning processes in teenagers and young people and the factors that facilitate or hinder the acquisition and learning of a second language, using, information and communication technologies critically and applied linguistic and communicative skills in various contexts.

Looking on and addressing the transformation that has aroused from this study, the major influences and conceptual implications constructing my profile after this experience allowed me to contemplate a set of distinct skills, ideas, and even a mentality that made me choose being evaluated on this portfolio as my dissertation project.

How this aided in building my document allowed me to re-evaluate what significant growth had come up as I experienced becoming a teacher, managing designing and constructing activities that dwell in the social acquisition of the language. Managing collaborative and inclusive learning environments to promote the integral development of students.

Designing and using different instruments, strategies and resources to evaluate the learning and performance of students considering the type of knowledge to carry out effective communication for the environment learners had been familiar at one point, being disrupted then returning once again to it allowed me to collaborate. with the help of various actors, I got to generate innovative projects of social and educational impact be it the aid of my teachers, students, the head-teacher and even my classmates. Constructing the activities placed in this document was an effort that took in the perspectives of many, and the labor of a soon to be teacher that desperately needed to grow.

Reflecting on the teaching and learning processes, and the results of the evaluation, to make proposals that improve my own practice however was one of the tasks I had to get used to the most, be it in the observations made by classmates or teachers, it was hard for me at the beginning of my practices to take in that all these changes were to help me, something I have to improve is to be conscious that these comments should be the ones directing me and helping me design the next step,

For me at least the growth I went through in this process has become a part of me, realizing that the use of project Based Learning as an approach can signify the development not only of learners but mine too. Taking it in the effort of helping learners in the debate I invested myself with the themes they chose, the answers they gave, experiencing teaching changed my perspective. If there's some improving to be made it would be at promoting their interpersonal relationships and using them in favor of intercultural coexistence.

It made me contemplate tools, that through the planning stage I had made from the beginning to be used by different learners, be it that their strongest ability was writing, reading or voicing and listening a message, students were able to overcome the challenges in their last project using said tools to describe, express views, communicate and construct target arguments in English.

On to what I learned while constructing the document I came to have three realizations

The first realization was that becoming a teacher is a labor of never-ending learning, reshaping, reflecting, adapting and constructing knowledge for future generations to absorb, transmit and yet again change. The thing about PBL that made it so intrinsic to me was that it allowed me to build in my own way, be it using narrative skills, observation in the language, listening, writing, conducting or retelling lessons I thought forgotten. All this effort of transforming adapting, researching and ever linking back what I know my own way made all this effort so much more significative to me and my development as a teacher.

The second realization was that I got better at managing and designing activities, implementing the changes required to stop thinking that students would comprehend my level, and begin comprehending from their own, making communicative activities, using the tools I had nearby to make a compelling class much more significative for their level, writing and communicating concisely, listening to my students and getting to play with them in games that allow each one of them to shine.

My third realization was that perhaps, being a teacher is opening up to the possibility that never ending learning starts once we accept this responsibility once we get to tell from our perspectives what knowledge we have built from any experience, for me at least a teacher is a student that gets to share something they are very passionate about every day.

In perceiving my project, I would like to publish and share my findings, however departing from the themes covered in this study certain questions have informed me of interesting questions to consider in further studies, perhaps even a master's thesis, among them:

Has context influenced generational study habits?

How has ludic engagement affected the acquisition of second languages in teenagers?

Should social media be used in constructive platforms to build communicative knowledge?

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## IX APPENDIX

### Appendix A First intervention

#### Appendix A.A Planning

The design of the activities, implemented during the first practice stage, regarding poems and constructing the analysis

ESL/EFL Lesson Plan

Lesson Number: 04

Objective/Aim: introducing students to the basics around poetry

Previous topics seen in class: Closing the conversation topic

Topic: What is poems

Stage & Timing	Activity/Procedure	Skill	Material, Equipment, Or aids	Interaction Patterns	Possible Problems and Solutions
Warm-Up Who said it? Taylor Swift or William Shakespeare	So, this activity is very simple, and helps starting conversation in the classroom. "Good morning, everyone, welcome back to our class okay so today we'll begin with one of my favorite games Who said it? Taylor Swift and Shakespeare edition" Pass to the first part where a quote of William Shakespeare in bold sticks out for students, "This game is very simple, if you think Taylor Swift wrote this, please type TS if it was William Shakespeare who you think had said it, type WS" We play 4 rounds where the one student with the most points win, every right answer is a +5	Reading Skimming Scanning Association	Appendix 2.1 My presentation: Day 1 Poetry	Student- text Student- Student	Problem: • Not having a reward for them if we shift back to virtual
Presentation What do you know about poems? Minutes 8 to 10	Introduce the students to poetry in English, by using modern and past references. Especially Edgar Allan Poe because it is spooky month, let's just review the basics: "Okay, children what do you know about poems" "What parts do a poem has?" "What utility do a poem has?" "What do poems talk about?" "How long has poems have existed?" "Did you know the world's first poem is also the first ever story recorded?" We also watch a TED video about poetry.	Reading Skimming Scanning For comprehension Memory Recall and memorization	Appendix 2.1 My presentation: Day 1 Poetry  Appendix 2.4 Video What makes a poem a poem	Student-text Student- Teacher	Problem: • Low participation  Solution: • Trying to wake them up and maybe picking some to just answer
Practice Listing our 3 favorite songs Minutes 8 to 10	After going through the basics, we move to padlet and look at the list that will be posted "Okay so now poetry and music are the best part of our modern world, and so for me one of the best artists that best encompass that, are on this list, read and try to listen, and in the comments post, which songs have you heard before?"	Listening Listening memory and familiarization Reading Writing	Appendix 2.1 My presentation: Day 1 Poetry	Student- Teacher	Problem: • Students haven't ever listened to none of the songs  Solution: • Recommend them to listen them with their lyrics accompanied with subtitles
Production What makes this song feel? 10 minutes	After going through the songs, students post songs they're familiar with "Okay so now poetry and music are the best part of our modern world, and so for the next part, we'll be listing from the songs you know which is your favorite song, and answer what does it makes you feel"	Listening Reading Writing	Appendix 2.1 My presentation: Day 1 Poetry	Student - student	Problem: • Students not working or googling out their answers. Solution: • Give them a deadline time, and establish that either way everyone is going to participate
Wrap- Up 5 minutes	We review the answers students gave and write them on a document text "Okay so if you have finished the last part, then I'll recommend you to begin looking up the lyrics of the song you like, and have them close, because we are going to be using them for next class"	Listening Reading Writing	Appendix 2.1 My presentation: Day 1 Poetry Appendix 2.5 Padlet (Replacing the board)	Student – student Student- Teacher	Problem: • Student's copying each other Solution: • Bring back the things you can and can't do for final project

ESL/EFL Lesson Plan

Lesson Number: 05

Objective/Aim: Begin to look a little bit more into poem structuration

Previous topics seen in class: basics of poetry and what it is

Topic: Analyzing and structure

Stage & Timing	Activity/Procedure	Skill	Material Equipment or Aids	Interaction Patterns	Possible Problems and Solutions
Warm-Up 5 to 7 minutes	"This game called the odd one out" is to wake up student's and start up their analysis and comprehension capabilities "So here are 5 columns with 4 words each, and student's figure out which category they belong to and which is the one out of it" "Okay so guys, which one is the odd one out" Today's theme: emotions and parts of poems	Reading comprehension Reading Skimming Scanning Listening	Appendix 2.2 Presentation for day 2: Formatting our Analysis	Learners and text Teacher-Learner	Problem: • Student's not having their books close to them Solution: • Allow them to read from the presentation
Presentation Reading: traditions and food 8 to 10 minutes	We answer page 26 of the student's activity book "Okay so a volunteer to please begin with the instructions" When the learners finish let's do the fill in the gap's activity. "Okay a voluntary to read the instructions" "Alright so... First answer, which one would you put in you guys?"	Reading comprehension Reading Skimming Scanning	Appendix 2.2 Presentation for day 2: Formatting our Analysis Appendix 2.6 Student's book	Learners and text Teacher-Learner	Problem: • Student's not having their books close to them Solution: • Allow them to read from the presentation
Practice Opinion sharing 10 to 12 minutes	Then ask students to look at the next activity. "Okay so now that we have the whole poem, look at this table, what do you think the titles mean?" "Exactly, okay so... Let's look at the requirements, how many parts does the poem has? (Student's answer) What are the words that rhyme with each of the ones? How's the rhythm in the text, Let's read again"	Reading comprehension Reading Skimming Scanning Listening Speaking	Appendix 2.2 Presentation for day 2: Formatting our Analysis	Learners and text Teacher-Learner	Problem: • Student's going on for too long Solution: • State to them to not pick more than three minutes
Production In my opinion 10 to 9 minutes	Students turn to page 27 Okay so now knowing what we know and how the poem is structured let's look at the following table	Reading comprehension Reading Skimming Scanning Writing cohesive and coherence	Appendix 2.2 Presentation for day 2: Formatting our Analysis	Learners and text Teacher-Learner	Problem: • Space is too small Solution: • Allow them to make a table on their notebooks and answer in them.
Wrap- Up 5 to 6 minutes	Homework "Answer the format that I'm going to send, for this you're going to choose a song from the playlist that I shared you, and answer the main structure, main facts and the questions, read carefully and answer what is needed"	Reading comprehension Reading Skimming Scanning Writing Autodidact assessment	Appendix 2.2 Presentation for day 2: Formatting our Analysis Appendix 2.5 format	Learners and text Teacher-Learner	Problem: Students not handing in the document when needed Solution Place a deadline so that they can all hand it in

ESL/EFL Lesson Plan

Lesson Number: 06

Topic: How to start a conversation and discuss about culture

Objective/Aim: Exchanging opinions to start a conversation about foreign cultures.

Previous topics seen in class: Expressing opinions on food habits

MODALITY: PRESENTIAL

Stage & Timing	Activity/Procedure	Skill	Material, Equipment, Or aids	Interaction Patterns	Possible Problems and Solutions
Warm-Up What can we use a quill for? 5 to 8 minutes	"Okay so, today's introduction activity is going to be very peculiar now we are going to take out our book and open it up on page 29 and review exercise one" Reading Edgar Allan's poem: The raven, students are tasked to write down the imagery the poem conveys. I give them five minutes to finish and ask some students what their answers were.	Listening Writing Creative writing	Appendix 2.3 Markers		
Presentation Trivia time where does it come from? 5 to 4 minutes	"Okay so, today's we are going to be learning about, sound and its impact in English, to make it brief" "A homophone translated as Same-sounding is a word that sounds similar to another with a different meaning, for example an hour" "Sounds can make a difference in meaning almost as much as an extra letter" "So now, let's move to the next page"	Listening	Appendix 2.4 Their textbook	Learners and text Teacher-Learner	
Practice 10 minutes	"Exercise 3 will give you some practice now, let's read, any volunteer?" Students are tasked to read the definitions and guess which of the words in the poem fit in with each of the definitions "Okay so let's move on"	Listening Reading Reading for gist Writing	Appendix 2.4 Their textbook	Learners and text Teacher-Learner	
Production 10 minutes	"Next task is to fill in the chart, again let's have in mind the homophones and their sounds, this is specific for rime, so which one of the words of the poem has a stressed U sound?" "Which ones stress the vowel I? Now answer your table you have 3 minutes"	Listening Reading Reading for gist Writing	Appendix 2.4 Their textbook	Learners and text Teacher-Learner	Problem: • Space is too small Solution: Allow them to make a table on their notebooks and answer in them.
Wrap-Up 5 minutes	Okay so to finish up let's read again the poem and briefly answer the questions in the box below "What is explicit information? What is implicit? What are your conclusions after reading the poem? And finally, have you ever felt this way? All these should be answered for next class"	Listening Reading Reading for gist Writing	Appendix 2.4 Their textbook	Learners and text Teacher-Learner	Problem: • Space is too small Solution: Allow them to make a table on their notebooks and answer in them.

## ESL/EFL Lesson Plan

Lesson Number: 07

Objective/Aim: Begin to look a little bit more into poem structuration

Previous topics seen in class: basics of poetry and what it is

Modality: Presential

Topic: Analyzing and structure

Stage & Timing	Activity/Procedure	Skill	Material, Equipment, Or aids	Interaction Patterns	Possible Problems and Solutions
Warm-Up 5 to 7 minutes	"This game called the odd one out" is to wake up student's and start up their analysis and comprehension capabilities "So here are 3 columns with 4 words each, and you'll figure out which category they belong to and which is the one does not fit in" "Okay so guys, which one is the odd one out" Today's theme: emotions and parts of poems	Reading comprehension Reading Skimming Scanning Listening	Appendix 3.2 Their text books	Learners and text Teacher-Learner	Problem: • Student's not having their books close to them Solution: • Allow them to read from the presentation
Presentation Reading: traditions and food 8 to 10 minutes	We answer page 26 of the student's activity book "Okay so a volunteer to please begin with the instructions" When the learners finish, we review the page's structure, especially the table in the part below. "Okay what's the name of each section?" "Exactly Form, Rhythm and Rhyme" "Alright so... We'll answer the table in the part below"	Reading comprehension Reading Skimming Scanning	Appendix 3.2 Their text books	Learners and text Teacher-Learner	Problem: • Student's not having their books close to them Solution: • Allow them to read from the presentation
Practice Opinion sharing 10 to 12 minutes	Then ask students to look at the next activity. "Okay so now that we have the whole poem, look at this table, what do you think the titles mean?" "Exactly, okay so... Let's look at the requirements, how many parts does the poem has? (Student's answer) What are the words that rhyme with each of the ones? How's the rhythm in the text, Let's read again"	Reading comprehension Reading Skimming Scanning Listening Speaking	Appendix 3.2 Their text books	Learners and text Teacher-Learner	Problem: • Student's going on for too long Solution: • State to them to not pick more than three minutes
Production In my opinion 10 to 9 minutes	Students turn to page 27 Okay so now knowing what we know and how the poem is structured let's look at the following table	Reading comprehension Reading Skimming Scanning Writing cohesive and coherence	Appendix 3.2 Their text books	Learners and text Teacher-Learner	Problem: • Space is too small Solution: • Allow them to make a table on their notebooks and answer in them.
Wrap- Up 5 to 6 minutes	Homework "Answer the format that I'm going to send, for this you're going to choose a song from the playlist that I shared you, and answer the main structure, main facts and the questions, read carefully and answer what is needed"	Reading comprehension Reading Skimming Scanning Writing Autodidact assessment	Appendix 3.2 Their text books Appendix 2.5 Format Appendix 3.1 Evaluation format	Learners and text Teacher-Learner	Problem: Students not handing in the document when needed Solution: Place a deadline so that they can all hand it in



ESL/EFL Lesson Plan

Lesson Number: 08

Topic: How to start a conversation and discuss about culture

Objective/Aim: Exchanging opinions to start a conversation about foreign cultures.

Previous topics seen in class: Expressing opinions on food habits

Modality: Presential

Stage & Timing	Activity/Procedure	Skill	Material, Equipment, Or aids	Interaction Patterns	Possible Problems and Solutions
Warm-Up What can we use a quill for? 5 to 8 minutes	"Okay so, today's introduction activity is going to be very peculiar now we are going to take out our book and open it up on page 29 and review exercise one" Reading Edgar Allan's poem: The raven, students are tasked to draw the imagery the poem conveys. I give them five minutes to finish while I ask some students what similarities they have.	Listening Writing Creative writing	Appendix 2.3 Markers		P: Student's not understanding any of the poem S: Read them a translated edition afterwards
Presentation Trivia time where does it come from? 5 to 4 minutes	"Okay so, today's we are going to be learning about, sound and its impact in English, to make it brief" "A homophone translated as Same-sounding is a word that sounds similar to another with a different meaning, for example our and hour" "Sounds can make a difference in meaning almost as much as an extra letter" "So now, let's move to the next page"	Listening	Appendix 3.2 Their textbook	Learners and text Teacher-Learner	P: Learners not having any familiarity with homophones S: This class is precisely to give them a crash course around it
Practice 10 minutes	"Turn to the next page where you will find a poem named phony let's read, any volunteer?" Students are tasked to read poem and look at the spaces provided for the lecture. "Okay so from what we read there's a set of questions, now in one the book asks us which sounds are most prevalent in the poem or the sets of stressed vowels, listen and tell me is it stressed U or stressed I" Student's answer the exercise	Listening Reading Reading for gist Writing	Appendix 3.2 Their textbook	Learners and text Teacher-Learner	P: No one volunteers S: Pick some of the students to answer
Production 10 minutes	"Next task is to answer the questions about the poem, would anyone want to read them?" We proceed on answering the questions and answering them in the spaces provided	Listening Reading Reading for gist Writing	Appendix 3.2 Their textbook	Learners and text Teacher-Learner	Problem: Space is too small Solution: Allow them to make a table on their notebooks and answer in them.
Wrap- Up 5 minutes	Okay so to finish up let's read the most important question, have you ever felt like what the poem is trying to tell you?" "For homework I want you to research a poem in English, I want you to pick one English song of your liking and answer the first two spaces of the table in page 32"	Listening Reading Reading for gist Writing	Appendix 3.2 Their textbook	Learners and text Teacher-Learner	Problem: • Space is too small Solution: Allow them to make a table on their notebooks and answer in them.

ESL/EFL Lesson Plan

Lesson Number: 09

Topic: How to start a conversation and discuss about culture

Objective/Aim: Exchanging opinions to start a conversation about foreign cultures.

Previous topics seen in class: Expressing opinions on food habits

Modality: Presential

Stage & Timing	Activity/Procedure	Skill	Material, Equipment, Or aids	Interaction Patterns	Possible Problems and Solutions
Warm-Up Time Jumbled words 6 minutes	A set of 2 questions jumbled around are written on the board and students are tasked to give order to the jumbled words The first one is: How do you feel about the roads? Which road would you like to take? "Good morning students how are you how was your weekend? Was it good? okay, here I have a little exercise to wake up"	Reading Listening Listening for gist Grammar knowledge	Appendix 3.2 Their textbook	Teacher-student Student-text	
Presentation Time 8 minutes	We read the poem in the book The road not taken by and after it, students are tasked to give their best answer to the questions "I'll read you a poem which is also in your book, so please take your book to page 33, and follow the description"	Reading Listening	Appendix 3.2 Their textbook	Teacher-student Student-text	P: the poem being a little more complex S: read a translated summary of each passage
Practice Time 10 minutes	Now let's answer the following questions, first off, the two ones we reassembled, "Okay so now, if the book hasn't changed you should have a set of questions, we'll answer each of them" How did the author feel about the roads? How did he feel about his choice? How did he felt about the possibility of taking the other way? Have you felt something similar?	Reading Reading for gist Reading comprehension Writing	Appendix 3.2 Their textbook	Teacher-student Student-text	P: The book not having the questions S: ask students to write them in their notebook
Production Time 10 minutes	If your book has what I have turn to the next page and again there is a table asking us the format of the poem, let's answer it In the rhyme section there should be 7 words, in the rhythm we only place how each paragraph opens and closes with which type of syllables	Reading Reading for gist Writing	Appendix 3.2 Their textbook	Teacher-student Student-text	P: The book not having the analysis table S: write the table in the notebook
Wrap- Up Time 5 minutes	As a homework, check the poem you investigated and answer the format about the song I gave you using the specific poem you chose	Listening Reading Reading for gist Writing	Appendix 3.2 Their textbook Appendix 3.1 Evaluation format	Teacher-student Student-text	P: This will probably be assessed by the head teacher S: pass the evaluative format





## Appendix A.B Materials

Each of the following are the materials designed and implemented in my first stage, this also includes the pages of the book from which main work was derived from.





## Lesson 2

- 3 Listen and read the poem. Underline the homophones and analyze them to fill in the blanks.  

### The Phony (anonymous)


It has been nearly an hour  
our minds are not more in peace.  
Piece by piece we're getting sour,  
our fears continue to increase.

The scene is getting familiar,  
we have seen it many times.  
Our thoughts are loose and peculiar.  
it's a phony, as he just mimes.

- a \_\_\_\_\_ 60 minutes  
\_\_\_\_\_ belonging to us  
b \_\_\_\_\_ a situation in which there is  
\_\_\_\_\_ no fighting  
\_\_\_\_\_ something separated from  
\_\_\_\_\_ the main part  
c \_\_\_\_\_ a single piece of action  
\_\_\_\_\_ that happens in one place  
\_\_\_\_\_ past participle of see

- 4 Work in pairs. Listen again and fill in the chart. Then, answer the questions. 

Words with Vowel Clusters that Sound like "u"	Words with Vowel Clusters that Sound like "i"

- a Which vowel clusters sound like "u"? \_\_\_\_\_  
b Which vowel clusters sound like "i"? \_\_\_\_\_
- 5 Get in teams to read the poem from Activity 3 again and fill in the graphic organizer. Then, share your answer to the question. 

- 7 Work in teams. Read the poem from Activity 5 and answer the questions to analyze its content.

a How does the author feel toward the tiger?

\_\_\_\_\_

b Why do you think the author wrote this poem?

\_\_\_\_\_

c Which type of sentences does he use the most?

\_\_\_\_\_

d Which details does the author want to know?

\_\_\_\_\_

\_\_\_\_\_

e What does the line "Did he who made the Lamb make thee" mean?

\_\_\_\_\_

f What may the Lamb and the Tyger symbolize?

\_\_\_\_\_



- 8 Work in teams. Rehearse the stanza your teacher assigns you.



#### Learning to Learn

Do I know how to read a poem to convey emotions?  
(p. 171)





- 9 Enjoy reading your stanza in front of your group.



Identify types of sentences. / Read and reread poems. / Use diversity of communication strategies. / Enjoy and appreciate reading.



## Lesson 2

- 3 Listen and read the poem. Underline the homophones and analyze them to fill in the blanks.  

### The Phony (anonymous)


It has been nearly an hour  
our minds are not more in peace.  
Piece by piece we're getting sour,  
our fears continue to increase.

The scene is getting familiar,  
we have seen it many times.  
Our thoughts are loose and peculiar.  
it's a phony, as he just mimes.



- a \_\_\_\_\_ 60 minutes  
\_\_\_\_\_ belonging to us  
b \_\_\_\_\_ a situation in which there is  
\_\_\_\_\_ no fighting  
\_\_\_\_\_ something separated from  
\_\_\_\_\_ the main part  
c \_\_\_\_\_ a single piece of action  
\_\_\_\_\_ that happens in one place  
\_\_\_\_\_ past participle of see

- 4 Work in pairs. Listen again and fill in the chart. Then, answer the questions. 

Words with Vowel Clusters that Sound like "u"	Words with Vowel Clusters that Sound like "i"

- a Which vowel clusters sound like "u"? \_\_\_\_\_  
b Which vowel clusters sound like "i"? \_\_\_\_\_
- 5 Get in teams to read the poem from Activity 3 again and fill in the graphic organizer. Then, share your answer to the question. 

<b>Student's Name</b>		
<b>Group and Schoolyear</b>		
<b>Name of the song</b>		
<b>Author of the song</b>		
<b>Date the song was released</b>		
<b>Lyrics</b>		
(Inserta la letra de la <del>cancion</del> aquí)		
<b><u>Form</u></b>	<b><u>Rime</u></b>	<b><u>Rythm</u></b>
The song has ( ) Stanzas of ( ) lines each	Place 10 words that had another one rime with it in the song  1. ____ 2. ____ 3. ____ 4. ____ 5. ____ 6. ____ 7. ____ 8. ____ 9. ____ 10. ____	The first paragraph open with a(n) ( ) Syllable and closes with a(n) ( ) Syllable
<b>What Is the intention of the author in the song?</b>		
<b>What does the song tell us? Is it a story a metaphor or is (s)he expressing his or her emotions?</b>		

- 1 Work in teams to listen and read the poem. Answer the questions.  

**The Road Not Taken by Robert Frost**

Two roads **diverged** in a yellow wood,  
And sorry I could not travel both  
And be one traveler; long I stood  
And looked down one as far as I could  
To where it bent in the undergrowth;

Then took the other, as just as **fair**,  
And having perhaps the better claim,  
Because it was grassy and wanted wear;  
Though as for that the passing there  
Had worn them really about the same,

And both that morning equally lay  
In leaves no step had trodden black.  
Oh, I kept the first for another day!  
Yet knowing how way leads on to way,  
I doubted if I should ever come back.

I shall be telling this with a sigh  
Somewhere ages and ages hence:  
Two roads diverged in a wood, and I—  
I took the one less traveled by,  
And that has made all the difference.

How did the author feel about not being able to travel both roads?

How did the author feel about his choice?

How did the author feel about the possibility of taking the other way later on?

How did the author feel about not being able to travel both roads?

How did you feel while reading the poem?

- 2 Think of a situation in which you felt the same way as the writer of "The Road Not Taken." Describe it on the lines below.

---

---

---

- 3 Work in pairs to share your experience; explain how you felt.

Reflect on and respond to questions to infer moods.  
/ Recall moments and memories to recognize feelings.  
/ Express personal answers. / Associate their own moods with those expressed in poems.

**Reader's Book**

For homework, read pages 25-27 from the Reader's Book.



Unit 2

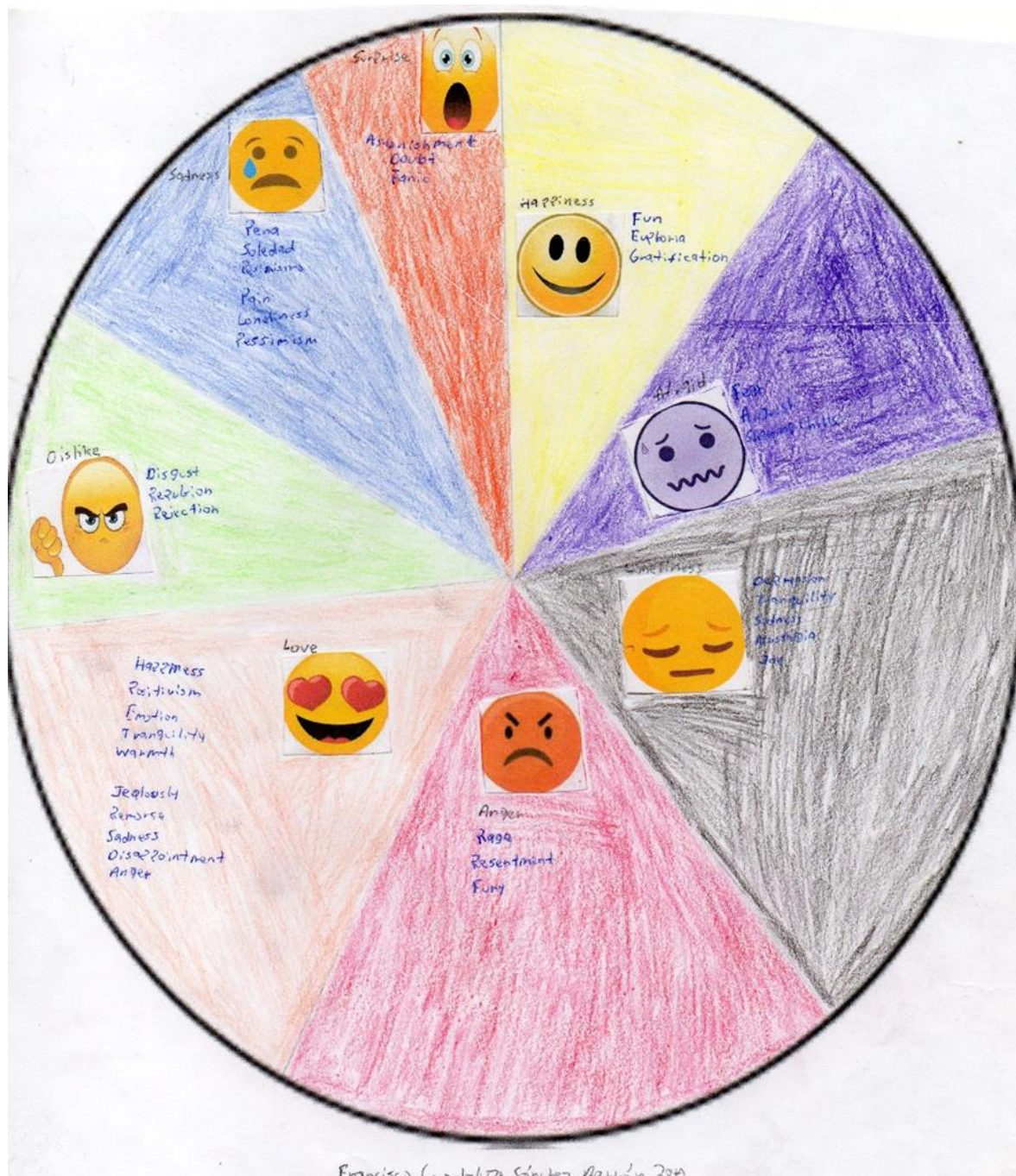


## Appendix A.C Evidences

Some works delivered by the learners, that fulfilled my expectations or could have been better during this stage

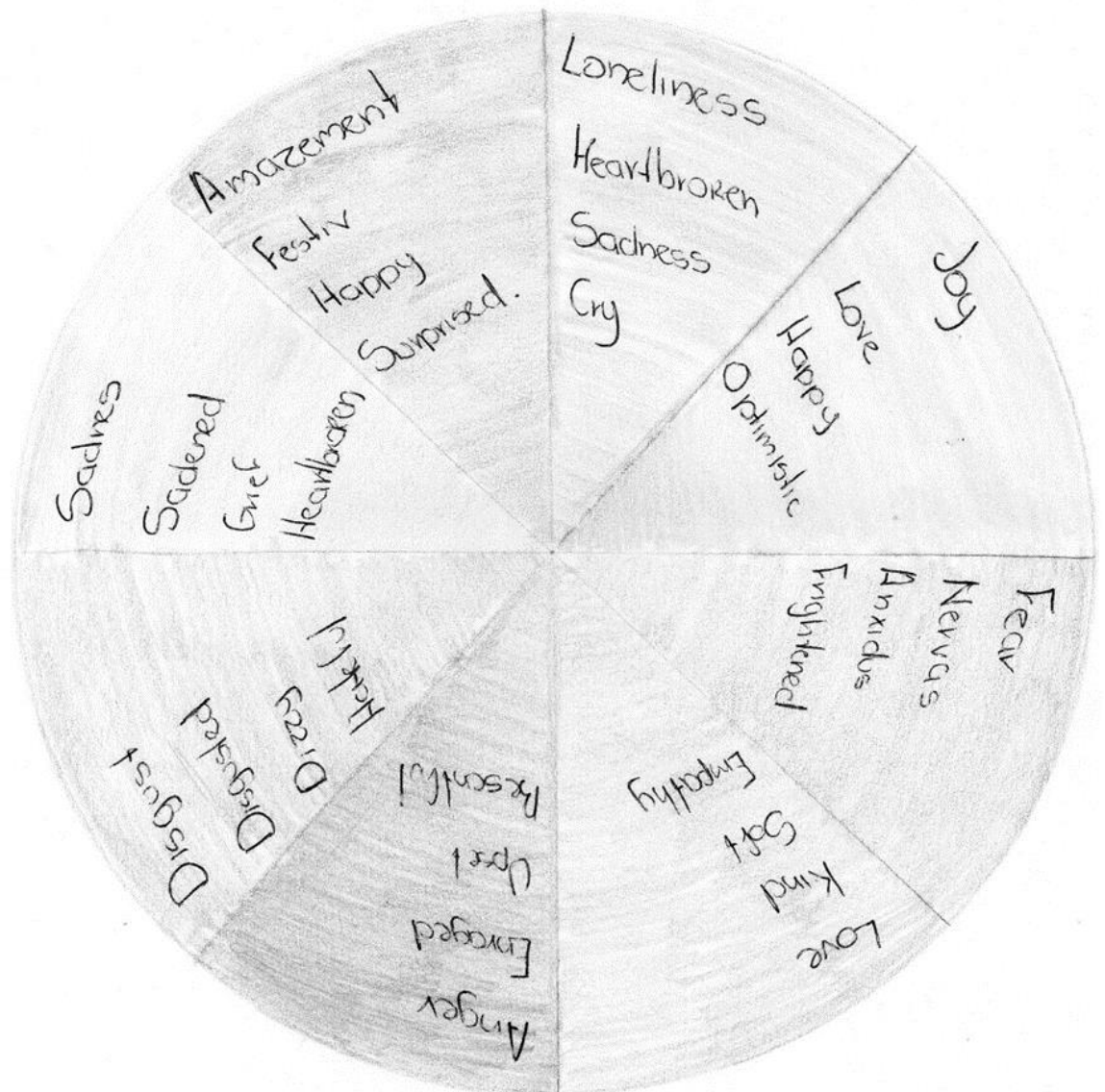






Francisco Guadalupe Sánchez Barbo'n 30A

# EMOTION WHEEL



## Appendix B Second Intervention

### Appendix B.A Planning

The design of the activities, implemented during the second practice, regarding TV shows and what we feel from them.

School: Secundaria general Jaime Torres Bodet		C.C.T.:
Grade/Group: 3 <sup>rd</sup> E and D		Date: 22 May 2022
Teacher Trainee: Miguel Angel Moreno Reyna		
SYLLABUS	Social practice of the language: To exchange emotions and reactions caused by a television show	
	Environment: Family and community	
	Specific competency:	
	Expression of emotion, likes and dislikes Identifying genres and themes in tv shows	
WHAT?	Unit: 4	Book: Sunburst 3
	Product:	
	Week 1: Favourite chart	
	Week 2: Favourite chart	
FOR WHAT?	Expected achievements:	
	Students should be able to identify genres of tv/streaming shows	
	They should be able to speak <u>about</u> a show they like	
	They should identify and talk about emotions	
	They should identify vocabulary about emotion	
	They should write an interview talking about their favourite shows	
	Achieved and/ or pending goals:	
	• Examine television programs.	
	• Interpret general sense and some details.	
	• Write notes about emotions and reactions to participate in an exchange of views.	
	• Share emotions and reactions.	

Evaluation Criteria	Evaluation Tools
<b>Recommendation</b> <b>Checklist</b> (Checking <u>answer</u> to the questions, coherent and cohesive writing, <u>etc</u> ) <b>Interview</b> Speaking, Intonation, coherence, <u>relevance</u> of answer, interview structure, <u>time</u> record.	<b>Recommendation/emotion chart</b> <b>Checklist</b> <ul style="list-style-type: none"> <li>○ Answer <u>to</u> the questions,</li> <li>○ Coherent and cohesive writing</li> <li>○ Response in full sentence</li> <li>○ Correctly written questions</li> <li>○ Added the space to find a friend</li> </ul> <b>Interview</b> <b>Evaluative chart</b> Speaking Intonation Answer coherence, <u>Script</u> made clear who the presenters were Script Included Introductory questions, personal questions <u>and</u> closing questions Script Included project's titular <u>front-page</u> including student's names Time management



Lesson Number: 01 and 4

Topic: Genres of tv and stream shows

Objective/Aim: introducing the topic

Previous topics seen in class: closing the themes of instructive

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Possible Problems and Solutions
Lead in Guess the show Minutes 5 to 8	From a playlist of intros or opening songs to very obvious and notable shows students listen and write the name of the series they think they belong to. Guess the intro of each of the series, let's see which ones do you like, and what you don't Each one of the shows will have a title card to belong to on the board by the time they have guessed the correct names	Listening Memory	Appendix 1.1 Speaker And guess the show Playlist	Student-text Student-teacher	P: Being a lot of learners in the classroom S: Picking to representative participants for their respective teams
Presentation Map of genres Minutes 8 to 10	Using flashcards, we present the different genres of shows that we can find in streaming services and we briefly describe small details around them.	Reading Listening Memory Previous knowledge	Appendix 1.2 Themed flashcards: Tv Genres	Student-student Student-text Student-teacher	P: Not having the magnets to place the flashcards S: use tape
Production Reading the script 10 minutes	Where students read 4 bits of scripts of 4 different genres of shows are on one side and a box of options of which they cross the genre they belong in, after they briefly listen the bits.	Reading Reading Comprehension writing	Appendix 1.3 Worksheets 1.2 Sitcoms, Drama, K-drama and News	Student-student Student-text Student-teacher	P: Learners not finishing on time S: Leave it as a homework
Wrap- Up Vocabulary map 5 minutes	Students using the vocabulary they saw in the introductory class will make a mental map using the words of the vocabulary	Reading Reading comprehension writing		Student-student Student-text Student-teacher	P: Learners not finishing on time S: Leave it as a homework

Lesson Number: 02 05

Topic: Serialized shows: Sitcoms, Cook shows, Sport's match

Objective/Aim: Student's should be able to ask and answer questions about their favorite shows

Previous topics seen in class:

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Possible Problems and Solutions
Lead in Guess the Character Minutes 5 to 8	From a playlist of small cards of characters 3 students pass to the front and grab one of the cards and hold it in their forehead. Their classmates try to mimic the character or tell him who that character is, they having 3 minutes to guess the name of said character	Listening Memory Mimicking Reading emotions Body language	Appendix 1.5 Character cards	Student- text Student-teacher Student-student	P: not all students will be able to participate S: Divide them in smaller teams with a representative
Presentation Educational tv 5 to 8 minutes	Page 61 Students read the interview in exercise 3, where the questions and answers are placed to lead them to fill the chart next to the text. After reading the text students are asked about their opinions	Reading Listening Memory Previous knowledge	Appendix 1.6 Their titular book	Student-student Student-text Student-teacher	P: Students not having their book S: ask them to answer in their notebooks
Practice 10 minutes	Page 62 Exercise 4 Students look at the image and respond a set of questions from exercise 2, inferring the type of show they might be watching.  After that we respond again the questions in the notebook reading as exercise 5 Two volunteers will be giving voice to her and him.	Reading Reading comprehension writing	Appendix 1.6 Their titular book	Student-student Student-text Student-teacher	P: Students not having their book S: ask them to answer in their notebooks P: Students not participating S: Pick students with good voice volume

Production 10 minutes	Notebook work Looking at the exercises already done, we'll have to pick one of the posters with the excerpt of a script of a show's Episode and make and respond questions in a similar fashion. 5 questions, as they finish, they raise their hand so that I can check your progress	Reading Reading comprehension Writing Reading for detail Skimming Scanning	Appendix 1.7 excerpt posters	Student- Student-text Student-text	P: Student's not having a homework S: Give them some recycled paper
Wrap- Up Questionnaire 5 minutes	To wrap I take attendance and each student names a show they like. For homework choose any show you like, a drama, a sitcom, a cartoon, even a cooking show or a documentary they like and respond these 5 questions about what can be seen in the show Who is the main character? How many parts does this episode have? What was the most important part of the episode? Why do I like this episode? To who would you recommend this show?	Reading Reading comprehension writing		Student- student Student-text Student- teacher	P: Students not responding with a show they like S: ask them to answer with any movie they also like

# ESL/EFL Lesson Plan

Lesson Number: 03

06

Topic: one shot: Emotion vocabulary Award shows, Game shows and emotions

Objective/Aim: Getting students to express feelings and emotions

Previous topics seen in class:

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Possible Problems and Solutions
Lead in  Emotional spelling Minutes 5 to 8	Students take a short dictation, of a list of words, which they have to write as how they think it is spelled the words being: Constipated Terrific Uninterested Apathetic Elated Disappointed Each one related to emotions in a certain manner. At the end of the dictation, we review how these words are actually written	Listening Memory Writing Accuracy	Somewhere they can write on	Student- text Student- teacher	P: Students speaking to loudly to listen carefully S: Try to calm down before the lesson starts
Presentation The emotion wheels Minutes 8 to 10	We place the emotion wheel poster on the board and ask students to draw and write their own in their notebooks (as deliverable), while we go through some synonyms that are tied to emotion	Reading Reading comprehension Listening Writing	Appendix 1.8 A poster of the emotion wheel	Student- student Student-text Student- teacher	P: the poster not being big enough S: allowing students to take pictures to send in their group chat
Practice A table of emotions and shows 10 minutes	We make a table where we list Comfort shows (Shows that I can always enjoy) A show that made me really sad A show that made me fall asleep or feel bored A show I watch that always makes me laugh A show that reminds me of a friend A show that surprised me	Reading Reading comprehension writing		Student- student Student-text Student- teacher	P: Drawing the table may be a little time consuming S: I ask learners to take a piece of paper and divide it in six parts to write their answers in

Production Find a classmate who 8 to 10 minutes	Students and the teacher each respond the table on the board and on the notebook adding in the spaces for classmate or classmates who also liked this show. Note book	Reading comprehension Writing Speaking		Student- student Student-text Student- teacher	P: students not being able to tour around the classroom because: PANDEMIC IS STILL GOING ON S: try to manage the mingling as best as I
Wrap- Up Emotion wheel 5 minutes	To wrap up we share our answers and the shows we like that would in theory be also in the previous exercise  The only homework is to finish their emotion wheel while at home, and try to make as colorful as they can so that they can identify emotions and their	Reading comprehension writing		Student- student Student-text Student- teacher	P: not many students wanting to participate S: use my own response as an example

ESL/EFL Lesson Plan

Lesson Number: 07

Topic: interviews in late night shows

Objective/Aim: by the end of the lesson learners should be able to identify voice intonation and the structure of an interview

Previous topics seen in class: Emotions

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Possible Problems and Solutions
Lead in Emotion crossword Minutes 5 to 8	Students are handled a crossword with emojis and emotions, under the crossword 10 sentences where the answer of the crossword fills the gaps.	Reading Reading comprehension Writing Fill in the gaps	Appendix 2.1 Crossword, worksheet Part 1: Emotion	Student-text Teacher-student	P: Activity taking too much time S: place a time deadline
Presentation I would like to recommend you Minutes 8 to 10	Students review the questions; Students also follow the script and underline in different colors the emotions present in audio. Students are tasked to listen for the first time to identify emotions	Listening Listening comprehension Reading Listening for gist Scanning Skimming	Appendix 2.1 Crossword, worksheet Part 1: emotion	Student-text Teacher-student	P: Students not hearing the audio S: try to max up the volume of the speaker.
Practice Fill in a recommendation Minutes 8 to 10	Using table on page 66 Student's comment/review the voice of the presenter, and the voice of the guess and try to explain how they sound and what the guess may be feeling from the questions.	Speaking Writing Identifying emotion	Appendix 2.1 Crossword, worksheet Part 2: Scripts	Student-text Teacher-student Student-student	P: Learners not understanding the phrases S: Use mimic to exemplify
Production Recommending a series 10 minutes	Students answer the questions about the emotions the presenter and the guests showed during the interview.	Reading Writing	Appendix 2.1 Crossword, worksheet Part 2: Scripts	Student-text Teacher-student	P: Activity taking too much time S: Make it a homework
Wrap- Up Research for interviews, 5 minutes	For Wrap students make a little summary of the excerpts they read and for homework, they try to structure a recommendation from previous info about their favorite show	Writing		Student-text Student-student	

ESL/EFL Lesson Plan

Lesson Number: 08

Topic: designing an interview

Objective/Aim: by the end of the lesson learners should be able to script answers for an interview

Previous topics seen in class: interviews in late night shows

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Possible Problems and Solutions
Lead in Minutes 5 to 8	To begin in the lead in we are playing: Today on the tv I'm watching Were students each name a tv show they would like to watch that has 3 words or less: <b>Today on the Tv I'm Watching friends</b> <b>Today on the tv I'm watching friends and adventure time</b> Each students adds the other shows their classmate have named and if they fail the count starts again with another student.	Listening Listening for gist Previous knowledge Speaking	Appendix 2.2: Markers and board	Teacher-student Student-student	P: Learners not understanding the phrases S: Use mimic to exemplify P: having a tie between students S: make a round with more and more open experiences for them
Presentation Minutes 8 to 10	They're going to learn 5 tips to make a good interview so that they can make their own, as well as listing what characteristics had the other interviews we've heard or read so far, seem to have: Introductory questions, personal questions and closing questions, and the project's titular front-page	Listening Reading Skimming scanning	Appendix 2.2: Markers and board	Teacher-student Student-student	P: Learners not understanding the phrases S: Use mimic to exemplify
Practice Minutes 8 to 10	I give instructions for their project: In teams of 3(4 in some cases) each group should write the dialogue/ script of their interview, no more than 5 minutes about shows they are currently watching. Two students being the presenters and two the guests. Evaluating: Fluency, questions relevance	Listening Organization Creative writing Reading Time management	Appendix 2.3: Somewhere they can write on	Student-text Teacher-student Student-student	P: unprepared students for next lesson S: Give learners permission to make que cards to remember in a general sense their answer
Production 10 minutes	Students write their own interviews, scripting them, testing them, etc.	Listening Organization Creative writing Reading Time management		Student-text Teacher-student Student-student	P: Students not working on their product S: Monitor them around, making surveillance
Wrap- Up 5 minutes	For next class memorize their interviews so that they can pass and answer, as well as deliver the script	Reading memorization	Appendix 2.2: Markers and board	Student-text Teacher-student	P: unprepared students S: Give learners permission to make que cards to remember in a general sense their answer



## Appendix B.B Materials

The activities, worksheets, and pages used in the design of the lessons during the second period

Nombre:

Grado y grupo:

Fecha:

### Tv Genre's

\*Suspenseful Organ Music Plays\*  
 (Sir Jeffers) Rebecca, you are the prettiest girl in Brooklyn.  
 (Rebecca) Thank you Sir Jeffers.  
 (Sir J.) Will you accompany me to the mysterious wedding today?  
 \*Organ plays in the background\* (Rebecca) No.  
 (Sir J.) But... but... Rebecca, I love you!  
 (Rebecca) I love you too.  
 I LOVEEEEEEE YOUUUUUUU....  
 (Sir J.) Marry me Rebecca.  
 \*Organ plays again\* (Rebecca) No.  
 (Sir J.) WHY?  
 (Rebecca) I...  
 (Rebecca) I don't love you.  
 (Rebecca) Whoopsies.

What type of show do you it is?

- a) New's report
- b) Cook show
- c) Drama
- d) Soap opera

¿Do you know any similar shows? If so, which?

Presenter:  
 Now to growing concerns about the deadly coronavirus officially hitting the u.s. here's what we know a Washington state resident fell ill after returning from Wuhan China where the outbreak began officials now say more than 400 people have been sickened and nine people have died the World Health Organization is holding an emergency meeting right now Kena Whitworth is in Seattle has the latest for us

What type of show do you it is?

- a) New's report
- b) Cartoon
- c) Cook show
- d) Soap opera

¿Do you know any similar shows? If so, which?

Kurtis: it's gonna be great all right so let's start with the curd for the key lime pie  
 Selena: okay  
 Kurtis: what you need is some hot water so get a little pan and put some water in it because we're gonna cook this curd on a really gentle heat okay what you do is you get a bowl like this and you sit that over your pan  
 Selena: alrighty  
 Kurtis: in your bowl you're going to add a cup of sugar  
 Selena: okay  
 Kurtis: four eggs and two thirds of a cup of key lime juice  
 Selena: okay so here's the salt salt and the sugar

What type of show do you it is?

- a) New's report
- b) Cartoon
- c) Movie
- d) Cook show

¿Do you know any similar shows? If so, which?

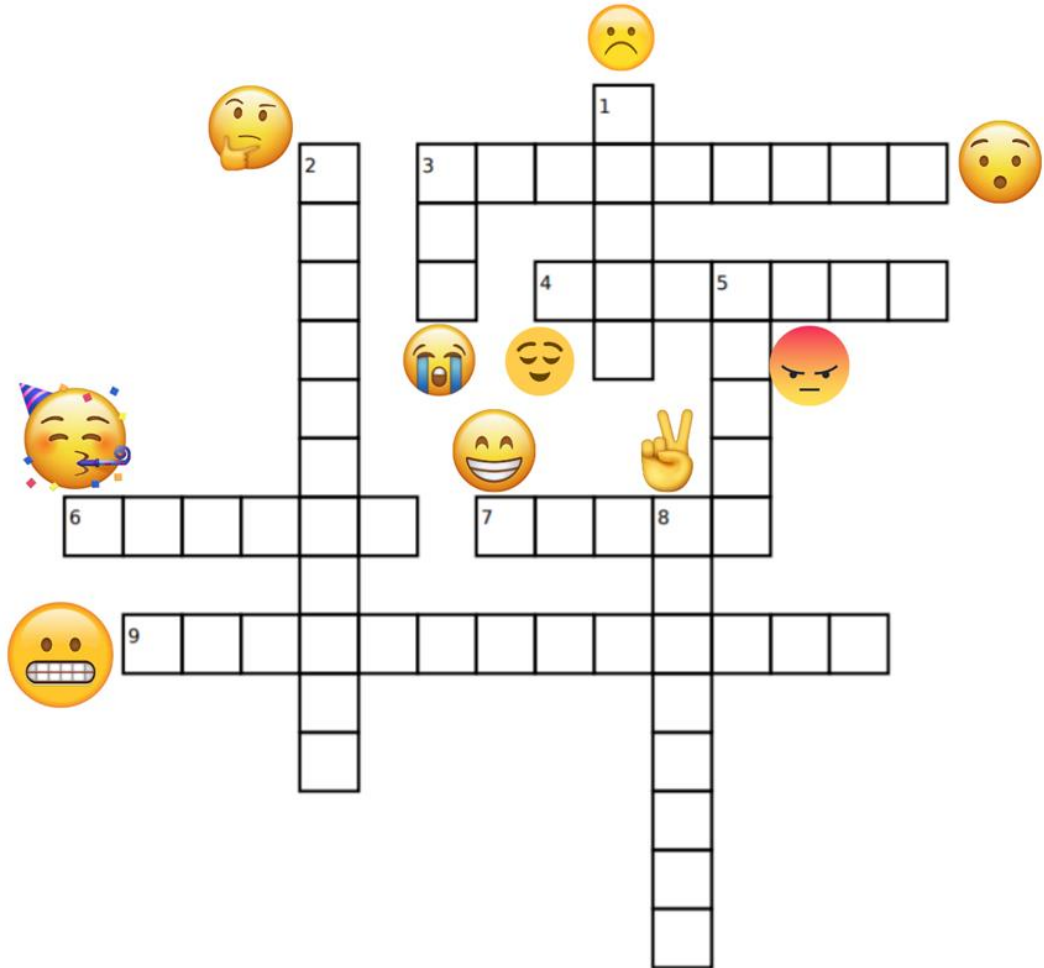


CURSO Y GRUPO: \_\_\_\_\_

FECHA: \_\_\_\_\_

NOMBRE: \_\_\_\_\_

EX 1: Complete the crossword to complete the questions



Down:

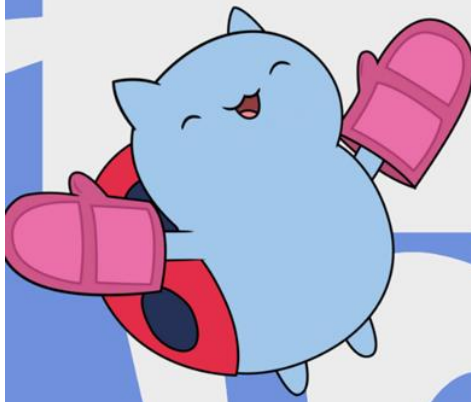
1. a feeling you get when someone displeases you
2. I can't believe it... I'm
3. when you feel blue, you also feel...
5. when someone anger you you feel...
8. when someone feels really calm we say he looks...

Across:

3. a feeling you get when you see something you didn't expect to see
4. When someone looks calm and tranquil he looks...
6. a 6 Letter word with similar meaning to happiness
7. a feeling of upmost joy
9. when someone who dislikes you talks to you you feel...

# Rebeca and Sr. Jeffers Dramabug - Bravest warriors

- A) What kind of TV show is it?
- B) What is the purpose and intended audience?
- C) Who are the interlocutors?
- D) What is the relation between them?
- E) Where are they?
- F) What is the language register between them



EX 2: Complete the questions and answer with the audios

Audio 1: Taylor and the cats

**Locutor 1:** speaking of one of the greats Taylor Swift with me right now you look amazing, can we just get a pan down of this dress?

**Taylor:** as you said it's top beautiful yeah it is and it's ombre it's like ombre teal it gets lighter to the bottom of that purple shoes on cuz why not

**Locutor 1:** I just wanted to show the legs because as I was telling you a head time you're gonna walk home with more than maybe just a trophy tonight I think lots of men

**Taylor:** I'm not gonna walk home with any men tonight I'm gonna go hang out with my friends and then I go home to the cats

**Locutor 2:** no men allowed

**Taylor:** men get me in trouble I don't I got to go

**Locutor 1:** trouble with a capital T right?

Does the locutor 1 sound 3)\_\_\_\_\_ or does he sound 6)\_\_\_\_\_?

How does Taylor sound? would you say she sounds 9)\_\_\_\_\_

Does Taylor respond 5)\_\_\_\_\_ to her interviewers?

Does Taylor sound 2)\_\_\_\_\_ in her interviewer?

Audio 1: Adele and Oprah

**Oprah:**

can you just give us an idea of what happened with this all-consuming it feels like an all-consuming pain and i'm like what the hell happened

**Adele:**

i've been obsessed with a nuclear family my whole life because i never came from one you know it's in in all these movies and all these books like you know you grow up reading them like that's what it should be right like you know and i just from a very young age just you know

I promised myself that when i had kids that we'd stay together we would be that united family and, and i tried for a really really long time and then um i was just so disappointed for my son i was so disappointed for myself and i was just i thought i was going to be the one that you know stopped doing those bloody patterns all the time

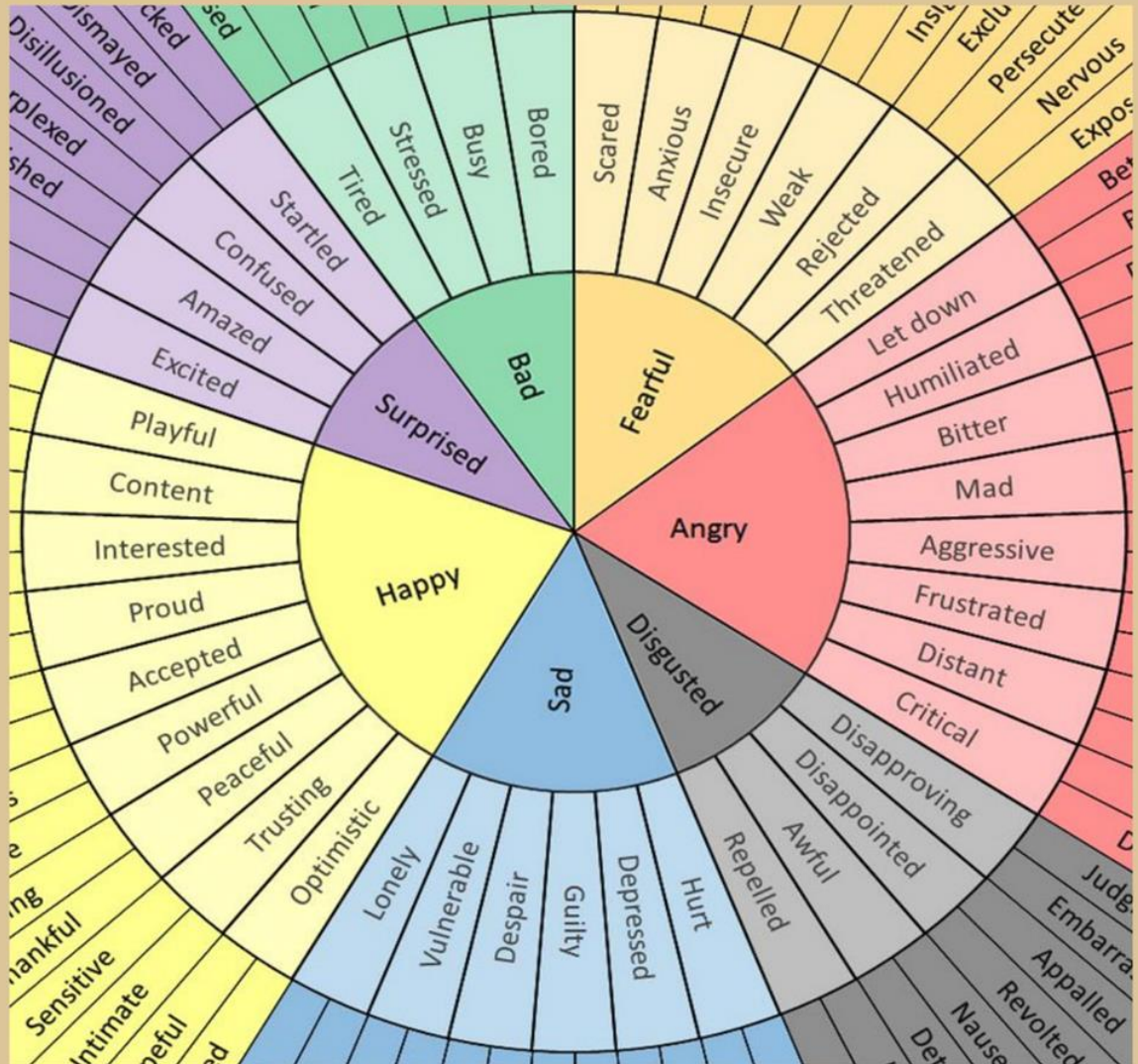
Does the Oprah sound 4)\_\_\_\_\_ or does he sound 3)\_\_\_\_\_?

How does Adele sound? would you say she sounds 8)\_\_\_\_\_

Does Adele respond 7)\_\_\_\_\_ to her interview?

Does Adele sound 2)\_\_\_\_\_ in her interviewer?

# The emotion wheel





## Appendix B.C Evidences

### Notable deliveries made by students during this intervention

Excellen  
Job

Love Live! Francisco Gualalupe Sánchez Barrios 3ºB

• To who would you recommend this show? People who like school idols, or who like anime. Even someone who was emotional problems

• Who is the main character? This is something... complicated, well, let's say that in the entire franchise the main ones are total of 33 protagonists (they are not my words or opinion, it is something confirmed by the creators themselves)

• How many parts the show/episode has?

First generation: Love Live! School Idol Project with 2 seasons of 13 episodes each, an OVA in season one and a movie called Love Live! The School Idol Movie (this generation is finished)

Second generation: Love Live! Sunshine!! has 2 seasons of 13 episodes each, and a movie called Love Live! The School Idol Movie: Over The Rainbow (this generation is finished)

Third generation: Love Live! Nijigasaki High School Idol Club or also called Love Live! Nijigasaki Gakuen School Idol Doukouka has a 13-episode season (with the second season planned for 2022) <sup>(it is not canonical with the rest of the generations)</sup>

Fourth generation: Love Live! Superstar!! has 1 season of 12 episodes (with the second season planned for 2022)

• What was the most important part? They are all important

Why do I like the show/episode? I have too many reasons, the story is moving and somewhat sad, the characters are very cute and each one has a different personality, and the fact that they have details perhaps not so significant for the story but for the visual and the characters is incredible. An example of this is that each character has a representative color and that despite being 33 protagonists, no color has been repeated to date. Another thing that I love besides the design is that being a school idol anime, obviously there are concerts, and the music of these, the dance itself, the costumes, the stage, the atmosphere and even the rivals on the final competition (called Love Live! Come on, they even thought of the name of anime as the ultimate competition). All that makes anime something very incredible. The ending is really good and sad, although some things are repeated in almost all generations (this is not bad sometimes) each one has its touch and that is what makes it special, another thing that I love that no leading character is just because yes, all girls have a role, a talent, a problem, a personality, a motivation, a skill, etc. It is an anime about motivation, improvement and acceptance told through the school idols and above all that it manages to put you in the situation of any of all the girls and the most important thing that you love them, gives more weight at the end of the first 4 generations and in sad or disappointing moments (example is when the first generation dissolves the group because 3 of its 9 members have to leave or when in the second generation, despite struggling, they could not save their school from being closed) and that is why it is also magnificent. I

TEMA

Tv Soaps (that poor so rich)

FECHA

01~12~2021

who is the main Character?

Miguel Angel

Wow many Parts the Show episode has?

it deals a lot with Social Classes Ambition, black and lies

What was the most important Part?

When Miguel Angel is released from Jail for fraud he did not commit

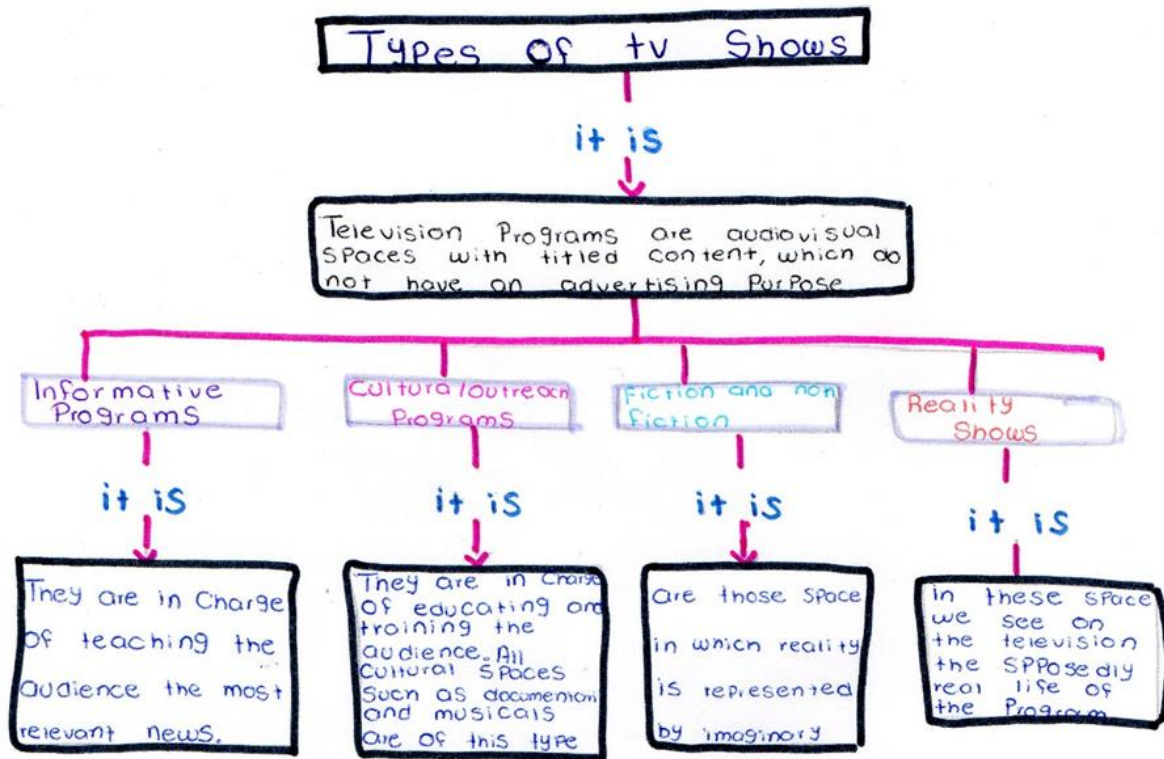
Why do I like the Show/episode?

For the Content

To who would you recommend this show?

General-Public

# Types of tv Shows



# TU Shows y games

## K-Drama

Korean drama  
-also known as  
K-Drama refers to  
dramatic television  
series from South  
Korea in its local  
language broadcast  
in that country  
since the decade

## Reality Shows

Reality or real  
life television is  
a television  
genre that is  
responsible for  
documenting  
situations without  
a script and with  
current occurrences  
in which a cast  
interacts that  
until then is not  
known

## Soo operas

Una serial  
television o  
telenovela  
americana  
(En inglés  
telenovela)  
is a form of  
serial fiction  
in that is  
broadcast on  
television in  
the form of  
regular daily  
instalments

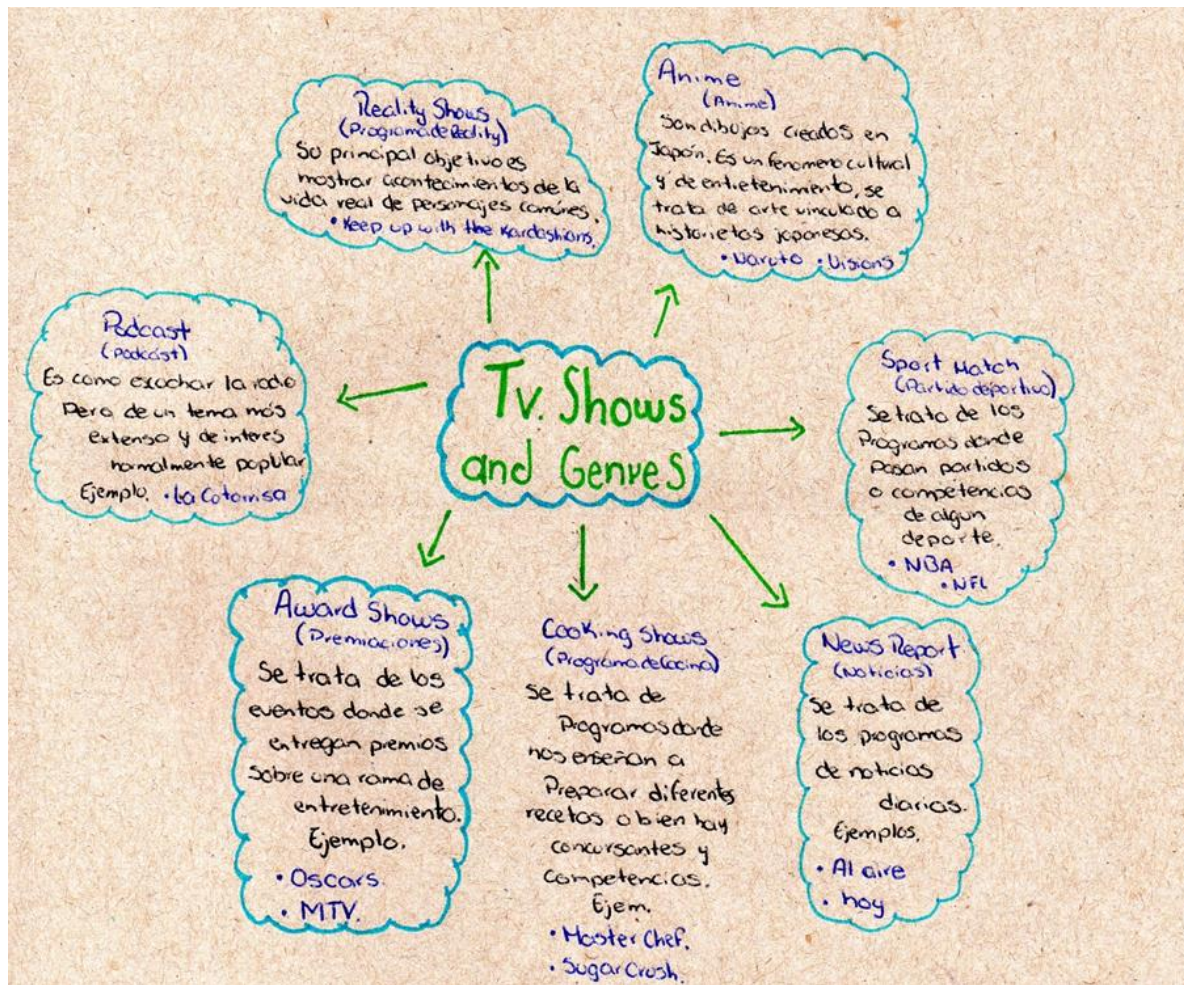
## Trillers noir

Is a film  
genre that  
developed  
in the United  
States  
between the  
1930s and  
1950s

## Muck bong

Muck-bong  
or mukbang  
is a type of  
show in  
which  
someone  
broadcasts  
or records  
a video of  
uploading it  
to the internet or  
broadcasts it  
live where  
there are  
eating large  
amounts of  
food while  
interacting  
with their  
audience





Show: The Walking Dead.

Who's the main character?

Rick Grimes and Carl Grimes

How many parts does the show has?

It has 11 seasons and approximately 20 episodes each season

What was the most important part?

The most important thing is to see how Rick's group adjusts to situations as they try to survive.

Why do I like the show?

It is interesting.

Who do you recommend the show?

Teenagers, adults.

To who would you recommend this show?

A publico en general

Who is the main character?

~~Spider man~~ bob esponja

Cuántas partes tiene el programa?

Nose, muchas

What was the most important part?

Cuando molesta a calamardo

Why do I like the show/episode?

Pues porque es entretenido y a veces divertido

# Rapunzel

Who is the main character?

Rapunzel and Flynn

How many parts the show's episode has?

It's a single movie

What was the most important part?

I think it's when Rapunzel escapes from the tower and when Mother Gothel cuts her magical hair.

Why do I like the show/episode?

Because it's Rapunzel she's my favorite princess and I like how she's adventurous

To who would you recommend this show?

To all general public.



Show:

Bruno Serrano Flores 3: A

Loki

Who is the main character?

= Loki

How many parts the show / episode has?


= 6 episodes.

What was the most important part?

= The episode where Loki and his variants stop alioth to spend with the one who controls the timeline

Why do I like the show / episode? R= for its soundtrack and theme of the time travel and multiverse.

To who would you recommend the show?

= To all my friends and family, the general public ☺ 



Which is a show  
that you Always  
enjoy?

Violet y  
Finch

A show/movie that  
always moves me sad?

violet y finch  
America  
Miguel Angel

A show that made  
me fall asleep

Hotel Transilvania  
Miguel Angel

A show that  
always makes me  
laugh?

Insatiable  
Bruno  
Francisco

A show that  
reminds me of  
a friend

Skins

A show  
surprised  
me

El triangulo

which is a show that you  
always enjoy?

A show / movie that  
that always makes me  
sad?

A show that made  
me fall asleep?

loki and  
Attack on titan (series  
not movie)

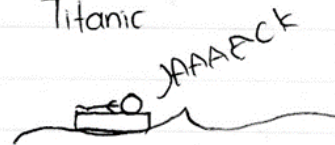
The Amazing Spiderman  
2

R: DC movies



\*muere\*

Titanic



X60

The walking dead  
Big Bang Theory



A show that  
always makes me  
laugh?

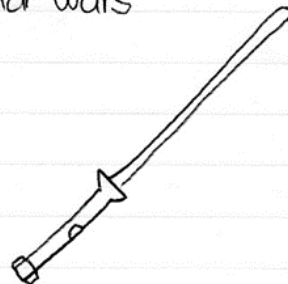
A show that reminds  
me of a friend.

A show that  
surprised me

la cotorrissa

Star wars

Wanda vision



## Appendix C Third Intervention

### Appendix C.A Planning

The design of the activities, implemented during the third practice period, making a debate about arts.

	<b>School:</b> Secundaria general Jaime Torres Bodet	<b>C.C.T.:</b>
	<b>Grade/Group:</b> 3 <sup>rd</sup> A, C, E and D	<b>Date:</b> 18 February 2022
	<b>Teacher Trainee:</b> Miguel Angel Moreno Reyna	
<b>SYLLABUS</b>	<b>Social practice of the language:</b> Writing agreements or disagreements to make a debate about art	
	<b>Environment:</b> Academic and educational	
	<b>Specific competency:</b> Select and review materials to make agreements and comprehend ideas about the fine arts	
	<b>WHAT?</b>	<b>Unit:</b> 6
	<b>Product:</b> Debate	
<b>FOR WHAT?</b>	<b>Expected achievements:</b> Write agreements or disagreements intervene in a debate about one of the fine arts	<b>Achieved and/ or pending goals:</b> Look for topics of interest in various sources Read texts, interpret general sense, ideas and key details Asses agreements and disagreements on topics of interest and writing arguments

ESL/EFL Lesson Plan

Lesson Number: 1.01 / 2.01

Topic: Expressing opinion

Objective/Aim: By the end of the lesson students determine what items can help them voicing opinion

Previous topics seen in class: Passive voice

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Lead in Fine arts Basta Minutes 5 to 8	In a sheet of paper (inside their notebooks) students write a table with the following categories: Painting, Movie, Song/ singer, Book/Writer, Dish a Series. Inside each they write the name of a specific item inside a time limit of 2 minutes The selected letter is chosen from a pile of cards	Writing Accuracy Listening	Their notebooks, My alphabet cards Board	Student-teacher Student-Student	Identify students' familiarity to the arts	<ul style="list-style-type: none"> <li>Students being blank on the content (Problem)</li> <li>Bring some examples</li> </ul>
Presentation Get to know the fine arts Minutes 8 to 10	List the different type of arts that can be found based on the items on their table: Literature, Painting, Cinema, Cuisine, Dancing etc. and list some examples as a brief reminder of what we'll be talking about in the unit <b>"From what we've seen can you give me any example of a representative piece of each of the arts?"</b> <b>Do you know any other distinctions of modern arts?"</b>	Previous knowledge Reading Listening		Student-teacher	Remind students the main topic of the unit	
Practice Reading Minutes 8 to 10	We'll read the book page 93 each one of the students reads till a coma or a point is found in the narration. Underlining the items that they can use as arguments in a discussion	Reading Reading comprehension Listening Listening for gist	Their book (page 93, Sunburst 3)	Student-teacher Student-Text	Practice their reading skills	
Production Page 93 10 minutes	Filling in Exercise 2 in page 93 in their notebooks students learn how to give a personal opinion, supporting information and sources from other people that can be found in the text As an example, mine:  I think that the movies in the MCU are really good but they're artistically lackluster in major elements as each movie is designed as a product of their time	Reading Writing	Format (page 93)	Student-teacher Student-Text	Students' product their own opinions and begin to meddle with the language	P: Not finishing S: Leaving it as homework though it will have some repercussion on grading
Wrap- Up The topic at hand 5 minutes	Wrapping the lesson students are tasked to suggest items or topics of interest that can be discussed about the arts we've seen: As an example (predetermined in case students don't suggest any diverging themes): Is cereal a soup? Which would be the MCU's candidate to the Oscar? Should the British museum keep all the items it stole? Homework: Filling in page 92 format as homework	Reading Writing	Their notebooks Their book (page 93, Sunburst 3)	Student-teacher Student-Text	Students find or suggest the themes to use them in the final item for the unit	



ESL/EFL Lesson Plan

Lesson Number: 1.02 / 2.02

Topic: connecting opinion

Objective/Aim: By the end of the lesson students identify items or connectors that can help voicing opinion

Previous topics seen in class: Voicing opinion

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Lead in Alphabet soup  Minutes 5 to 8	An alphabet soup containing 8 different connectors that students will have to solve, the content of course would be the 8 most common connectors: In my opinion, I think that, from my perspective, what I think is..., I dare say..., It seems to me..., etc.	Reading	Worksheet with word soup.	Student-teacher Student-Text	Get the students ready with their lesson and connect them to what we are seeing	P: Too much students, too much noise, the activity could get long S: Divide the group and elaborate the activity once
Presentation Connectors  Minutes 8 to 10	Introducing the connectors for writing opinion utilizing the items previously introduced, we go on review to see what they comprehend from each. <b>"As we can see we can use connectors to Introduce ideas, Emphasize, Express agreement, Express disagreement, use neutral language, Express emotions, involve others, ask for clarification, Paraphrase and Conclude statements"</b>	Reading Listening	(Page 178, Sunburst 3)	Student-teacher Student-Text	Familiarize student with their homework and get them to understand the topic	
Practice Page 94  Minutes 8 to 10	Solve and read page 94 of their book where a set of comments in an online forum are written and they circle those expressions that refer opinion.	Reading Reading comprehension Listening Listening for gist	(Page 94, Sunburst 3)	Student-teacher Student-Text	Students read for gist to understand the items and identify them.	
Production opinion  10 minutes	Students are tasked to make a comment expressing their opinion on a written statement inside a works	Reading Writing	Worksheet	Student-teacher Student-Text	Students produce what they learn by applying it	P: Not finishing S: Leaving it as homework though it will have some repercussion on grading
Wrap- Up Connectable  5 minutes	Homework students make a table with the different connector types, that they can see in their book, page 178	Reading Writing	(Page 178, Sunburst 3)	Student-teacher	Students copy and acquire the resources for the lesson and their work	

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Lead in Minutes 5 to 8	We'll play today I'm painting. Each of the students mentions an object that he is going to paint, each object starting with the initial of his name and the next student continues the object thread by adding the objects previously mentioned by their classmates.	Listening Speaking		Student-teacher	Place students ability to name and expand their arts and previous knowledge	P: Too much students, too much noise, the activity could get long S: Divide the group and elaborate the activity once
Presentation Minutes 8 to 10	Concordance and opposing We briefly go through the main types of arguments in debates <b>"In debates there's usually a lot of arguments and arguing, but specifically, in debates there are 3 or 4 main types of arguments like: Expert's opinion, common sense, statistics and real-life examples"</b> <b>"Which ones from the book would fit in? give me an example"</b>	Reading listening	Types of arguments Poster	Student-teacher	Set students on the type of arguments that they can use	
Practice Minutes 8 to 10	The teacher responds as an example which one of the arguments may seem in favor and one which is not and why	Reading Listening Writing	Argumentation table Worksheet	Student-teacher Student-Text	Exemplify the distinction between the arguments	
Production 10 minutes	Students respond page 95 and place the arguments on each of the sections of the table being them in favor or against and the type of argument it can be.	Reading Writing	(Page 95, Sunburst 3)	Student-teacher Student-Text	Students use their own criteria to distinguish each argument	P: Not finishing S: Leaving it as homework though it will have some repercussion on grading
Wrap- Up 5 minutes	Students list how many arguments are in favor, which are not, and for homework, activity 8 from page 95 is to be answered proving resources for their respective discussions	Reading Writing	(Page 95, Sunburst 3)	Student-teacher Student-Text	Find their own resources and find which they can use in favor or against.	

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Lead in Minutes 5 to 8	Students answer worksheet where they have to connect the author with the statement. This time around is famous characters they can easily identify like Phineas and Ferb, Batman, etc.	Reading Reading comprehension Relating contents	Connect the character worksheet	Student-teacher Student-Text	Check how are students association abilities and recalling facts	P: Too much students, too much noise, the activity could get long S: Divide the group and elaborate the activity once
Presentation Minutes 8 to 10	Possessive Genitive I explain to the learners the possessive Genitive as an item that can help them trace authors, artists or facts about specific people. <b>"To express possession, you can use the possessive pattern or mark ('s) to show a relation of ownership.</b> E.g.: <i>Picasso's masterpieces are in many museums around the world.</i> <b>Anyway, sometimes it is convenient to use the possessive genitive (of) to write clear and understandable statements.</b> E.g.: <i>The masterpieces of Picasso are in many museums around the world."</i>	Reading Reading comprehension	(Page 178, Sunburst 3)	Student-teacher Student-Text	Present possessive genitive as a way to cite sources or experts	
Practice	Students practice giving the genitive form to a set of characters in the Who's this ball worksheet	Reading Reading comprehension Writing	Who's this ball worksheet	Student-teacher Student-Text	Practice possessive genitive	

Production Minutes 20 To 30	Students list the arguments in favor or against in a worksheet with each of the statements they brought as homework from last session.	Reading Reading comprehension Writing	Argument worksheet	Student-teacher Student-Text	Check up students the main argumentative and critical part they have for structuring arguments	P: Not finishing S: Leaving it as homework though it will have some repercussion on grading
Wrap- Up 5 minutes	Students list their team for the debate and state if they are in favor or in the argument against of the topic they chose  Students in the case of choosing some of the predetermined items can choose the following:  Is cereal a soup? Yes, no, It should be its own thing  Which would be the MCU's candidate to the Oscar? Spiderman Eternals End Game saga Multiverse od madness  Should the British museum keep all the items it stole?  Yes, No, Yes/No but...  Homework: each team makes a reference list where they can get info on their topic.	Reading Reading comprehension Writing		Student-teacher	Students choose their own role and their position, as well as building up a library of sources they can use	

ESL/EFL Lesson Plan

Lesson Number: 1.05 / 2.05

Topic: Researching info/Writing statements

Objective/Aim: By the end of the lesson students should be capable of organizing and writing the statements for their debate

Previous topics seen in class: Possessive Genitive

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Lead in Minutes 5 to 8	School arts crosswords As a small closing students answer a mini-crossword puzzle of the different arts, as quickly as possible	Reading Writing	Crossword worksheet	Student-teacher Student-Text	Give a quick review and focus on the unit's vocabulary	P: Too much students, too much noise, the activity could get long S: Divide the group and elaborate the activity once
Presentation Minutes 8 to 10	Skills for textual organization. Students review very briefly page 179 and identify the patterns in which some texts and arguments are usually organized <b>An argument or claim is a set of reasons that backup opinions in a debate. When writing an argument include:</b> <ul style="list-style-type: none"> <li>• Introduction:</li> <li>• Statement:</li> <li>• Proof</li> <li>• Quotes</li> <li>• Refutation:</li> <li>• Conclusion:</li> </ul>	Reading Reading comprehension	Poster of organization skill (Page 179, Sunburst 3)	Student-teacher	Give students tools and skills they can use to fundament their arguments	
Production 20 minutes	Exercises 1,2 and 3-page 97 The students paraphrase their arguments in general and make a list that is taken care of by each one.	Reading Reading comprehension Writing	(Page 97, Sunburst 3)	Student-teacher Student-Text	Students make their arguments their own as they paraphrase other sources	P: Not finishing S: Leaving it as homework though it will have some repercussion on grading
Wrap- Up 5 minutes	Giving instructions to students to use flashcards or either any way to recompile their data and info for their debate, ready for next session.	Reading Reading comprehension Writing	Flashcards	Student-teacher	Provide students a way that they can recompile their work in an easy manner and recall	

ESL/EFL Lesson Plan

Lesson Number: 1.06 / 2.06

Topic: A debate on the fine arts

Objective/Aim: By the end of the lesson students identify items or connectors that can help voicing opinion

Previous topics seen in class: Researching info/Writing statements

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Lead in Minutes 5 to 8	Artists ABC The class divided in groups of 2 choose a classmate they can rely on and help them fill in an ABC with the name of an artist matching each of the alphabet letters	Listening Writing Organization Alphabetic recall	Markers Board	Student-teacher	Check students pop-oriented beliefs in structuring	P: Too much students, too much noise, the activity could get long S: Divide the group and elaborate the activity once
Presentation Minutes 8 to 10	Each group is given the instructions for preparing for their debate and take out their notes or instruments to begin discussion. Selecting each a secretary that will write down their classmates' interventions.	Listening	Their previous work	Student-teacher	Orient evaluation	
Production Minutes 20 To 30	Each one of the groups will present their forums and the conclusions they've got for each statement for the topics of their choosing.	Speaking Reading Listening Writing	Their previous work	Student-teacher	Evaluate	P: Not finishing on time S: Give them till the end of the day
Wrap- Up 5 minutes	I assess the work students have made and ask them which grade they think they deserve and why in a little auto evaluation sheet they fill in for themselves and for their whole team		Autoevaluation sheet	Student-teacher	Argument one last time why the grade they deserve is the one they chose based on their participation in the debate	

## Appendix C.B Materials

Elements, worksheets, and formats and pages used during the third practice period



Appendix 1.1 My alphabet cards



## Lesson 1

# Product Step 1 Debate

In this unit, you will write arguments to participate actively in a debate with your classmates. In order to start, work as a class to perform the following tasks:

- Brainstorm controversial art topics for a debate.
- Vote for your favorite topic to select one and establish the purpose of your debate.



- Identify the points that you consider important to discuss on that topic.

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- For homework, research the points you wrote and write the information on cards. File them in your portfolio. 

## Self-evaluation

- Can I look for a topic of interest in various sources?

Yes ☐

No ☐

How can I improve? \_\_\_\_\_

- 1 Listen to the text and circle information that may support your point of view and underline the one that opposes it.

## The history of graffiti

The first drawings on walls appeared in caves thousands of years ago. Later the Ancient Romans and Greeks wrote their names and protest poems on buildings. Modern graffiti seems to have appeared in Philadelphia in the early 1960s, and by the late sixties it had reached New York. The new art form really took off in the 1970s, when people began writing their names, or 'tags', on buildings all over the city. In the mid seventies it was sometimes hard to see out of a subway car window, because the trains were completely covered in spray paintings known as 'masterpieces'.

In the early days, the 'taggers' were part of street gangs who were concerned with marking their territory. They worked in groups called 'crews', and called what they did 'writing' – the term 'graffiti' was first used by *The New York Times* and the novelist Norman Mailer. Art galleries in New York began buying graffiti in the early seventies. But at the same time that it began to be regarded as an art form, John Lindsay, the then mayor of New York, declared the first war on graffiti. By the 1980s it became much harder to write on subway trains without being caught, and instead many of the more established graffiti artists began using roofs of buildings or canvases.

The debate over whether graffiti is art or vandalism is still going on. Peter Vallone, a New York City councillor, thinks that graffiti done with permission can be art, but if

it is on someone else's property it becomes a crime. 'I have a message for the graffiti vandals out there,' he said recently. 'Your freedom of expression ends where my property begins.' On the other hand, Felix, a member of the Berlin-based group Reclaim Your City, says that artists are reclaiming cities for the public from advertisers, and that graffiti represents freedom and makes cities more vibrant.

For decades graffiti has been a springboard to international fame for a few. Jean-Michel Basquiat began spraying on the street in the 1970s before becoming a respected artist in the '80s. The Frenchman Blek le Rat and the British artist Banksy have achieved international fame by producing complex works with stencils, often making political or humorous points. Works by Banksy have been sold for over £100,000. Graffiti is now sometimes big business.

"The history of graffiti." British Council. <http://learnenglishteen.britishcouncil.org/skills/reading/upper-intermediate-b2-reading/history-graffiti> (accessed November 2, 2018).

- 2 Complete the paragraph using some of the information you circled and underlined.

I think that (personal opinion) \_\_\_\_\_  
 There is information that supports this, for example (information you circled),  
 \_\_\_\_\_, although some people affirm that (information you underlined) \_\_\_\_\_

- 3 Find someone who shares your opinion and compare your answers to the previous activity.

Detect information that supports or opposes an opinion. / Make connections between an opinion and information that supports or opposes it.

### Reader's Book

For homework, read pages 71-74 from the Reader's Book.





## Lesson 2

- 4 Work in pairs to read the online comments people wrote on the article from Activity 1. Circle expressions used to state arguments.

June 4, 2018 – 12:34 SmartGirl, US  
In my opinion, graffiti can be beautiful to see when it transmits a message as Banky's art does. Considered one of the most famous graffiti artists, Banky once said, "Art should comfort the disturbed and disturb the comfortable."

31 May 2018 – 09:12 Tom\_5, UK  
From my point of view, graffiti is a **two-edged** sword. On one hand, some people create astonishing designs, but certainly there are people who only destroy. According to statistics, the London Underground devotes 70,00 hours a year to cleaning up graffiti and this costs about 10 million pounds.

24 May 2018 – 21:45 Alien33 UK  
I dare say that I don't like graffiti, but I cannot deny that in some cases 'taggers' display creativity and talent showing images artists have probably dreamt about. For example, Belin, who is known for his **surrealist** graffiti.

May 12, 2018 – 10:03 JollyPam US  
I would say that I have dreamed of painting graffiti because I think it is really art. Of course, only in those cases in which graffiti artists are talented and have permission to express themselves.

May 6, 2018 – 15:13 Bill\_Bones US  
It seems to me that graffiti is not vandalism; it is urban art. Unfortunately, here in Phoenix it is banned. According to police statistics, incidents of graffiti are down 60% since 2007, so we can't see much around.

28 April 2018 – 12:34 RockStar22 UK  
I hold the opinion that artists should have something in mind to express and transmit by painting it on walls that everybody will see. I learnt that if art doesn't have a purpose, then it is not art.

- 5 Reread the texts from the previous activity to find writing differences between British and American English. Look for other similar examples.

Verb	Past Tense (British)	Past Tense (American)
dream		
learn		

### Time to Shine!

- Can you find another difference between British and American English in the article from Activity 1?



Unit 6

Recognize expressions to state arguments. / Distinguish differences between written British and American English.

#### Reader's Book

Which artistic movement do you like the most?



**Work in teams to share experiences.**

- Have you ever participated in an online debate or a discussion forum?  
If so, share what it was about and how your experience was.

**Work in pairs. Reread the opinions from Activity 4 on the previous page and use the graphic organizer to register key ideas that are concordant and opposing to your opinion.**

Concordant	Opposing

**My Opinion:**

**Check the information you circled and underlined in Activity 1, page 93, also what you researched for homework, and from the previous activity to fill in the chart.**

Information that Supports My Opinion	Information that Opposes My Opinion

**Analyze the information you wrote in the previous activity and circle what you can use to write agreements or disagreements.**

Identify concordant and opposing key ideas. / Organize information that supports and opposes an opinion. / Select information to write agreements or disagreements.

## Lesson 2

# Product Step 2 Debate

Remember that in this unit you will write arguments to participate actively in a debate with your classmates. In order to continue, do the following tasks individually:

- On a sheet of paper, organize the information you researched for homework in a chart as the one shown below. 

Information that Supports My Opinion	Information that Opposes My Opinion

## Self-evaluation

- Can I read texts and interpret general sense, key ideas, and details?

Yes ☐

No ☐

How can I improve? \_\_\_\_\_

- Can I assess agreements or disagreements about a topic of interest for writing arguments?

Yes ☐

No ☐

How can I improve? \_\_\_\_\_


# Lesson 3

- 1 Work in pairs to write the introduction and statement of your argument. 179

○

○

○




- 2 Paraphrase the information you wrote in the left column of the chart from Activity 8, page 95, to expand and explain your argument. 178

○

○

○

○



- 3 Fill in the chart choosing information that may support your opinion.

Statistics	Examples	Quotes

Write statements to express arguments in favor or against. / Paraphrase and/or choose information that explains, expands, and exemplifies the arguments. / Recognize the importance of synonyms and connectors in paraphrasing.

## Reader's Book

For homework, read pages 75-77 from the Reader's Book.



Unit 6


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## Lesson 3

# Product Step 3 Debate



Remember that in this unit, you will write arguments to participate actively in a debate with your classmates. In order to continue, do the following tasks individually:

- Write an introduction for your argument.  
\_\_\_\_\_
- Write a statement to express your opinion.  
\_\_\_\_\_
- Write statements to back up your opinion paraphrasing information from the left column of the chart you filed in your portfolio. Include statistics, examples, and quotes.  
\_\_\_\_\_
- Write a refutation paraphrasing information from the right column of your chart.  
\_\_\_\_\_
- Write a conclusion.
- On a sheet of paper, write your argument using the information from this page. File it in your portfolio. 

## Self-evaluation

- Can I assess agreements or disagreements about a topic of interest for writing arguments?  
Yes ☐  
No ☐  
How can I improve? \_\_\_\_\_
- Can I participate in a debate?  
Yes ☐  
No ☐  
How can I improve? \_\_\_\_\_



## Appendix

### Language

#### Passive Voice (page 98, activity 4)

It is used to show that the noun receiving the action is more important than the one who is performing it. It is also used when you don't know or you are not sure who is doing the action.

noun receiving action + be + past participle of verb + by + noun doing action

E.g.:  
*The Sistine Chapel was painted by Michelangelo.*

#### Possessive Genitive (page 98, activity 4)

To express possession, you can use the possessive pattern or mark (s) to show a relation of ownership.

E.g.:  
*Picasso's masterpieces are in many museums around the world.*

Anyway, sometimes it is convenient to use the possessive genitive (of) to write clear and understandable statements.

E.g.:  
*The masterpieces of Picasso are in many museums around the world.*

#### Paraphrasing (page 97, activity 2)

When you do research, it is very important to paraphrase or put in your own words the information you find to avoid plagiarism. A thesaurus is a very useful tool that will help you find *synonyms* to paraphrase easily. As you may recall, a *synonym* is a word with the same meaning as another word in the same language.

E.g.: *creativity–artistry*

#### Useful Phrases for a Debate (page 99, activity 8)

##### Introduce ideas

- *Let me tell you that...*
- *You'll never guess...*

##### Emphasize

- *It is a fact that...*
- *Seriously...*

##### Express agreement

- *Of course!*
- *Exactly! That is just what I...*

##### Express disagreement

- *I think it's quite the opposite...*
- *Never let it be said...*

##### Use neutral language

- *Some people are forgetting to...*
- *It might help if...*

##### Express emotions

- *I feel frustrated when...*
- *It makes me feel so...*

##### Involve others

- *What do you think...?*
- *Why don't you tell us...?*

##### Ask for clarification

- *I didn't understand, could you rep...*
- *I'm not sure I got your point; can you say it again?*

##### Paraphrase

- *Do you mean that...?*
- *So, what you're saying is that...*

##### Conclude

- *So far we have discussed...*
- *To summarize I think...*

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## Word Search

P I R U H I N M Y O P I N I O N C V F I  
 A O N U U Z V K G K H Q W T F X H L E G  
 F Q F C D A R E I S A Y V B D X K Z C B  
 F R D G O D T L S L K F E I X V J P K K  
 E O O G Q N T J T T N M A V R S I G I H  
 U T R M N S L A M Y E C U Z V R A Y S U  
 O P S M M P M U D Y G J C C C Q P H R Q  
 I W U O E Y Q N S C D S G U L J G U H Q  
 T H U V F I P W L I Y O Q R F I J Y V Y  
 S A E U K Y T E B P O F X G K S Q D J M  
 E T E I U W F M R X E N Y V N U Q Y I A  
 E I A V I B V Q E S T P A V N P M L G H  
 M T X J Z C Q F S A P Q K L C P L N Q V  
 S H Z F M L L B M Z N E B Y Q O A Y J P  
 T I W T B Z I W Z P E S C A J S T P S A  
 O N N M B P T K J U M Q L T B E R J C D  
 M K K L Z Z O M B A Y Q U S I S E D W C  
 E I V Z Y C A M R P U R K D L V O V R H  
 Y S C Q Z O Q H I U G V Y R I S E Z P K  
 C A S Q W D U S P I G V U Z V H M J F K

From my perspective	for me it means	It seems to me	What I think is
In my opinion	In conclusion	Dare I say	I suppose

Name:

Group

Date:



<u>My affirmation is:</u>	<u>Source</u>



Name: \_\_\_\_\_

Group: \_\_\_\_\_  
Date: \_\_\_\_\_

Match the character with their quotes



I AM GROOT!



I am your father



A very happy  
unbirthday to you



Oh my glob



I know what we'll  
going to do today

# Whose ball is this?

Fill in the gaps using the nouns in the genitive case:

 <p>Whose presents are these? They are _____ presents. (the children)</p>	 <p>Whose dog is this? It's _____ dog. (Lucy)</p>	 <p>Whose umbrella is this? It's _____ umbrella. (my cousins)</p>	 <p>Whose skateboard is this? It's _____ skateboard. (Harry)</p>
 <p>Whose kite is this? It's _____ kite. (James)</p>	 <p>Whose birthday is it? It's _____ birthday. (My father)</p>	 <p>Whose books are these? They are _____ books. (my brother)</p>	 <p>Whose balloon is this? It's _____ balloon. (Agnes)</p>
 <p>Whose sheep is this? It's _____ sheep. (the girl)</p>	 <p>Whose notebook is this? It's _____ notebook. (my sister)</p>	 <p>Whose ball is this? It's _____ ball. (the boys)</p>	 <p>Whose cake is this? It's _____ cake. (my friend)</p>

Name

Group

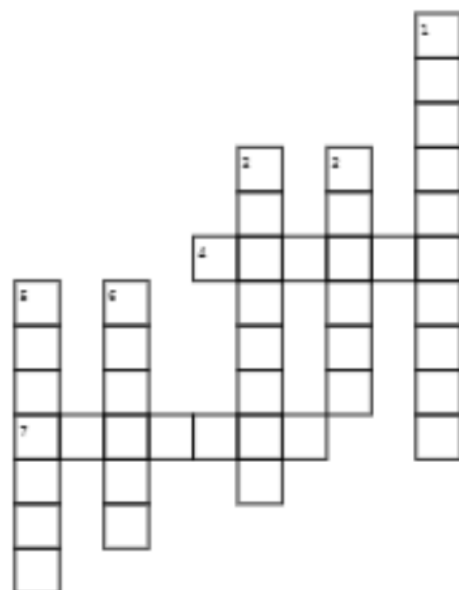
Date



Write your arguments in whether they're in favor or against your argument

In favor	Against
In favor	Against
In favor	Against
In favor	Against

# Crossword Puzzle



## Down:

1. Art school focused in writing and poetry
2. Art school focused on using color and hapes to make images
3. Art school that uses words to convey emotion
5. Art school focused in movement and using the body to express emotion
6. Arc school focused on giving life to characters and act characterize like them

## Across:

4. Art school focused on using pictures and movies to tell a story
7. Art school focused in the elaboration of dishes

## Useful Phrases for a Debate (page 99, activity 8)

<b>Introduce ideas</b>	<ul style="list-style-type: none"><li>• <i>Let me tell you that...</i></li><li>• <i>You'll never guess...</i></li></ul>
<b>Emphasize</b>	<ul style="list-style-type: none"><li>• <i>It is a fact that...</i></li><li>• <i>Seriously...</i></li></ul>
<b>Express agreement</b>	<ul style="list-style-type: none"><li>• <i>Of course!</i></li><li>• <i>Exactly! That is just what I...</i></li></ul>
<b>Express disagreement</b>	<ul style="list-style-type: none"><li>• <i>I think it's quite the opposite...</i></li><li>• <i>Never let it be said...</i></li></ul>
<b>Use neutral language</b>	<ul style="list-style-type: none"><li>• <i>Some people are forgetting to...</i></li><li>• <i>It might help if...</i></li></ul>
<b>Express emotions</b>	<ul style="list-style-type: none"><li>• <i>I feel frustrated when...</i></li><li>• <i>It makes me feel so...</i></li></ul>
<b>Involve others</b>	<ul style="list-style-type: none"><li>• <i>What do you think...?</i></li><li>• <i>Why don't you tell us...?</i></li></ul>
<b>Ask for clarification</b>	<ul style="list-style-type: none"><li>• <i>I didn't understand, could you rep...</i></li><li>• <i>I'm not sure I got your point; can you say it again?</i></li></ul>
<b>Paraphrase</b>	<ul style="list-style-type: none"><li>• <i>Do you mean that...?</i></li><li>• <i>So, what you're saying is that...</i></li></ul>
<b>Conclude</b>	<ul style="list-style-type: none"><li>• <i>So far we have discussed...</i></li><li>• <i>To summarize I think...</i></li></ul>

180

<u>Name</u>		<u>Group</u>	
<u>Team</u>		<u>Date</u>	
The qualification I would give myself is		Because:	
The qualification I would give my team is:		Because:	

<u>Name</u>		<u>Group</u>	
<u>Team</u>		<u>Date</u>	
The qualification I would give myself is		Because:	
The qualification I would give my team is:		Because:	



Appendix C.C      Evidences  
Appendix C.D      Evaluation deliveries

The deliveries of the third practice peer evaluation, documenting students response as well as their performance during the last activity.

<p>Club de los 27</p> <p>Qualification I would give myself is :</p> <p>9</p>	<p>Date 16/Marzo/22</p> <p>Because:</p> <p>No participe mucho</p>
<p>Qualification I would give my team is:</p> <p>9</p>	<p>Because:</p> <p>pudo estar mejor</p>
<p>Qualification I would give myself is</p> <p>8</p>	<p>Date 16 / Marzo / 2022</p> <p>Because:</p> <p>por que participe y hable segura pero con algunas Fallas</p>
<p>Qualification I would give my team is:</p> <p>10</p>	<p>Because:</p> <p>por que su participación fue buena y tenemos mucha información</p>

n   Lady di	Date   16/03/2022
calification I would give myself is  10	Because:  Por que tuve buena pronunciación (iguess) y vine preparado.
qualification I would give my team is:  8	Because:  algunos no hablaban en ingles pero los que sí lo hicieron bien.

m   Z7 Club	Date   16/03/22
calification I would give myself is  3	Because:  Because I help and contribute to my team with information and organization
qualification I would give my team is:  0	Because:  I Feel they worked very well explained the subject well and argued excellent apart from being organized very well to participate