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GRADE SECONDARY SCHOOL STUDENTS”**

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Index

Introduction.....	8
Context.....	9
Physical context.....	9
School History.....	10
Social Context.....	10
Interior context of the school.....	11
School facilities.....	11
School’s Staff.....	12
Number of students and health protocols due to the COVID-19 pandemic.....	12
Context in the classroom.....	14
Description of the Case Being Studied.....	15
Relevance of the topic and personal and academic purposes.....	15
Competences that were developed during the practice.....	18
Key Questions This Case Will Attend.....	19
Chapter I. Action Plan.....	20
Diagnostic of the group of study.....	20
Placement or diagnostic test.....	20
Learning styles test.....	24
What is known about the topic?.....	28
Writing.....	28
Grammar Mastery.....	32
Cohesion and coherence.....	34
Explicit instruction.....	36
Methodology.....	40
Chapter II. Reflection and evaluation.....	44
The strategies.....	45
Descriptions and reflections of the didactic sequences.....	47
First Practice Period.....	47
Sessions one, two, three and four, out of nine.....	47
Session 5. Applying, Answering and Reporting an Interview.....	50
Reflection.....	55
Session 6. Creating the Likes and Dislikes Poster.....	56

Reflection.....	58
Analysis of students' production.....	60
Second Practice Period	66
Descriptions and reflections of the didactic sequences.....	69
Pre-writing.....	69
First, second and third sessions.....	69
Drafting	72
Session four. The beginning of the tale.....	72
Revising. Feedback on the beginning of the tales.....	75
Reflection. Session 4.....	76
Drafting.....	77
Session five. The body of the tale.....	77
Revising. Feedback on the body of the tales.....	83
Reflection.....	84
Final Drafting and Editing	86
Session six. The end of the tale.....	86
Publishing.....	89
Session seven. Final version.....	89
Analysis of results and final reflections for the practice period.....	90
Final evaluation.....	97
Chapter III.....	101
Conclusions.....	101
Appendixes	112
References.....	178

Introduction

This Professional Practice Report is an analytic and reflective document that was developed in two practice periods during the school year 2021-2022 in the Secondary School Jaime Torres Bodet, address Nicolás Zapata Av. #201, De Tequisquiapan, in a first grade middle school group. Due to the pandemic situation, the school divided the groups in two halves, and the dates set by the official practice periods calendar only made it possible to carry out the project with one of the halves of the group, made up of twenty students.

When working for the first time with the study group, and based on a diagnostic test and a learning styles test applied to students, the need for more practice and guidance to develop their writing skills was observed, as well as improvement in their grammar mastery. Taking this as the purpose of the study, and as a response to the way in which the group reported to best respond, it was then decided that explicit instruction would be the approach to achieve the goal of the project.

This document consists of an introduction and three chapters in which the theory and development of the phases of the study are described. In the first part, the introduction, the context of the school and the focus group, as well as the justification of the choice of topic, the objectives and competences that were developed during the practice are outlined.

In the second chapter, the action plan, the diagnostic that was carried out to determine the needs of my students is presented, as well as the theory behind what was done throughout the study, obtained through research on what authors said about the topic. The methodology followed during the study is also described in this chapter.

In the second chapter, the strategies that were used during the didactic sequences are described and reflected over, focusing on the positive aspects of the sequences and the areas of improvement, as well as in the progress of students. And finally, in the last chapter the conclusions on the results, progress and areas of improvement are made, focusing on what was done correctly, what could have been done better, and actions to take in future teaching experiences.

Context

Physical context

The study was carried out at the Secondary School Jaime Torres Bodet, address Nicolás Zapata Av. #201, De Tequisquiapan, with postal code 78000, in San Luis Potosí, S.L.P (Figure 1). The school is located on the corner of Nicolás Zapata Avenue and Pedro Moreno Avenue, which are two main roads in the city center. These avenues are usually crowded and the traffic is heavy most of the time. Next to the school there is a hospital from the Instituto Mexicano del Seguro Social (IMSS), and the noise from the ambulances, buses, cars and other vehicles are often distracting factors. In front of the middle school, there is also an educative center made up of two elementary schools and the Benemérita y Centenaria Escuela Normal del Estado de San Luis Potosí.

Figure 1. *Map of the location of the school*



School History

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 Potosi, professor Manuel López Dávila, acquired the property and started the construction of what nowadays is the clinic 01 from the IMSS, but 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), forming four groups. 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”.

When deciding the name for the school, the proposal was to name it after Dr. Jaime Torres Bodet due to his merits and services to the country, and also because he was an educator. Jaime Torres Bodet was born in Mexico City on April 17th, 1902. He was an essayist, poet, politician and Mexican diplomat, who was also the Secretary of Public Education from 1943 to 1946 and General Director of the UNESCO from 1948 to 1952. He had the opportunity to visit the school one week before his death, in March of 1974.

The school has become one of the most popular and representative institutions in the city, for its good educational level and outcomes, with more than seven hundred students divided into eighteen groups in two shifts: morning and afternoon.

Social Context

As mentioned before, the location of the school is in the city center. The institutions that surround the school provide different services that play an influential factor, which may well play in learners' favor, when it comes to security, health and educational matters, as there is

vigilance and health services as well as school supplies shops and supermarkets close to the facilities. Making almost anything from their basic living needs list at their disposal.

Students come not only from neighborhoods near the school, but also from all around the city; the school is very popular, and it is recognized as one of the best public secondary schools in the city.

Interior context of the school

School facilities

There are 18 groups in the school, each having one classroom, which are divided in three levels of one building, each level being for one grade, and there is one prefecture's office in each level. There are two laboratories, one for biology and chemistry and one for physics, 9 workshops and two audiovisual rooms, a library, two sport courts and a civic yard. There are no projectors in the classrooms, which means that when teachers need to use audiovisual material they have to previously book the use of the audiovisual classrooms with the vice-principal. In one of those classrooms there is a projector, and in the other one there is a tv screen. Teachers have to bring their own computers to connect them to the resources.

There is also a set of bathrooms for students and one for teachers, but students are allowed to enter the teachers' set when it is necessary. The school regularly has its basic services such as running water, as well as electricity and internet, but the latter's password is only provided to teachers, not students, since they are not allowed to bring devices, and when they need the internet they can go to the audiovisual rooms.

When students are not feeling well or have a special situation with a teacher they are sent to the social work office, located in the center of the civic court, and where also parents are received to treat any situation related to the education of their children.

School's Staff

There are approximately fifty people from staff in the school, including the principal of the school, Verónica Villalón Lara, the sub-principal, Blas Contreras Cisneros, approximately twenty five teachers, of whom all have a specialty in education (for the subject they are in charge of), and support workers, which include cleaning and administrative personnel. There are eight secretaries, four computer managers, a library manager, a psychologist, a social worker, three prefect teachers and six cleaning staff members. The latter are the ones who take care of the entrance and exit of the school from students, teachers, personnel and external people. They usually stay near the main entries to control the access. They also provide students with supplies they need during the day.

Number of students and health protocols due to the COVID-19 pandemic.

During the morning shift, there is a population of approximately seven hundred students, divided into eighteen groups of approximately forty students each, six groups for first grade, six for second and six for third grade (a, b, c, d, e, f).

Due to the COVID-19 pandemic, the teaching modality went through different changes.

When the health authorities allowed it, students would attend face-to-face classes, but the groups were divided into two or three subgroups, depending on the number of infections in the city. Each subgroup would attend one week to face-to-face lessons, and then would work from home while the rest of the subgroups were at school. When the government

declared a lockdown alert (which happened at different points during the school year when the number of infections increased in the city), the modality changed to online classes. All of these sudden changes called for immediate remedial work, planning and redesigning from behalf of all administrative school staff, be it principals, coordinators, head teachers and teacher trainees.

In the case of the focus group of this study, when the modality changed to an entirely online one, the head teacher sent activities through the WhatsApp group, and students had to send them through the Google Classroom platform or WhatsApp private message so the teacher could check them. When working face to face, the subgroup that was at school worked with the teacher in class, and the rest of the group that was working at home, was sent activities so they could work on their own, To check homework and classwork, the head teacher asked students to send pictures of their activities to the classroom courses, or took students' notebooks and checked them.

The first months of the school year, from December to September, authorities allowed the school to open its doors again. The groups were divided into three parts. Every week, a different part of the group attended face to face classes, while the other two thirds stayed at home and received activities to work on their own. During the three weeks that these subgroups were at school, the same lesson plan was repeated so all students received the same face to face instruction from teachers.

In January, after the Christmas holidays, the number of infections in the city increased, and authorities decided to work in an online modality for approximately one month. Once the pandemic situation allowed the schools to open their doors again, it was

supposed that the entirety of the student population had to be back in the classroom. However, the authorities from the school decided that, taking into consideration the facilities of the school and the number of students, it was better to continue working with a hybrid modality.

It was decided that instead of three parts, groups would be divided in two parts. One week the first half attended classes, and the following week the second half received face to face lessons. The half of the group that stayed at home was assigned work to do on their own, and the lesson plans were repeated two weeks, so students from the two halves received the same classes.

Context in the classroom

The focus group for the project was the first grade, group F. There were a total of 40 students, 20 of them were girls and 20 were boys. In class there was not usually a lot of struggle to make students participate. Students' previous knowledge consisted mainly of vocabulary about topics like family members, food, some verbs and present simple tense.

During the pandemic, when they were working in an online modality, they were sent activities through WhatsApp messages or received classes through synchronous sessions via different platforms. When working online, the whole group would do the activities, when attending face to face classes, it would be divided into sections; each subgroup would have classes one week and stay at home while the other subgroups were at school.

During the first months that students attended classes in the classroom, from September to December, there could not be more than twenty students in closed spaces, and their seats were

separated by one meter from each other. They were not allowed to work in teams, share materials or take their masks off.

By the end of February, and taking into consideration the decrease of infections, some of the measures inside the classroom changed, allowing students to share some materials and work in teams, always taking basic precautions like constantly using antibacterial gel, wearing masks and keeping a safe distance.

Description of the Case Being Studied

Relevance of the topic and personal and academic purposes.

As a middle and high school student, I was able to observe and experience what it was like having three English lessons per week and feeling that this was simply not enough to fully practice my productive skills (writing or speaking); it was obvious how my teachers made their biggest efforts to provide moments of production but time issues and the number of students within the groups did not allow it most of the times. But back then I had no idea what was the background in the whole act of teaching and learning, of how every single action that happened inside the classroom had a specific purpose, even if it did not seem like that.

By the time this study was carried out, the worldwide health situation had caused uncertainty in many aspects of life, education being one of them. Before the work had started with the focus group, about sixteen months of pandemic had elapsed, and the end of it was not close. During this time, students had received education in different modalities, however, not all of them had had the same opportunities to access education. Problems with internet connection, the lack of devices, the COVID disease itself, were factors that may have impeded learning. I had worked

with other groups in the same middle school before the study, and therefore, had already been able to see firsthand these obstacles.

From this experience I was also able to observe that students received very little practice in all the four macro-skills of language (reading, writing listening and speaking); it was hard both for students and teachers because there were only a few, if any, opportunities to receive or give assessment in the moment of the class; teachers could not be sure that students were actually paying attention or working in class, or if they were making mistakes in the exercises because they were only seeing them through a screen.

The previous, heavily influenced my decision to focus this study on writing. My reasoning behind this was and is that writing is commonly the way through which learning is assessed, when students are asked to answer exercises, to write sentences, or to answer a test, and it is also a skill that helps to develop thinking, communicative and problem solving skills when learning a language. When we write, we have to think of and process what we are going to write and do it correctly. This is very useful because we not only memorize grammar rules, we acquire them and put them into practice when producing language. From my experience as a student, being able to write a language correctly often gives you confidence to deal with other skills, like reading or speaking, because we visually imagine the language.

By the end of the level of middle school, students are supposed to be able to sustain interactions and adapt their performance through various oral and written texts in a variety of communication situations, and to analyze some aspects that allow improving intercultural understanding, apply some strategies to overcome personal and collective challenges in the learning of a foreign

language, transfer strategies to consolidate performance in foreign language learning situations, use a simple but broad linguistic repertoire in a variety known and current-world situations, exchange information of interest, and to act with a neutral register in social exchanges within a range of situations (SEP, 2017).

Based on this, the second reason why I decided to focus on writing was because no matter the modality, if it was online or in the classroom itself, it was possible for students to practice it and get feedback on it, compared to other skills like speaking or listening; and the variety of material that students can or could be provided with is wider and they can interact with it on their own, enabling them to continue with the development of the competences they have to achieve by the end of this educational level, even if the conditions in the world are not ordinary.

After having decided the skill of writing as my focus of study, there was a need to be more specific in relation to the subskills. As the intention was to enable learners to produce longer texts, that is sentences longer than the average isolated short and nonfunctional sentence to simply practice a grammatical structure, and texts which would be similar to those produced in real-life situations, the focus therefore would be to develop my learners' cohesion, coherence, and grammar mastery in their writing, and as a response to the group's needs and the current situation, the previous would be carried out through the use of explicit instruction, this way, as an intentional side effect, minimize ambiguity issues arising when learners would be asynchronously and independently working and fulfilling tasks.

That being said, the general objective of the study, therefore, was *to improve students' cohesion and coherence in writing through the use of explicit instruction-based lessons*. Consequently, my sub-objectives being:

- *To use the explicit instruction approach to introduce grammar, vocabulary and other aspects of language necessary for the topics of the school year*
- *To design and implement periodic writing assignments to evaluate students' progress on cohesion, coherence and grammar mastery.*
- *To report back and reflect on learners' progress in order to appropriately assess , and ultimately*
- *To report back and reflect on my own practice as a means for professional improvement*

Competences that were developed during the practice.

When the modality of this document was chosen, I read the competences that were expected to be developed by a trainee teacher by the end of the major in English Language Teaching and Learning. The competences that carrying out the study helped me to develop were the following::

Generic competence:

- *Solves problems and take decisions using critical and creative thinking.*

Professional competence:

Design the teaching and learning processes according to the current approaches for the English language. Taking into consideration the context and the characteristics of students to achieve meaningful learning.

Disciplinary competences:

Diagnose age, cognitive, affective and psychosocial factors to intervene accurately in the teaching and acquisition of a second language.

Key Questions This Case Will Attend

Having previously stated the focus, the reasons, objectives and competences to develop with this study, I now proceed to outline the key questions this case will attempt to answer:

1. How did students respond to my explicit instructions to grammar, vocabulary and other language pieces?
2. Was my choice of assessment within the different lessons the accurate one?
3. Did the focus on coherence, cohesion and grammar mastery positively impact on students' writing development?
4. How did the use of explicit instruction-based lessons influenced students' performance in the classroom and task fulfillment?
5. What are the results of the comparison between my students' first written productions, and the final ones?
6. Did the increment in students' grammar mastery actually improved their coherence and cohesion skills?
7. Which strategies or activities worked better for students to understand the topics that were explained in class?

8. What indicators were taken into account to evaluate the improvement of writing coherence and cohesion skills?

Chapter I. Action Plan

Diagnostic of the group of study

In order to get an idea of the academic needs of the students from the focus group, there was the need to apply some diagnostic tools that helped to obtain information that was taken as a basis to start planning and taking decisions on the development of the research project. The tools and results are described and analyzed next.

Placement or diagnostic test

The focus of this document is to develop first grade middle school students' writing skills, specifically coherence and cohesion, whose development and improvement will be determined by the level of grammar mastery that students develop throughout the school year. A diagnostic test (Appendix 1) was designed based on the grammar structures and vocabulary that students are supposed to learn by the end of secondary school. This information was obtained by checking the book of Aprendizajes Clave. Lengua Extranjera. Inglés. (SEP, 2017).

All the topics from first to third grade were checked, both on the book of Aprendizajes Clave and some of the textbooks that students are given by the CONALITEG in the national territory for the subject, and the grammar structures and vocabulary included in the different topics of the program, being the basic structures *present simple, continuous, perfect, past simple and progressive, future with will, first conditional, comparative and superlative adjectives, reported speech*, among others. Vocabulary, mostly related to family members, everyday problems or

emergencies, vacations, parts of the body. The previous were extracted to create fifteen multiple-choice questions for students to answer.

After the fifteen questions, a simple writing exercise was set. A writing exercise taken and adapted from *The Learning English Teens, The British Council* (2012) webpage and categorized as a Beginners' A1 level exercise. Students were asked to read a short email from *Katie*, a Maltese girl introducing herself, talking about where she is from, her likes and dislikes and some general facts about her life. After reading the email, they had to write a response email, introducing themselves, talking about their likes and dislikes, their family and answering *Katie's* question to be her friend. A word limit was not established, so students were free to answer as much as they could with the knowledge they had, and since the same test would be applied again at the end of the school year, a comparison would be made between students' first response and their second one.

The writing exercise was simple, but as it required talking about oneself, there was a wide range of responses that could have been obtained, and even though students were given a list of facts to provide, they were free to give as much information as they could, depending on their knowledge and previous experience on writing exercises. Aspects such as the length of their response (number of words and sentences), whether the information was answered correctly (content) and the way in which students connected their ideas (cohesion and coherence), for example through the use of punctuation marks ~~only~~, or if they used connectors or other resources to link their ideas, etc. were all taken into account to evaluate the task and allot a mark. To evaluate this exercise, the aspects that were taken into account is the length of the response (number of words and sentences), if they answered correctly the information they were asked to include (content), and the way they connected their ideas (cohesion and coherence), for example through the use of

punctuation marks, or if they used connector or other resources, etc. The grading criteria can be seen in the following rubric (Table 1):

Table 1. *Rubric for the evaluation of the diagnostic exam.*

Aspect	Excellent (0.5)	Good (0.35)	Regular (0.15)	Insufficient (0)	Punctuation
Length	The response includes more than one sentence per aspect to answer (+4).	It includes at least one sentence per aspect to answer (4).	It includes less than one sentence per aspect to answer (-4), but more than only one sentence.	It includes only one sentence, or other information not related to the topic.	
Content	The response answers all the aspects indicated in the instruction of the exercise.	The response answers at least three of the indicated aspects.	The response answers one or two of the indicated aspects.	It does not answer any of the aspects.	
Cohesion and coherence	They answered through the	They answered through the	They answered through the use of	Their answer consists only of one sentence,	

use of logical	use of logical	understandable	which is not
complex	sentences	sentences	understandable.
sentences,	connected by	connected only	
which are	varied	by periods.	
connected	punctuation		
through	marks		
punctuation	(commas,		
marks and	periods, etc.)		
other			
resources,			
such as			
connectors.			

Total

The diagnostic test was applied to the first-grade group F, from a total of 40 students, 32 answered the exam. The results showed that most students were able to answer questions containing present simple and continuous, past simple and continuous, present perfect and comparatives and superlatives, in which half of the group got correct answers; however, most of them struggled with more complex structures, like reported speech, relative clauses and conditionals.

In the open question (question number nineteen in appendix 1), which was assessed manually/individually with the rubric (Table 1), approximately 31% (about 10 of the 32 students who answered the test) of the study group were *not* able to write the response email of the

exercise. Those ten students out of 32 either answered by only providing their email address, translating the email they had to read and reply to, or with nonsense responses. About 19% (6 students) of students wrote *short* responses with *simple sentences*, connected by commas or periods, but covered all the aspects they were asked to answer; 25% (8 students) of students wrote a longer answer, using connectors and punctuation marks and answered just the amount of information necessary to cover the aspects of the exercise; and finally 12% (only 4 students) of them wrote long answers, and provided extra information from what they were asked to answer, they used punctuation marks and connectors to link their ideas, and they followed the format of an email.

The previous results indicated that about half of the group had a medium to high level of proficiency in reference to the A1 level under the Common European Framework and in relation to the level they are supposed to have at this point, grammatically and linguistically speaking. The other half showed a low level of mastery in these areas, and difficulty understanding instructions or using L2 to answer.

From the verbal tenses that students are expected to master by the end of secondary school, there was a high percentage of students who did not know how to use them, which implied the need to provide instruction on these aspects so students could both increase their repertoire of lexical-grammatical knowledge and improve their writing skills.

Learning styles test

Apart from the learners' previous knowledge, it was necessary as a first instance to know the students' learning styles to accurately choose the strategies that would be more likely to work for learners. According to Felder and Silverman cited in Hernandez and Rodriguez (2011) learning

styles can be classified into 4 dimensions, visual-verbal, sensitive-intuitive, sequential-global and active-reflective, as seen in Table 2.

Table 2. *Learning styles by Felder and Silverman (Hernández and Rodríguez, n.d.)*

Style	Characteristics
Visual-verbal	The visual remembers best what they see. The verbal gets more out of words, written and spoken explanations.
Sensitive-intuitive	The sensing learner likes learning facts and solves problems by well-established methods and dislikes complications. The intuitive learner prefers discovering possibilities and relationships and likes innovation and dislikes repetition.
Sequential-global	The sequential gains understanding in linear steps and follows logical stepwise paths in finding solutions. The global learns in large jumps and solves complex problems quickly once they have grasped the big picture.
Active-reflective	The active style learner understands information best by doing something with it and likes group work. The Reflective style learner understand information best by thinking about it quietly first and prefers to work alone

Felder and Silverman's test serves as a basis to create teaching approaches that attend to the needs of students. This test consists of 44 questions, eleven for each learning style, with two

answers to choose. From the 44 questions, only 20 were extracted from the test to be applied to these groups, five per learning style, as a response of the short time there was to work with the group, and also to avoid overwhelming students. These 20 questions were organized on a Google Forms document for an easier distribution and response (Appendix 2).

According to the responses of students, and making a general analysis of the whole group, the results of the learning styles test were the ones in Table 3:

Table 3. *Learning styles test results; first grade group F*

Style	Result	Actions to take
Visual-verbal	The group showed a balance between the visual and verbal dimension [¹], leaning towards the visual one.	There is an opportunity to combine visual and auditory resources to teach students.
Sensitive-intuitive	The group showed a balance between the two dimensions, leaning to the intuitive one.	There is an opportunity to use systematic, controlled activities, but students would slightly prefer activities that require discovering new things through dynamic and non-repetitive tasks.
Sequential-global	The group showed a preference for the sequential dimension.	Students would prefer activities in which they are guided to what they have to do,

i.e., classes that lead them step by step to the lesson's goal.

Active-reflective	Students showed a balance between the two dimensions, leaning slightly to the active one.	The active style learner understands information best by doing something with it and likes group work. The Reflective style learner understands information best by thinking about it quietly first and prefers to work alone.
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¹ Check <https://www.orientacionandujar.es/wp-content/uploads/2015/11/Test-de-estilos-de-aprendizaje-de-Felder-Felder-y-Silverman.pdf> for the specific instructions on how to grade the Felder and Silverman Model test.

In general, with reference to didactic material and activities, there is a balance between the dimensions of types of (visual-verbal), as well as in the preferences in the class dynamics (active-reflective). Although the study group reported having a slight preference for intuitive-discovery activities, they also showed a tendency for sequential dynamics meaning that students also would rather be guided step by step by the teacher when learning a new topic. Reason for which the use of explicit instruction seemed to be a viable option, since it would combine a systemic dynamic with the opportunity for students to participate actively in the classroom. This methodology will be analyzed further in the document.

What is known about the topic?

Prior to the description and analysis of the results of the didactic sequences that were applied during the project, the following sections attempt to outline the most important concepts and techniques proposed by different authors that were taken as the theoretical basis for the design and development of the teaching strategies applied during the research project.

Writing

From a student and teacher trainee perspective, I have been able to observe that not a lot of practice is provided to fully develop the four fundamental skills on language learning (reading, writing, listening and speaking); listening is not usually practiced more than what students get to hear in the classroom, reading does not commonly goes further than a short text during class or as a homework, and some comprehension questions; writing and speaking mostly imply a few sentences or utterances to briefly practice vocabulary or grammar that was explained in class.

Writing seems to be one of the hardest skills to develop since it is a highly time-consuming one, and it does not only require students to remember the meaning of words, but also remembering, for instance, the correct writing of it, understanding and knowing how to put together full sentences and therefore, having some understanding of parts of speech, and knowing how to make the whole of it make sense.

Most of the time, writing is believed to be less necessary than speaking, since many think that communicating means only speaking, that knowing a language means only speaking and understanding it, but recent technology has made more evident the fact that writing is also communicating, for example, through text messages, posts on social media, emails in a professional context, adds, etc.

One of the most important reasons for helping students develop their writing skills is that writing involves a mental process in which there is time to plan, write and correct the mistakes that could have been made in the process, which also helps them learn as they go, constructing written texts, sentences, finding the correct words, etc. (Harmer, 1998). When speaking, the production of knowledge occurs simultaneously, as well as when listening, which makes it a little hard to process the language. On the other hand, when writing or reading, i.e., seeing the words, the sentences, the texts, there is a chance to take longer in processing the language. Some people, for example, prefer to write their discourse first, before they get to say it outloud, since they can make the corrections in the text, and not in the moment they are in front of the audience.

Now, developing writing in the classroom implies individual exercises and also collaborative tasks, and the difficulty of them may vary depending on the specific needs and characteristics of learners, and the participation of students in class, whether written or spoken, might depend on the type of activity set in class; for example, it is harder to write an argumentative essay than a cooking recipe, and a teacher might need students to participate more when creating a recipe (providing the structure, steps, ideas of meals, etc.) than when asking them to write an essay on a topic that was chosen individually. There are different levels of teacher control over activities, which creates a variety of activities to make students practice, therefore promoting the previously mentioned stages (Harmer, 1998) of planning, writing and correcting written production (Table 4).

Table 4. *Types of activities based on restriction level (Scrivener, 2005)*

Copying	Students practise forming letter shapes in a handwriting book, note down texts from the board, copy examples from a textbook, etc.
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Doing exercises	Students write single word phrases, sentences, etc. In response to very tightly focused tasks with limited options and opportunities for creativity.
Guided writing	Students are guided to write longer texts in quite restricted or controlled tasks by being offered samples, models, possibly useful language items, advice, organizational frameworks, etc.
Process writing	Students write what they want to, with help, encouragement and feedback from the teacher throughout the process of choosing a topic, gathering ideas, organizing thoughts, drafting, etc.
Unguided writing	Students write freely without overt guidance, assistance or feedback during the writing process, though a title or task may be set, and work may be marked later.

The level of complexity or challenge of the activities would depend on the English level of students, and the type of text (genre) that they are asked to write may depend on the context of the school; learners who live in the city may know what an email is, but not the ones who live in a small isolated community, and even if this were so, it is still important to expose all students to the global culture and technological advances, it is more useful for them to learn how to write a letter instead, since it is more meaningful to them.

Apart from their English level, taking decisions on what learners would be asked to write depends on what their interests are, their age and what would “not only be useful for them but also motivate them as well” (Harmer, 1998); in other words, if a teacher is working with elementary school learners, probably asking them to write a long essay might not be as motivating as writing a postcard, invitation, or simply a text message for a local friend or one abroad.

As mentioned before, instruction on writing is time-consuming and sometimes difficult since it is not only about knowing the meaning of words and phrases, but how to create correct new sentences and spell them correctly. However, writing is a fundamental skill that cannot be avoided, so it is necessary to find efficient and varied strategies to teach it and practice it, always taking into account the characteristics of the learners.

Some of the most important sub-skills of writing are grammar mastery, which refers to the knowledge that students have of spelling, sentence formation and meaning; and cohesion and coherence, meaning the structure of a text and the logic in their meaning. These skills are fundamental in order to produce well-constructed texts, with a logical organization and that convey the desired meaning.

Harmer (2010) distinguishes two types of writing instruction: *writing-for-learning*, which refers to writing tasks as a tool to practice language, and *writing-for-writing*, which focuses more on developing students' ability as writers, meaning that not only language form and meaning are aspects to evaluate, but also text structure, style, effectiveness, etc. Whether it is writing-for-learning or writing-for-writing, the author suggests focusing on three elements of writing: the *genre*, meaning the type of text students will write (an email, an essay, a poem, etc.); the *writing process*, which implies the planing, drafting and edition moments of a text; and the *building of writing as a habit*, that is, making writing tasks a frequent activity to do, and engaging students through the variation of task types so they feel interested in improving and consequently increasing their chances of success in writing activities. Focusing on these three aspects of writing would cause students to get used to writing in class, but also by engaging them they would also willingly practice on their own and that habit would be transferred to their lives

outside of school, increasing their experience and, as a consequence, their writing ability itself, and enable them to put it into practice in any context.

Ur (1996), just as Harmer, makes a distinction between the purpose writing may have in the classroom, and how it influences the way this skill might be taught. What Harmer calls writing-for-learning, she identifies it as using writing as a means, and writing-for-writing is for Ur *writing as an end*; she also talks about writing as a means and end, which means that it is also possible to develop the learner's writing skill as a writer and at the same time evaluate their use of language (form) or any other skill content.

What Ur makes is that there is not a *right* or *wrong* way to teach grammar, since the how depends on the characteristics of learners, and that instead of looking for a 'standard' of how to write, students should be provided with a range of strategies that might be useful for them during the process of writing, which involves stages such as planning, drafting/editing and producing; what is between the lines of that process might depend on the specifications of the teaching situation a teacher might find herself in.

Grammar Mastery

Grammar is commonly understood as the knowledge of structures and correct forms of writing a language. It is concerned with how words and sentences are formed, i.e. morphology and syntax, and their meaning; in order to understand the changes or adjustments caused by a grammatical rule in a sentence, it is necessary to know what happens to the meaning of it when a change occurs (Ur, 1996). The basic units of language that grammar deals with are the morpheme, word, phrase and sentence (Ur, 1996), which are explained in table Table 5.

Table 5. *Units of language (Ur, 1996)*

Unit	Meaning
Morpheme	A bit of a word which can be perceived as a distinct component: within the word played, for example, are the two morphemes play, and -ed.
Word	The minimum normally separable form: in writing, it appears as a stretch of letters with a space either side.
Sentence	A set of words standing on their own as a sense unit, its conclusion marked by a full stop or equivalent (question mark, exclamation mark). In many languages, sentences begin with a capital letter, and include a verb.

All these units together are part of texts. But it is not only a matter of putting them together, it is necessary to organize them (Hestningsih, 2016) correctly, just as the rules of a language state; the quality of texts is evaluated by how cohesive and coherent they are. These two characteristics are analyzed in the following section.

There are different opinions on how grammar should be taught, whether it should be done deductively, showing students how words and sentences are formed with all the technicalities it implies, or inductively, guiding students to discover form through a variety of materials that make it evident. After a lesson focused on the explanation of a grammatical structure, Ur (1996) advises to reflect on the way a lesson was delivered through the following questions:

1. **The structure itself.** Was the structure presented in both speech and writing, both form and meaning?
2. **Examples.** Were enough examples provided of the structure in a meaningful context? Are you sure the students understood their meanings?
3. **Terminology.** Did you call the structure by its (grammar-book) name? If so, was this helpful? If not, would it have helped if you had? What other grammatical terminology was (would have been) useful?
4. **Language.** Was the structure explained in the students' mother tongue, or in the target language, or in a combination of the two? Was this effective?
5. **Explanation.** Was the information given about the structure at the right level: reasonably accurate but not too detailed? Did you use comparison with the students' mother tongue (if known)? Was this/would this have been useful?
6. **Delivery.** Were you speaking (and writing) clearly and at an appropriate speed?
7. **Rules.** Was an explicit rule given? Why/why not? If so, did you explain it yourself or did you elicit it from the students? Was this the best way to do it?

Making an analysis of the lesson based on the previous questions would provide a teacher with more information on how things were done, how different they should have been done, what worked for the teacher and the learner, and what future actions should be taken in order to improve and enhance learning.

Cohesion and coherence

When reading a text, it is easy to determine if a text *feels* right; there are written productions that might be grammatically correct written, but the ideas of the text are not connected one with the other, or there might be cases in which sentences are grammatically incorrect, but the ideas and

central meaning are perfectly organized, connected and clear. This has to do with two central aspects of writing: cohesion and coherence.

Cohesion refers to the “*text-internal relationship of linguistic elements that are overtly linked via lexical and grammatical devices across sentence boundaries*” (Menzel, Lapshinova-Koltunski & Kunz, 2017). If students do not have enough knowledge on grammar and vocabulary, writing cohesive texts may be difficult for them. They might be able to write a text, but their ideas could not be linked together in a way that the text is logical and easy to read. Because of this, if students’ writing cohesion is aimed to be improved, enough information and guidance on the use of grammatical structures must be provided.

Harmer (2007) distinguishes two types of cohesion; the first one is *lexical cohesion*, i.e., the words that are used in a text; the cohesive devices that can be used in order to achieve a lexically cohesive text are the *repetition of words*, which refers to the fact that in texts, some words are repeated to constantly connect ideas to the central topic of the text. The other lexical cohesive device is the use of lexical sets or ‘chains’. This refers to groups of words that interrelate to each other as the text progresses, in order to create a logical sequence of ideas.

The other type of cohesion mentioned by Harmer is *grammatical cohesion*, which is also can be achieved through different cohesive devices like *pronoun and possessive reference*, used to avoid the over repetition of nouns, *articles, tense agreement* (using the same tense in the whole text, or tenses that can be chronologically related), *linkers, substitution and ellipsis*.

However, cohesion and coherence are not the same thing. Meanwhile cohesion refers to how a text is grammatically and lexically correct, coherence focuses on how a text is logical and conveys meaning, how it makes sense (Bae, 2001). Coherence is very often achieved through the

way in which the writer sequences information, which helps the reader understand the author's purpose and line of thought (Harmer, 2007). A text can be perfectly cohesive, with the ideas and words linked lexically and grammatically correct, but make no sense in meaning. This is why developing these two subskills is so important.

Explicit instruction

When there is a need for an effective use of time and resources in classrooms -just as during the COVID-19 pandemic- efforts have to focus on getting students to learn and master content in as little time as possible. In the case of language learning, lessons must provide students with enough input and output opportunities so they can practice the language. However, due to the current situation, the time learners spend in the classroom is the only means teachers have to give students guidance and instruction so when students are home they can work on their own, which is why the little time the learners are in the classroom, must be used wisely and both teachers and students must take as much advantage from it as possible.

Explicit instruction is an alternative to make an effective use of time in the classroom to provide students with both modeling and practice of the language through teacher lead activities that decrease the quantity of time that could be wasted or spent in non-structured activities. Explicit instruction is, as its name says, an unambiguous and direct approach to teaching that is characterized by the scaffolding of students' learning process through the use of clear explanation and demonstration of the target skill that needs to be developed (Archer & Hughes, 2011).

When using explicit instruction, the teacher has control over what, when and how activities and information are delivered. Lessons and topics are divided into small steps that serve as

scaffolding to aid students develop a specific or a set of skills. When designing a lesson, some of the elements that must be taken into account are, as summarized by Archer & Hughes (2011), the following:

Figure 2 The sixteen elements of explicit instruction (Archer & Hughes, 2011)

1. **Focus Instruction on critical elements** – teach skills, strategies vocabulary terms, concepts and rules that will empower students in the future and match student’s instructional needs.
 2. **Sequence skills logically** – Consider several curricular variables, such as teaching easier skills before harder skills, teaching high-frequency skills before skills that are less frequent in usage, ensuring mastery of prerequisites to a skill before teaching the skill itself.
 3. **Break down complex skills and strategies into smaller instructional units**- Teach in small steps.
 4. **Design organized and focused lessons**- Make optimized use of instructional time. Make sure your lessons are organized, sequenced, and focused.
 5. **Begin lessons with a clear statement of the lesson’s goal and your expectations** – Tell learners clearly what is to be learned and why it is important.
 6. **Review prior skills and knowledge before beginning instruction** – Provide a review of relevant information. Verify that students have the prerequisite skills and knowledge to learn the skill being taught in the lesson. This element also provides an opportunity to link the new skill with the other related skills.
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7. **Provide step by step demonstrations** – Model the skill and clarify the decision-making processes needed to complete a task or procedure by thinking aloud as you perform the skill.
 8. **Use clear and concise language** – Use consistent, unambiguous wording and terminology.
 9. **Provide an adequate range of examples and non-examples** – In order to establish the boundaries of when and when not to apply a skill, strategy, concept, or rule, provide a wide range of examples and non-examples.
 10. **Provide guided and supported practice** – In order to promote initial success and build confidence, regulate the difficulty of practice opportunities during the lesson, and provide students with guidance in skill performance.
 11. **Require frequent responses** – Plan for high level of student-teacher interaction via the use of questioning. Having the students respond frequently (i.e., oral, written, or action response) helps them focus on the lesson content.
 12. **Monitor student performance closely** – Carefully watch and listen to students' responses, so you can verify student mastery as well as make timely adjustments in instruction if students are making errors.
 13. **Provide immediate affirmative and corrective feedback** – Follow up on students' responses as quickly as you can. Immediate feedback helps ensure high rates of success and reduces the likelihood of practicing errors.
 14. **Deliver the lesson at a brisk pace** – Deliver the instruction at an appropriate pace to optimize instructional time, the amount of content that can be presented, and on-task behavior.
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15. **Help students organize their knowledge** – Because many students have difficulty

seeing how some skills and concepts fit together, it is important to use teaching techniques that make these connections more apparent or explicit.

From

the

16. **Provide distributed and cumulative practice** .– Distributed practice refers to multiple opportunities to practice skill over time. Cumulative practice is a method for providing distributed practice by including practice opportunities that address both previously and newly acquired skills.

sixteen

elements of explicit instruction, the ones that might be more useful in order to develop writing cohesion, coherence and grammar master, as well as to make an efficient use of time in the classroom, which is fundamental due to the situation of uncertainty in the world caused by the COVID-19 pandemic and the short duration of this study, are the ones focused on the division of complex linguistic elements into smaller, understandable units that have to be introduced following a sequence that enables students to assimilate language to, subsequently, use it to create written productions.

Along with the scaffolding of topics in small units, in class, the activities will consist mainly on group drilling and modeling strategies that permits an efficient use of time in the classroom, and some strategies to provide feedback will be put into practice to make sure that students receive the assessment necessary to show an improvement in their performance.

Even though the use of explicit instruction is synonymous with a teacher-controlled practice, it does not necessarily mean that it is a teacher-centered approach. As it can be seen in *Figure 2*, explicit instruction requires an active participation and interaction from students. The teacher is the one who guides that interaction, but constant response from students must be elicited.

A lesson based on an explicit instruction approach consists of modeling and practice stages; it goes from controlled to freer practice as the lesson progresses. The basic sequence of the explicit instruction model includes the following stages (Roger Alphonse & Leblanc, 2014):

- Modeling the practice (I do it). In this stage, the teacher shows (models) how a task must be done as it is being done. At this point of the lesson, students are told exactly how, what and why the teacher is explaining the topic.
- Guided practice (we do it). In this stage, students along with the teacher do some exercises based on the topic that was modeled. Activities in this part are group-conductive, and the teacher has the opportunity to monitor to what extent students understood the explained or modeled topic.
- Independent practice (you do it). At the end of the lesson, students are given the opportunity to apply the topic that was modeled in previous stages. This part of the lesson may also serve as an indicator of the need for more modeling.

Methodology

The study consists of four phases. The first one is observation, in which the focus group was observed to obtain basic information that helped us with the design of the tools for the following phase (number of students, modality of education and protocols due to the pandemic, strategies that head teachers use, students attitudes, etc.). The second phase is the diagnostic, in which a test that consists of two sections was applied. In the first part, students were asked to answer 15 multiple choice questions to evaluate their grammar use. In the second section of the test, they were asked to read an email from a Maltese girl and to write a response to that email following some questions given. The same test will be applied at the end of the year with the purpose of

making a comparison between the level of students at the beginning and at the end of the school year.

During the weeks of practice, the contents (topics) from the school year will be divided into smaller units (mostly depending on the grammar structures, vocabulary and other aspects of language or of the topic that may be necessary to master in order to complete the activities of the content). At the end of each topic (which might be weekly or longer), students will be assigned a product that will require them to write texts (o other writing products such as posters, instructions, etc., depending on the topic) that will be evaluated with a rubric of writing accomplishment, which will assess grammar use, cohesion and coherence (the rubric is still to be designed). The rubric will be designed in a way in which it can be used for most of the written tasks to track students' progress.

The third phase was the first intervention based on the data obtained from the diagnosis, which lasted three weeks. During that time, explicit instruction was used in order to give students the language and explanations they needed in order to do their first writing production, which was a descriptive paragraph using present simple tense and some cohesive devices. The writing was graded with the rubric that was designed and will be adapted to all the productions from students; In the fourth phase, which will be the longer periods of practice, will be focused on developing students' writing skills, especially coherence and cohesion, which are two key aspects of the project.

When not at practice periods, the work on the theoretical review continued, as well as in the analysis and reflection of students' performance and results from practice periods, and the planning of the next intervention. The distribution of the activities can be seen in Table 6.

Reflections on results of diagnosis and planning next intervention. Continue research on theoretic aspects of document	
First intervention. Firs writing production from students.	
Reflections on results of first intervention and planning next intervention. Continue research on theoretic aspects of document	
Final phase. Intervention to get the last evidence.	

Finishing
document

Last revision
of document

Chapter II. Reflection and evaluation.

As previously mentioned within the first chapter of this document, the main objective of this study was to better develop students' writing skill and, by this, aspects such as cohesion, coherence and grammar were to be the main focus within a group of students of first grade of middle school through the use of explicit instruction.

This second chapter seeks out to outline the specific strategies which were implemented as a response to what the previously mentioned experts suggest. The following pages will focus on a brief summary of what these strategies consist of, as well as the tools that were used to keep track of and evaluate students' progress.

Secondly, the didactic sequences or lessons from the two intervention moments in which the previously mentioned strategies were implemented will be analyzed. These sequences are described and an analysis and reflection on the outcomes of each of these lessons will be made. The sequences that are described in detail are the ones that contributed more directly to the development and improvement of the writing skill, and the ones that focused mostly on grammar and general information of the topic are more briefly described. A general reflection for each intervention is included at the end of each section.

The strategies.

Archer & Hughes (2011) proposed sixteen principles of explicit instruction-based lessons (see Explicit Instruction section in the previous chapter). From those sixteen principles, the ones that were taken as central for the development of this project were:

- Break down complex skills and strategies into smaller instructional units.
- Design organized and focused lessons.
- Begin lessons with a clear statement of the lesson's goal and your expectations.
- Review prior skills and knowledge before beginning instruction.
- Provide step by step demonstrations.
- Provide guided and supported practice.
- Require frequent responses.
- Provide distributed and cumulative practice.

In attention to these principles, for the interventions, lesson plans were designed with sequences that had final small projects; the language that would be needed to fulfill these small projects was distributed into the number of lessons necessary for it to be explained and practiced enough to enable students to, finally, produce the language and complete the project. The number of lessons in which the projects were divided varied depending on the length of the practice weeks, the language of each topic and the complexity of each project.

In each session, students were informed of the goal of the lesson and their previous knowledge (to the content of the class) was constantly elicited, distinct types of drills were carried out, and guided practice and step by step demonstrations of the language were also constantly carried out at different points within the lessons.

During the second intervention, Tompkins' (cited in Laksmi, 2006) approach to writing and its five stages, prewriting, drafting, revising, editing and publishing, was implemented in order to carry out a writing project; these steps were used as a way of scaffolding, following the principles of explicit instruction, therefore moving from assisted and controlled tasks to more independent work as Faraj (2015) recommends.

As a means of evaluation, different tools with different purposes were used. First of all, control lists were used to keep a register of the activities that students did in time and form. Every activity had a specific value for the final grade, so with the list it was possible to make an addition with all the percentages from each one of students' activities to get the final grade. The grade for each activity depended on aspects like the date students handed it in (if it was before the due date and time, or if the activities were sent with delay) and the quality of them (Controlled exercises were given a grade based on the number of correct answers.) Projects were evaluated with a rubric, where aspects were adapted depending on the activity. The rubric articulated, as Saddler and Andrade (2004) suggest, the expectations for an assignment by listing the criteria, or 'what counts' and describing levels of quality from excellent to poor, this helped to see the different levels of progress, improvement and performance within students.

In order to see how much improvement was shown in students' writing skills, a diagnostic exam was applied before the first intervention, and another test with a similar structure and type of exercises was applied at the end of the second intervention. The focus of the comparison was the writing exercise of the exam. Both questionnaires, required students to write an email answering different questions; there was no limit of words or specific language forms (e.g., verb tense, sentence structure, etc.), students were free to answer with what they knew, and as much as they

were able to, based on what they learnt during the development of the study; this then would allow students to express interests, preferences, and freely use their learning styles to fulfill the activity.

Descriptions and reflections of the didactic sequences.

For privacy reasons, students in the descriptions of the didactic sequences will be referred to as ‘Student X or Y’ and the initials of their names. If there are two students with the same name, initials from last names were also used so each student had a different denomination. The names of students are used to show who, how often and how accurately these participations were produced; these were registered from video and audio recordings taken in some sessions along the development of the project (recordings are at disposal for clarification if necessary)

First Practice Period.

November 29th to December 17th 2021

For the first practice period in which activities aimed to develop these subskills were applied, the topic was *to Exchange likes, dislikes and compliments in an interview*, which was assigned by the head teacher and extracted from the national educational program for middle school, Aprendizajes Clave. Lengua Extranjera. Inglés. (SEP, 2017).

The grammar focus of the practice weeks was present simple tense, in affirmative and negative forms for first and third person, and interrogative form for second person. The focus on writing coherence, cohesion and grammar mastery would be developed through a project that consisted of writing a descriptive paragraph about the likes and dislikes of a classmate.

Sessions one, two, three and four, out of nine.

As mentioned in the introduction of this chapter, one of the principles of explicit instruction is the division of complex skills, strategies and language into smaller units (Archer & Hughes,

2011). For the final project, a poster with a descriptive paragraph about the likes and dislikes of a classmate. The information that was going to be included in the paragraph, would be obtained through a written interview, which would be designed by students. To do this interview, students had to use simple present in affirmative, negative and interrogative forms, for first and second person. After the interview was applied, students had to report the answers of a classmate, for which they had to use simple present in affirmative and negative forms in third person.

All of these forms of the simple present tense were broken down into four sessions. The first session (lesson plan in appendix 3) focused on the explanation, practice and production of the affirmative and negative forms of simple present in first person, through the use of strategies like explicit instruction, recasting, drilling and elicitation. At the beginning of the class, students were informed of the reason why they were being presented to that tense and what they would use it for, and then the activities were carried out, in response to what Archer & Hughes (2011) suggest when they propose to clearly state the lesson's goals so students know what are the expectations for their performance.

The production of the class was a Christmas ornament with two sentences in present simple talking about the students' own likes and dislikes (evidence in Appendix 3.1), which was revised and the mistakes were marked in the same ornament.

The results of this production exercise were used for decision making purposes; they were not given back to students, but the numbers of students who made mistakes and of the ones who did not were the basis to the decision of continuing with the explanation of the next unit, since most students were able to write the sentences with none or few mistakes. There were students who did not accomplish the goal of the first session (they were not able to write the sentences), but the number was not too high, so the decision of continuing to the next unit was made, and in

further sessions, there would be an opportunity to provide more practice for the students who were still confused.

The second session (lesson plan in appendix 4) was destined to the explanation, practice and production of present simple tense in affirmative and negative forms, but for third person. Once again, the strategies that were constantly used during the session were recasting, elicitation and different types of drills. The production for this second session was a semi-controlled exercise in a worksheet that was given to students. In that exercise, learners had to write sentences about the likes and dislikes of a fictional character, using the structure of simple present for third person in affirmative and negative forms. The exercise was checked during the class and with the whole group, and based on observations on the group (the number of students who participated when sharing the answers, the mistakes made, etc.), the production exercise was taken as effective, and the decision was made to continue with the next unit. Again, would be an opportunity to provide more practice for the students who were still struggling with the structure.

The lesson plan for lesson three (appendix 5), was applied in the third and fourth sessions; the script or questionnaire for the interview was designed by students after they had been explained the use of the interrogative form in present simple, as well as the types of questions (open and closed) and their accurate answers. A review of the affirmative and negative forms of present simple for first person was carried out through group drilling questions and exercises in the fourth session, in order to demonstrate to students different ways to answer the different types of questions, and to provide the practice that was expected from previous sessions for the students who still had doubts about the grammatical structure and verb tense.

The goal of these four sessions was to provide students with the grammatical structures and vocabulary that they would need for the final project. The fifth and sixth sessions were focused

on the development of writing, which was the ultimate goal of the practice period. These last two lessons are described in detail in the following sections.

Session 5. Applying, Answering and Reporting an Interview.

1^oF (Subgroup 2) December 16th, 2021. 9:10 pm

The aim of the lesson was that students reported the results of a written interview, using simple present sentences for third person in affirmative and negative forms.

By the time this class occurred, the original lesson plans got delayed one entire class; for this session I had to merge the content from what was the fourth and fifth original lesson plans (appendixes 6 and 7). Instead of answering the interview in one class and reporting it in another one, students would answer the interview in the first half of the class, and they would report it in the second half. Because of this adaptation, some activities were left out, such as a worksheet and a small team game that had been planned, in order to give students enough time to finish their final project, which was the ultimate goal of these practice weeks.

After the usual greetings at the beginning of the class, the participation bags, which were a strategy to register attendance and to increase and keep record of participations (every time students participated, they would receive a badge; the number of badges was the same as the number of participations) and questionnaires of the interview that was previously designed by students, were handed out to their owners. When they all had their scripts, some of the questions were written on the board: one yes or no question, and two ‘wh-’ questions.

Tt: When you have a question that starts like this ‘DO YOU LIKE

Christmas?’ (making emphasis on the beginning of a question with a higher

voice pitch to elicit students to remember the accurate answers to each type of questions, that is, to activate their schema), how do you answer?

Remember the grammar table I gave you; you have it in your notebooks.

Students: - no response-

Tt: Ok, first, what does the question mean?

Student K: Te gusta la navidad?

Tt: Yes! ¿Cómo contestarían si alguien les preguntara eso?

Student B: Sí o no

Tt: Exactly! If you see a question that starts with 'Do you like...?', you have to answer with Yes, I do, or No. I don't (writing the two short answers under the question, and telling students to take notes, and to underline the beginning of the question and the two short answers, in order to enhance input and make it easier for students to make the connection between the type of question and its accurate answers). Now, when we have a question that starts with 'wh.', for example, What do you like doing on Christmas?... can we answer with "Yes, I do or No, I don't"?

Ss: No!

Tt: No! We have to answer with complete sentences. Como las que estábamos haciendo, the ones with I like, I love, I hate. For example. How do I say 'me gusta tomar chocolate'? Cómo digo 'yo'?

Student A: I

Tt: Yes! How do I say gustar?

Student K: like

Tt: Excellent! So *I like...* and then we need a verb with '*ing*'.

Student K: I like drinking hot chocolate! (she remembered that it was an activity they had already written in their notebooks).

Tt: Exactly! Thank you! So you can answer with one of those activities you have.

After that, more examples of answers were written on the board, and then students exchanged their questionnaires with a classmate and started answering their interviews (evidence in Appendix 7.1). I was monitoring their work by walking around the classroom and stopping with the students that had not answered any question, and helping them individually.

After some minutes I asked if they had finished. When they all said yes, I asked them to give the questionnaire back to the person they had exchanged it with. Once they had their answered interview, they were asked to take out their notebooks. I asked them if they remembered what their project would be, since they were informed at the beginning of the first week of class. They all told me that they were going to use paper markers, pictures, colors, etc., but they did not remember exactly what they had to do. I explained to them that they had to make a poster talking about the likes and dislikes of a classmate.

Then, they were explained how to change the answers they had gotten from the interview from first to third person:

Tt: In your interviews you have answers like this (points to the board), for example *I like decorating the house, I like visiting my family*. Right?

Ss: Yes!

Tt: Ok, pero la entrevista que tienen en sus manos no la respondieron ustedes, sino el compañero a quien entrevistaron. Entonces, tenemos que cambiar las oraciones. Instead of using I, we are going to use he or she. Si entrevistaron a una niña van a usar...

Student S: she

Tt: Yes! And if you interviewed a boy? ¿A un niño?

Student S: he

Tt: Yes! So, for example, if you have in one of your answers ‘I like visiting my family’, you are going to change it to He (or she) *likeS* visiting his/her family (making emphasis in the termination of the verb).

Students were asked to provide examples of the complete answers they got, and those examples were used to show students how to make the change from first to third person. Since feedback was not provided on students’ responses for the interview, they were following the examples that were done in the board, and if there were special cases in which they had trouble with an answer, because perhaps it was not correct, did not follow the structure, etc., I asked them to raise their

hands and show me the answer so I could help them interpret it and report it. After that, I gave them some minutes to change the sentences on their notebooks. Then, I continued with the yes or no questions.

Tt: So, you already changed the long answers that you got. Now, let's look at the questions that start with *do*. We were asking for a specific activity, for example, '*do you like receiving presents?*' If you got a yes, quiere decir que sí le gusta recibir regalos a esa persona. So, you will have to write *She (or he) likes receiving presents*. Y cambiamos dependiendo de la actividad por la que preguntamos. For example, if the question was '*do you like visiting the family?*', then ¿cómo quedaría la oración con *he* or *she*?

Student B: *He likes visiting the family*.

Tt: Exactly! But for example, if you got a 'No' in one of the questions, quiere decir que a la persona no le gusta esa actividad, entonces, ¿cómo decíamos 'no le gusta'?

Student C: *dislike*

Tt: Yes, but remember, you have to add the '-s' at the end of it. *Dislikes*. Or you could use what? ¿Qué significa lo mismo que dislike?

Student CA: *don't like*

Tt: Yes! But remember, we can't use '*don't*' with he, she and it, we have to use...

Student CA: *doesn't*

Tt: Exactly! *Doesn't like*. For example, '*She doesn't like visiting the family*'.

Then, students were given more time to report the answers from the yes or no questions. I monitored their progress by walking around the classroom and helping students who were struggling. After some minutes I asked if they had finished and they said they had; there were still around five minutes of class left. I decided to introduce them to how to gather all the sentences they had just reported into a paragraph. This was planned to be the introduction for the following class, but I decided to take advantage of the time and start. I just got to tell them to start the paragraph with the name of the person they interviewed (*She is _____/ He is _____*) and then continue with the sentences, and then I advised them to use '*and*' to link two sentences together, or '*but*' to contrast two opposite sentences. But the explanation was very brief, and before we could start writing the bell rang.

I asked them to give me their participation bags back and reminded them that for the following class we would need a bond paper, a picture of themselves, markers, colors, etc. for their posters.

Reflection

From the five sessions I had delivered with the group until that moment, I would say this was the most productive and effective one. All the activities that were done during the class were completed satisfactorily, and there was enough time to make sure all students had understood, even assessing some of them individually. They completed one of the most important steps of the creation of the final writing, which was the interview, and they were also given the chance to practice the sentences they had learned in previous sessions.

In previous sessions, the fifty minutes of class were not enough to finish all the activities that were originally planned for each class, which caused the lesson plans to get delayed. For this class, the number of activities to be done were reduced to only two: answering the interview and

reporting the answers. For both activities, the use of strategies such as drilling and scaffolding helped students to understand how to produce the language, they were asked to in less controlled practice moments further in the lesson, since the language they had to use the activities was constantly modeled throughout the lesson, for example, when asking one of the open questions and guiding students step by step to formulate an accurate answer, or to report an answer correctly.

In this class, just as in previous ones, there was an overuse of Spanish; It made it easier for students to understand how to report the sentences, which was something fundamental to continue with the sequence of activities needed for the final project. However, overuse is overuse, and it makes students dependent on translation instead of willing to use the target language, so perhaps preparing short instructions prior to the class, which students can easily understand, could have been a way to reduce the amount of L1 that was used in the classroom. My English level was higher than the one of my students, and sometimes it was hard for me to think of the way I spoke, the phrases and vocabulary that I used, the speed and complexity of my speech, etc., from my students perspective; being constantly aware of this situation might have helped to adapt the materials and instructions to their level, so they were exposed to the language as much as possible, and still understand the contents of the class.

Session 6. Creating the Likes and Dislikes Poster.

1°F (Subgroup 2). December 17th, 2021. 9:10 am

The aim of the final session was that students create a poster with a brief description of the likes and dislikes of a classmate, using the present simple structure *She/he loves/likes/dislikes/hates* followed by a verb ending in *'-ing'* (full lesson plan in appendix 8).

As usual, the greetings were the first interaction with students during the class. Then, they were asked to take out their materials for their posters. There were some of them who had not brought what they needed, but I had some extra paper and pictures for them.

Before they started making their project, a sample poster (Appendix 8.1) was pasted on the board. It was used to show students the structure they had to follow to write their paragraph. They were told that they had to first write the name of the person they had interviewed (*He is _____/ She is _____*), and then continue writing the sentences in third person, just as they were briefly explained at the end of the previous lesson. Again, as in the previous class, it was clarified that they could use ‘and’ to join two positive sentences, or ‘but’ to contrast a positive and a negative sentence. Some examples were written on the board and then students were given the rest of the class to make their poster.

While students were working, I was monitoring their progress by walking around the classroom and stopping in the little groups they had formed when working. When students had questions about how to write a sentence, or how to organize the information of the paragraph, they would come to me and ask me, and I would help them. They spent the class working on their posters, writing and decorating it, and I was constantly reminding them of the time. When there were five minutes left before the class was over, around nine students out of the seventeen that were in class had already handed in their poster. For the ones that did not finish, I told them that I would be at the school for the rest of the day, so they would have to look for me to give me their posters. By the end of the day, two out of the five students that were missing handed in the project. Later, in the afternoon, only one of the students that did not hand out the project at school sent me a message asking me to accept a picture of the poster because they did not have time to finish it at school.

Reflection

The rhythm of the class was calm, students were comfortably making their posters. In the previous class, students finished reporting the answers from the interview, so they already had a big part of what they needed for their project. What was missing in this session was in relation to the use of conjunctions (and/but), more practice on that was necessary to enable students to use them, showing them how to list several activities that they liked through the use of punctuation marks and these conjunctions, instead of showing them a simple short sentence and just mentioning that they could use '*and*' or '*but*' without modeling it.

During the six lessons, what was done according to explicit instruction was:

- The division of the skill and topic into small units: the final product was a descriptive paragraph about the likes and dislikes of a classmate. The information for the paragraph was obtained through a written interview. To do these tasks, they needed, first, to know how to express their own likes and dislikes, using present simple tense, which was the focus of the first class. Then, they needed to know how to write likes and dislikes sentences in third person, which was the second lesson's topic. For the third and fourth lessons the simple structure of an interview (greeting, Q&A, goodbye) and how to formulate questions to ask about likes and dislikes was explained, and they designed their interviews, using the grammatical information they were given; then, in the fifth session, they answered the interview, and reported the answers of their classmate, changing the sentences from first to third person. And finally, in the last lesson, they created their poster.

- The use of drills, scaffolding and guided practice activities, as well as modeling, to elicit the formulation of sentences and questions with the target grammatical structure, which was present simple in affirmative, negative and interrogative forms was constantly and purposefully carried out.
- Sessions began with a clear statement of the lesson's topic and its aim, as well as short review questions of the information seen in previous classes to help learners recall and recycle what they had learnt in previous lessons.

The use of all these strategies, I believe, made it easier for students to process and stay focused on the language and activities they were expected to do. When looking at the final productions, and how students were able to use the grammar structure correctly, I realized that the guided practice and modeling, as well as the scaffolding had been effective for some students. In the next section, an analysis on students' production is made in order to be more specific and concise about how many students did well, how many did not and some possible reasons behind it.

Time use was an area of improvement. Some activities could have been omitted or simplified in order to make a more effective use of the class time to model and explain to students the production of the target areas of language, which was the main goal of the practice weeks.

Problems with time use happened because of some reasons that were not under my control, but that could have been counteracted with different strategies like the simplification or omission of some exercises. This situation affected directly the final product because there was not enough time to explain to students how to use cohesive devices so they could write a paragraph instead of a list of sentences, which was what most students did, and that affected the way the posters were evaluated, since I couldn't ask them to use something they were not explained.

For future teaching experiences, things that I thought would be important to improve were the design of simpler activities that provide enough practice but not become repetitive, the awareness of time for each activity (for instance, using a digital timer and informing students of the established times). This way, the class time will be used to actually enable students to improve their writing skills, and not only to learn how to use a verb tense and fulfill the number of activities that were originally planned.

The vocabulary and instructions I used in the classroom were something that I think were important to improve too. Using less Spanish, easier or more familiar words for students, as well as instructions, might make it easier and faster for students to understand the content of the lessons.

Analysis of students' production.

When checking the products students handed in, the rubric (Figure 3) that was used to evaluate them was modified in different aspects: students were not explained how to justify their likes and dislikes (e.g. I like drinking hot chocolate because...), which was to be evaluated as an element of cohesion and coherence, so it was not taken into account for as a grading criteria. Also, students were not given practice on how to use the conjunctions 'and' and 'but' to link sentences and write a paragraph, it was only briefly mentioned in the last session. I decided to not modify the aspect that assessed the use of cohesive devices, because I wanted to see if students were able to use them, even if they only received a brief explanation. It was important for me to see how many of them knew how to use them, probably based on their previous knowledge on the language.

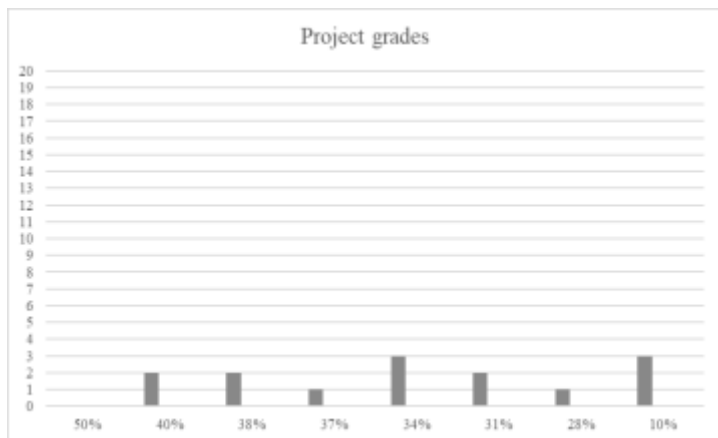
Figure 3. Rubric used to evaluate the poster.

RUBRIC
MY CLASSMATE'S LIKES AND DISLIKES (POSTER)

Aspect	Excellent (20)	Good (15)	Regular (10)	Insufficient (5)	Total per aspect
Length	The poster includes more than one sentence per question of the interview (5).	The poster includes at least one sentence per question of the interview (5).	The poster contains from three to five sentences.	The poster consists of only one or two sentences.	
Grammar	The poster is written in present simple and does not have any grammar mistakes.	The poster is written in present simple and has three grammar mistakes or less.	The poster is written in present simple, but four or less grammar mistakes.	The poster is written in present simple but has more than five mistakes OR is written with an incorrect or an inaccurate tense.	
Content	The poster contains likes and/or dislikes of the person, as well as the justification of at least one of them (5).	The poster contains likes and/or dislikes of the person, as well as the justification of three of them.	The poster contains likes and/or dislikes of the person, as well as the justification of at least two of them.	The poster contains likes and/or dislikes of the person, but no justification of them.	
Cohesion and coherence	The paragraph of the poster uses the connector because and/or the other ones, for example and or but (which were mentioned in class) to connect ideas and make the text fluent and understandable.	The paragraph of the poster uses the connector because and/or at least one of the other connectors mentioned in class (and/or) to connect ideas and make the text fluent and understandable.	The paragraph only makes use of the connector because, but the ideas are comprehensible regardless.	The paragraph does not use any connectors, but it is comprehensible.	
Requested elements	The paragraph contains all the elements mentioned in the checklist showed to students (name of the person who wrote the paragraph, name of the person that is described, description of 3 likes or dislikes with justification, and a picture of the person).	The paragraph includes the description of a classmate's 3 likes or dislikes with justification, and two other elements from the checklist that was showed to students (name of the person who wrote the paragraph, name of the person that is described, and/or a picture of the person).	The paragraph includes the description of a classmate's 3 likes or dislikes with justification, and one other element from the checklist that was showed to students (name of the person who wrote the paragraph, name of the person that is described, and/or a picture of the person).	The paragraph includes the description of a classmate's 3 likes or dislikes with justification, but none of the other elements from the checklist that was showed to students (name of the person who wrote the paragraph, name of the person that is described, and/or a picture of the person).	
* If the paragraph is completely incomprehensible, the percentage for this aspect will be 0 (zero).					max

As it can be observed in figure 4, no students got a fifty percent which was the equivalent percentage for the final grade. However, more than seventy five percent of the group obtained a higher grade than the half of the total percentage, which means that they had most aspects to evaluate correctly, including grammar and the use of coherent and cohesive resources.

Figure 4. Grades from the project.



With reference to the format in which students handed in their writings (Figure 5), seven out of twelve students who handed in, wrote the sentences about the likes of their classmates as a list, not as a paragraph, not using any conjunctions or punctuation marks to link sentences together (see example in figure 6). Two students did use the conjunctions to link two sentences, but it still was a list and not a paragraph (see example in figure 7). And finally, only three students used conjunctions and punctuation marks to create a paragraph with the reported sentences (see example in figure 8).

Figure 5. *Format students gave to their written production.*

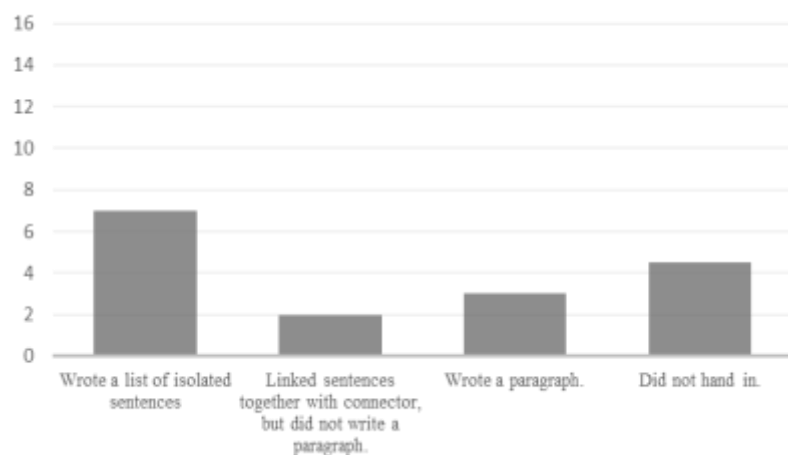
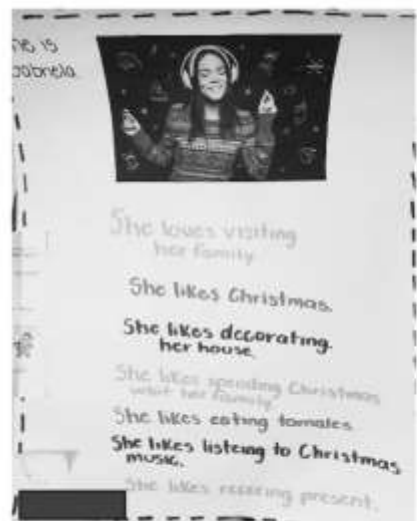
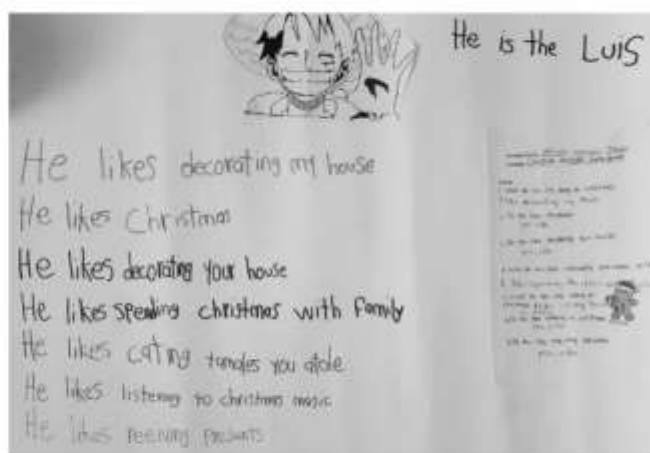


Figure 6. *Example of a poster with listed sentences without the use of conjunctions and not gathered in a paragraph format.*



Student A



Student CA

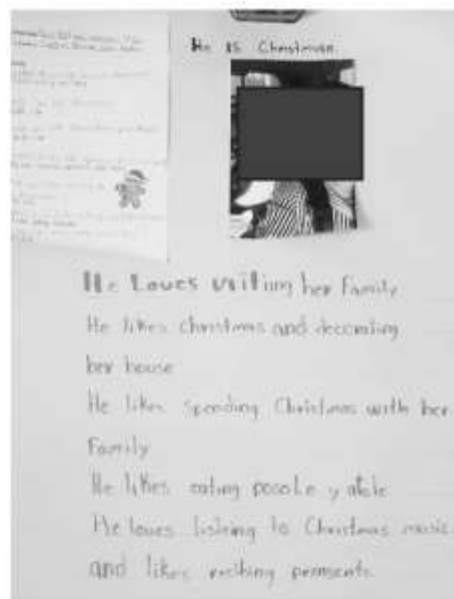


Student F

Figure 7. Example of a poster with sentences linked together through the use of conjunctions, but not gathered in a paragraph format.

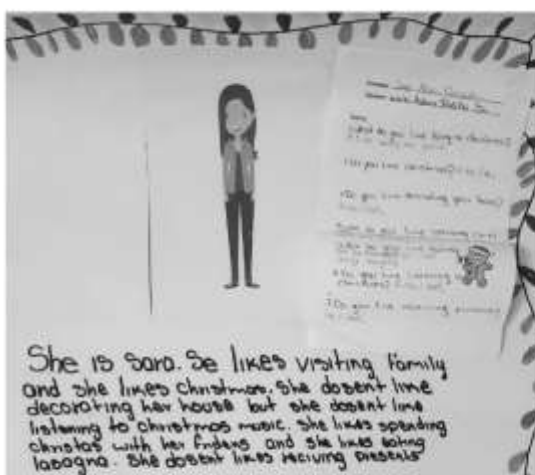


Student S



Student LA

Figure 8. Example of a paragraph with sentences gathered in a paragraph format through the use of conjunctions.



Student K



Student C

As seen in figures two, three and four, and something that also happened in the rest of posters that are not featured here as an example, the conjunction that predominated was '*and*', while '*but*' was not used by any student. In the moment when I gave them the instruction to use these conjunctions to link their sentences into a paragraph, some things that are important to mention and that I take as reasons for the lack of use of cohesive devices are:

- When the instruction was given, students were getting ready to work on their project, taking out their materials and finding a spot in the classroom where they could work, and even though the instruction was repeated several times during the lesson, some students might have not paid attention to it, neither to the explanation of how to use the conjunctions.
- When asking for the meaning of '*and*' and '*but*', it was easier for students to say the Spanish word for *and*, than the one for *but*, which means that they are more familiarized with the former and that is why they used it more.
- The explanation of how to use the conjunctions was very brief, no practice was provided in order to model to students the use of them.

The main goal of the project and this study was that students improved their writing coherence, cohesion and grammar mastery. In these three areas, coherence was not an aspect with evident problems, since the content that all students included in their writing production was in relation to the description of the likes and dislikes of a classmate, and they used, in most cases, the grammar tense structure correctly, which is a sign that the area of grammar mastery was, in general, not a problem either, there were not serious mistakes in relation to the present simple

structure, but there was a lack of use of the negative form of the tense, meaning that probably it was not totally clear for students.

In relation to cohesion, it was the area with more obstacles; not many students were able to gather sentences into paragraphs, they mostly listed sentences, instead of using conjunctions. This means that it is fundamental to provide more explanation, modeling and practice on this, because otherwise they would not be able to produce texts that reflect improvement in their cohesion subskill.

Though, as I have previously mentioned, only a few students from the group were able to write a complete text in the form of paragraph and to correctly use conjunctions and punctuations, the fourteen students who handed in the project used the verb tense correctly, following the grammar structure and rules that were modeled and practiced in class. They showed improvement in expressing full ideas or sentences in writing in contrast to the beginning of the school year where, in the writing exercise from the diagnostic test, sixteen out of the thirty two who took it wrote a cohesive and coherent email talking about their likes and dislikes and using the structure correctly, two students understood the question and listed their likes and dislikes but did not use complete sentences, three people also understood the question but answered in Spanish, and eleven students did not know how to answer the question. All of this means that the practice, modeled production and the instruction were helpful for students, with evident areas to be improved, but effective in the end.

Second Practice Period

February 21st to April 1st, 2022

For the second intervention of the project, the topic was *reading classic tales*, which was, as the one from the previous intervention, assigned and selected by the head teacher from the book of *Aprendizajes Clave. Lengua Extranjera. Inglés. (SEP, 2017)*. The established goals to be reached in this topic were to select and revise classic tales, to understand general sense and main ideas from classic tales, to compare variations in speaking and writing, to express key events and to rewrite key events (SEP, 2017). Some modifications had to be made in order to focus the material and activities on writing, which was the ultimate goal of this study.

The grammar focus of the weeks of practice were past simple and continuous, and vocabulary related to classic tales (setting for the story, useful phrases to start, give sequence and end a tale, creatures, animals, jobs and occupations, clothes, parts of the body, adjectives, etc.). This language was going to be used by students to do the final project which was writing a short tale inspired by a classic one.

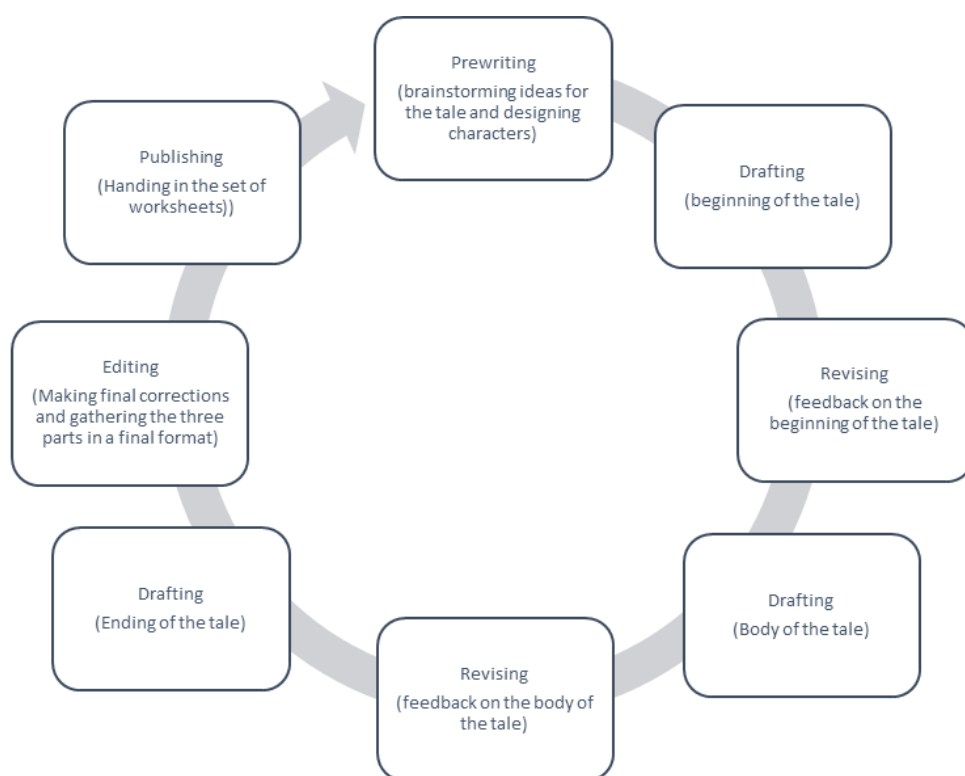
As in the first intervention, the division of language content into small units, that is, focusing on one aspect of language that students would need for the final project each class, was implemented so students could get enough practice in each grammatical or vocabulary aspect necessary for the final production. The sequence of these units started with general information about tales and some vocabulary about it (popular tales, characters, setting, etc.), then past simple and the structure of the beginning of a tale, then past continuous and the structure for the body of the tale, and finally the structure for the end of the tale.

Modelling and guided practice were also implemented within explicit instruction in all the units to scaffold the grammar tenses to be taught, along with drilling and asking constant participation from students when doing practice exercises, as a way to also monitor the level of understanding

from students and their progress; these participations were registered in the control lists (one of the instruments used for evaluation)

. To complement the scaffolding of grammar structures, the writing process approach was used to progressively fulfill the final project. The stages of this approach are not linear, they can be rearranged to meet the need of the writing task (Faraj, 2015). The cycle that was followed during the intervention was the one in figure 9.

Figure 9. *Cycle of the writing process approach followed during the intervention.*



Feedback on each draft was provided to students, focused mostly on grammar and spelling mistakes, as well as what information should be included in each of the three parts of the tale, with the objective that students could improve their texts and correct mistakes, and finally a rubric was used to evaluate the final version of the tales.

In the previous intervention, instruction and practice on the improvement of cohesion and coherence was not enough, so for the second intervention it became a central goal. Emphasis was made on the use of connectors and the organization of information in paragraphs, so students would give a more cohesive format to their productions.

Students were also informed of what they were expected to do for the final project from the first session, as well as of the goals and expectations for every lesson, which is also a central aspect of explicit instruction (Archer & Hughes, 2011).

Descriptions and reflections of the didactic sequences.

As mentioned in the descriptions from the first intervention, for privacy reasons, students are referred to by using the initials of their names, and last names if necessary when describing the dialogue in a specific activity. The textual descriptions of things said during the class were, in some cases, modified for organization and sequence purposes, but they were kept as similar as their original form, and they were taken from audio recordings taken in class.

Pre-writing.

First, second and third sessions

March 1st, 3rd and 15th, 2022

The first two lessons (lesson plans in appendixes 9 and 10) were focused on giving students general information about tales, like vocabulary, examples, elements of a tale and types of characters, and explaining and practicing the first grammar structure (past simple). Students started designing their tales in teams, deciding the names of their characters and the role they would have in the story, as well as making agreements on what things they wanted to change

from the original classic tale they chose to modify, as a part of the pre-writing stage of *the writing process*.

Even though students did not start writing their tales in these two first sessions, the activities that were done during the sessions were fundamental so students could fulfill the final project. One of the principles of explicit instruction mentioned by Archer and Hughes (2011) is to focus the instruction on critical content, that is, on language that students will be able to use not only at the moment of the class, but also in future situations, language that they can manipulate to face different linguistic situations, and it was what happened in this class: students practiced a grammar structure that they could use in any life situation. The practice exercises took longer than expected because as they became less controlled, students started struggling making examples on their own, and when that happened it was necessary to remind them the structure and model a new example, so it was a back and forth process., which was a sign that students were still not able to produce the language on their own.

In the third session, students continued working on the description of their characters and the brainstorming of ideas for their tales, just as the second session, since they did not finish with that activity. At the beginning of the session, before students started working on their papers, it was explained to them that for the beginning of the tale they had to start with the phrase *Once upon a time*, and then, using past simple, they had to describe some simple things about the life of the protagonist of their tales.

Students who had already finished with the descriptions of the characters were told to continue with the next part, the beginning of the tale. As they were working, I was monitoring their progress by constantly stopping in each team and asking students how they were doing, and also checking their advances they had in the worksheet that was handed out in the previous class.

Based on what was observed during the class and the long time that they were taking, it was evident that students were having problems with the structure, the tense and the content they had to include in the first part of the tale. Most of them were writing their ideas in their notebooks, but in Spanish. I tried to guide them step by step to write those ideas in English, but they had trouble when doing it.

After this session, and taking into account the delays in activities, the time each exercise was taking, the results of the activities and the struggle of students, some decisions in relation to the type of activities and materials, as well as instructions that were being used in class were made. At the end of the third session, most worksheets from students were still almost empty because the majority of students had only finished completing the general information about their tales (setting, new title and characters) and brainstorming ideas for the story, but nobody had started writing the beginning. It was already class three, but I decided to step back a little and reconsider the activities that had been done, and the ones that were still missing.

I realized that there were too many activities per class, which did not allow students enough time to work in their writings at the end of the class. I tended to focus on doing all the activities that were programmed, which caused also that my instructions were, at times, rushed, mostly when explaining students the structure of the beginning of the tale; they were only told what information to include and what tense to use, and a short example of the beginning of a tale of The Three Little Mice which was adapted into a fill-in-the-gap exercise (appendix 10.1) for students to complete, but that was answered very quickly on the board, which did not give students time to process the information, because class time was almost over and they still had to work on the brainstorming of their tales. At the end of the practice weeks, when I checking students' notebooks, the exercise was empty.

For this reason, and being aware of the fact that activities were not being effective, the lessons were restructured, the number of activities was reduced, and new visuals were designed in order to make it easier for students to understand what they had to do, for better modeling. The changes will be explained in detail in the following sections.

Drafting.

Session four. The beginning of the tale.

March 17th, 2022. 9:10-10:00 am.

The original aim for the fourth session was the following (lesson plan in appendix 11):

To enable students to identify the characteristics of the end of a tale, and to write the final part of the tale they have been writing in previous sessions using past simple and continuous.

However, until this point very little advance had been made in the writing of the tale. Students had only finished the description of their characters, and had not started with the beginning, nor the development of the tale. The new aim of the lesson was, then, the one that had been the original aim for the second class (lesson plan in appendix 9):

To enable students to write the beginning of a tale using present simple tense and descriptions of personality traits and clothing of characters.

As it was mentioned before, at the end of the previous session, students had not understood how they had to write the beginning of the tales. When explaining it to them, some students were not paying full attention because they were still working on the design of their characters. When asking them for examples of simple past sentences to describe characters, they made several

mistakes, or did not give examples at all. It was important that the structure of simple past was clear for students, because they were going to need it during the classes they worked with the tale.

For this fourth session, it was necessary to complete the beginning of the tale, because there was a severe delay in the progress, since by this class students were supposed to write the end of the tale, but they were just about to start writing the beginning. I decided to explain again the simple past with a new approach and new materials, at the same time that I showed students how to write a beginning of a tale. Cards with subjects, verbs, articles, connectors and time and sequence expressions in different colors were made (Appendix 11.1) and used to make examples of sentences.

To make it clear for students how they had to write the beginning of the tale, a fill-in-the-gap format was written on the board (picture in Appendix 11.2):

Once upon a time there was/were _____ (number) _____ (character) named _____ (name of the character). He/She/They _____ (verb in past) _____ (complement).

There was/were also ____ (number) _____ (character) named _____ (name of the character)

The cards were used to fill in the gaps in different ways to show students examples of how they could write their tales.

Tt: Let's remember Cinderella. How many Cinderellas were there?

Student K: One

Tt: Ok, so *once upon a time there was one...*, ¿what was Cinderella? A boy? A girl? A cat?

Student S: a girl

Tt: alright, so *Once upon a time, there was one girl named Cinderella.*

Ahora, ¿qué podríamos decir de Cinderella? Por ejemplo, ¿en dónde vivía Cinderella?

Students (chorally): en un castillo

Tt: Ok, how can I say that in English? Let's start. ¿how do I say *ella*?

Students (chorally): She

Tt: She, excellent! Now, let me show you this (showing students one card that had the verb *live* in blue and another card that had the same verb, but in past, with the ending in red). From these two, which one do I have to use?

The one with blue only, or the one with red?

Students (chorally): Red!

Tt: Excellent! Yes, because we are writing in present or in past?

Students (chorally): in past.

Tt: Great! Ok, so, She LIVED (making emphasis on the past form)....

Where? ¿En un qué?

Student CA: Castillo

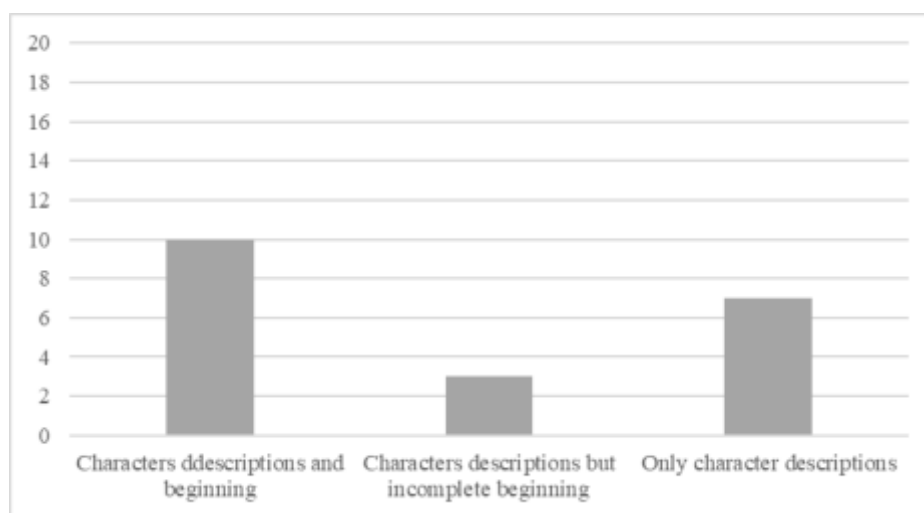
Tt: Yes, She lived in a castle (recasting the full sentence).

One more example like this was made, and then students were told to work in teams and follow the example on the board to write the beginning of their tale. While they were working, I was monitoring their work and solving doubts. At the end of the class, I asked them to give back the sheet so I could check what they had written.

Revising. Feedback on the beginning of the tales.

Out of twenty students on that day, ten handed in the description of the characters and the beginning of their tales complete; three students handed in only the description of the characters complete but the beginning incomplete, and seven of them handed in the worksheet only with the description of the characters, meaning that they did not start the tale (Figure 9)

Figure 10. *Parts of the first draft that students handed in.*



The drafts were checked before the following session, and the mistakes that were found consisted on spelling mistakes (there were this type of mistakes in all of them, and in twenty five percent of them, the wrong form of the verbs, because some students wrote them in present instead of past. These mistakes were marked in the worksheets (crossing out unnecessary words and letters, adding missing ones, and circling wrong verbs), and in the next session I handed

them back to their owners taking the time to explain each team what were the mistakes they had, how to correct them (reminding them the structures and tense, or nudging them to come up with new ideas for their tales) and asking them to make the corrections before they continued with the following part of the tale (evidences in appendix 11.3).

Reflection. Session 4.

Changing the materials and approach to explain the structure of both the beginning of the tale and the past simple tense was a good decision. In the previous intervention I realized that I was designing materials that were too complicated for their level, and this was a direct response to that situation; having visuals with and in which students could see what to do and how they had to do it was very useful, it was evident from the way they reacted to it. In the previous session, after the explanation of these same elements, when the instruction to start working in teams was given, some students did not even move, they were either distracted or did not understand what I had said, meaning that probably the choice of vocabulary, speed of my speech and even body language or visual support was not the accurate one to instruct. But in this session, when I told them to start working, most of them immediately gathered in teams and started talking amongst them and looking back and forth to the board and writing on their worksheets, having more visual support to understand what to do.

The cards also helped me to increase the use of English, because even when I was speaking in English, it was easier for them to understand because I had something in my hands to demonstrate what I was saying, which indicates that the more visual support students have, the better they responded to the content of the class, and perhaps choosing this kind of material and language from the beginning would have resulted in a better use of time and better and more meaningful activities because, since they were understanding, their responses were quicker,

which reduced time use and that is why most of them had enough time to finish the beginning of their tales.

This was the first time they had to write a part of the story; before this session, they were writing isolated words to describe their characters (only clothes and body parts) and give them a name.

For this reason, I believe that a fill-in-the-gap format was a good start. If I wanted them to get to a point in which they started writing more autonomously, it was better to start with controlled activities, as Brown (2004) calls it, *intensive* or *controlled* writing, in which the focus is more on form and how it is linked to meaning and context.

Drafting

Session five. The body of the tale.

March 15th, 2022. 12:50-1:30 pm.

The aim for the fifth session changed from the original plan. By this session, students should have already finished the tale, and the class was going to be focused on doing a review on the topic of classic tales. However, and as previously mentioned, different factors caused activities to be delayed, and it was also decided that the classes would be redesigned and simplified so they were clearer for students.

The new aim for this session was the one that was originally for class three (lesson plan in appendix 12), which was that students would be able to write the body of their tales using sentences in past continuous with actions that would be interrupted by other actions written in past simple sentences, in which they were to narrate the problem of the story and the climax of it.

On the board, a timeline was drawn, right in the middle of the board, with the words *present* in the right extreme, and *past* in the left extreme. Then, an image of Cinderella and the Prince was shown to students (Appendix 12.1).

Tt: Ok guys, look at this image. What were they doing?

Students (chorally): Están bailando!

Tt: Exactly, Cinderella and the Prince (writes it on the board, in the top half of the board, over the timeline). Cinderella and the Prince, is the same as he, she, it, or they?

Students (chorally): They!

Tt: Yes, so if I say Cinderella and the Prince, or they, it's the same, es lo mismo. Ok? Now, after they I need to use the verb to be in past. What are the three forms of verb to be, guys?

Students: -no response-

Tt: For example, how do I say *yo soy*?

Student C: I am

Tt: Yes! So *am* is one of the forms. Now, how do I say *él es*?

Student CA: He is

Tt: Excellent, so *is* is the other form. What about *tu? Tú eres*?

Student C: You are

Tt: Perfect, so the three forms of verb to be are *am*, *is* and *are*. But these three forms are in present, and we need them in what tense?

Students (chorally): past!

Tt: Yes! So, check your verb list and find the verb *be*. What is the past of that verb?

Student C: Was and were

Tt: Yes! So, listen, *were* is used for pronouns that are more than one person and *was* for pronouns that are only one person. So, for example, which one do you think is for *I*, if it is only one person, *was* or *were*?

Student K: was?

Tt: Yes! (then, the past form for each pronoun was elicited using the same cues)

Tt: So, we have Cinderella and the prince, we said it was the same as *they*, so what verb to be in past will I use? (pointing at the two forms on the board)

Student C: *were*

Tt: Great! *Cinderella and the prince were...* (writing it in the board) How do I say *bailar*?

Student S: dance

Tt: Thank you, now we have to add *ing* to the verb *dance*, so we have *dancing*. CINDERELLA AND THE PRINCE WERE DANCING (repeating the whole sentence with a higher tone of voice).

After this, the structure for sentences in past continuous was written in the board, above the sample sentence.

Tt: Now, if you remember, Cinderella went to a party. ¿A qué hora creen que haya comenzado la fiesta?

Students chorally started shouting hours, even discussing among themselves, in Spanish, and then they agreed that at eleven, saying *once* louder for everyone to hear it.

Tt: Ok so, how do we say *once* in English?

Student C: eleven

Tt: Thank you! And what time do you think it finished?

Students chorally provided more hours, and I asked them to tell me the number again in English.

Tt: So you say, it started at eleven, and finished at two in the morning. (A line was drawn all along the timeline, setting the time that the party ‘lasted’). During the ball, CINDERELLA AND THE PRINCE WERE DANCING (making emphasis on the structure of past continuous). But then something happened? ¿Qué pasó esa noche? (Showing them a second picture of the clock marking twelve. (See appendix 12.2)

Student I: Cinderella se fue.

Tt: Yes! Y por qué se fue?

Student O: Porque eran las doce.

Tt: Exactly, ‘The clock marked...’ (writing it in the board, under the timeline, marked with a line indicating that it interrupted the continuous action; and also writing the structure of past simple, which students already knew). How do I say *doce* in English?

Student C: Twelve.

Tt: Thank you! (writing it in the board to complete the sentence) So, they were dancing, all cool, and BAM, the clock marked twelve and Cinderella left. Entonces, la oración que tiene el ‘ing’, es interrumpida por la otra más cortita.

After that, another image (appendix 12.3) was shown to them to create more examples of the sentences, which were written on the board; the color cards with verbs from the previous class were shown to students and a new form for the verb *play* was added, having *play*, *played* and *playing*. The three cards, along with two more with the verb to be forms (*was* and *were*) were shown to students in order to elicit from them the new examples of sentences. Students had time to copy what was on the board (See appendix 12.4), and then it was cleaned. The two sentences about Cinderella were written in the board again, the past continuous one on top, and the past simple under it, with a space between them. Then, a small card with the word ‘when’ was shown to students.

Tt: Look at this word, ‘when’. What does it mean?

Students (chorally): cuando

Tt: Excellent! Now, remember that to write a tale, we can’t write it in separated sentences, it has to be a paragraph. So, to connect these sentences,

para unir estas dos oraciones, ¿en dónde creen que podamos poner la palabra 'when'?

Students started talking all at once trying to tell me where to place the word, until Student K spoke louder and said that it had to be between the two sentences.

Tt: Excellent! So, Cinderella and the Prince were dancing WHEN the clock marked 12 (recasting the complete sentence and writing it in the board).

Now, there is another way. ¿En qué otr lugar lo podríamos poner?

Again, students started talking until they agreed that the word when should be written at the beginning of the first sentence.

Tt: Great! So, WHEN Cinderella and the Prince were dancing..., and then, what goes between the two sentences? ¿Qué va en medio de las dos oraciones?

Students: -no response-

Tt: What is this? (showing another card with a comma in it).

Students (chorally): una coma

Tt: Yes! So if we write the "*when*" at the beginning of the sentences, a comma has to be between. WHEN Cinderella and the Prince were dancing, COMMA, the clock marked twelve (recasting the whole sentence and writing it in the board). Excellent guys, so these are the two ways you can link these two types of sentences.

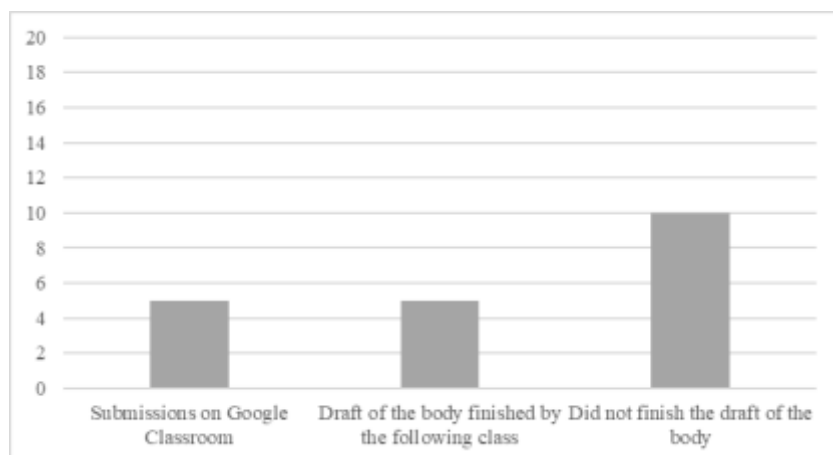
After that, students were told that commonly, the body of the tale started with the phrase *One day*, and that after it they had to use the two past tense structures to tell their story. The opening phrase was written on the board, along with the words *then* and *after that*, whose meaning was elicited from students, and they were told that they could use it to give sequence to their story.

The rest of the class was spent with students working on the body of their tales, in a new format worksheet that was handed out (Appendix 12.5). While they were working on it, I went to every team and gave them back the worksheet where they had written the beginning of the tales and explained the feedback to them, what they had to change, the mistakes they made, etc., when that was finished, I continued monitoring their work, solving doubts and checking on their progress.

Revising. Feedback on the body of the tales.

From the twenty students from the subgroup 2, none of them finished the body of their tales by the end of the class. I told them that in the Google Classroom course there would be a space for them to upload a picture of their finished activity before the following session so I had time to check it and correct it. Only five students submitted a picture, which I read and took notes of the mistakes, so in the classroom I could tell them directly what they had to do. Five more students had the draft ready by the following session, and I read and corrected them during the class. And finally, ten students had not finished the body of their tales and continued working on it on the fifth session (Figure 10). It is important to clarify that, since students were working in teams (from two to four people per team), the students that did submit their work had been working with their classmates, sending only one copy per team; for this reason, the fact that there were very few submissions was not too worrying (evidences of students' production in appendix 12.6)

Figure 11. *Submissions of the body of the tale.*



The most common mistakes on this part of the tale were, again, spelling and verb form mistakes. Since this draft was not finished in class and students took it home, it was very evident that some of them used translator because they used, in some cases, complex structures like perfect tenses and relative clauses, and complex vocabulary and verbs that were not seen in class. However, two teams still had mistakes because they used present simple instead of past.

These spelling, tense, punctuation marks and some coherence and cohesion mistakes (like ideas not making sense together or sentences that had to be rewritten with different words) were, as in the previous revision, marked in the worksheets (one per team to save time) and explained to students before they started working on the end of their tales.

Reflection

For this fifth session, it was important that students understood how continuous actions in the past were interrupted by other spontaneous ones, that means, past progressive and past simple tenses. I think that more practice on the past continuous tense was needed because when checking students' productions, they used mostly the past simple tense, even though the instruction was that they had to use both structures. It was the third class that they were using past simple, so they had more practice with it. Using the example from the tale of Cinderella

along with the visual representation of the two events in the timeline was helpful for this purpose, for the modeling and practice of it, and in the moment students understood it, however, when writing their own stories, they did not use both tenses in the sequence of them. Perhaps, past continues seemed more complicated to them because they had to add an extra element to sentences (verb to be) and make a modification to the verb, while in past simple only one thing needed to be done: changing the verb. A short exercise of completing two sentences together, one in past simple and one in past continuous and matching them with known scenes of famous tales might have been a good strategy so students could see the different situations in which the two tenses can be used and also they would have had more references for the part of the session when they were writing their own stories.

It was previously mentioned that the beginning of the class was an *intensive* or *controlled* writing activity, this part was a *responsive* writing activity (Brown, 2004), since students were given an instruction and they were expected to create sentences and connect them into paragraphs, giving them a cohesive and coherent order, but did not have a specific format to follow. The advantage of this was that since students were writing different tales, they were free to organize the events of their stories as it was most convenient for them, and it would have been really hard to create a fill-in-the-gap format as in the previous session.

However, the fact that I did not instruct on a specific format, nor showed an example, resulted in many differences in the length of this part of the tale and it took longer time for students to write it, which is why they did not finish by the end of the class and had to take it home, where several students easily opted in using the translator, therefore, the production which was handed in, was not as true to reflecting students' real progress or abilities.

What did depend on students' ability was the organization of the events of their stories coherently, and their awareness of the fact that the body of their tales should have included the 'problem' of the tale and not the solution yet, and in relation to that, the results were very much positive because no matter how they were written, the stories were creative and logical.

(appendix 12.6)

Final Drafting and Editing

Session six. The end of the tale.

March 17th, 2022. 9:10 to 10:00 am.

During the sixth session (original lesson plan in appendix 11), the writing became a little bit less controlled, still responsive, but students had a little more freedom in the writing aspect. At the beginning of the class, students were instructed to give a solution and closing to their stories.

The tales of Cinderella and Little Red Riding Hood were used to explain to students how solutions were given to the difficulties, asking them what the problem of each story was and what happened so the characters could be happy. After eliciting this information from students, they were told to start the last part of their tales with the expression '*Finally*,', followed by sentences in the past tenses they were taught to use, and finishing them with the phrases *lived happily after* or simply *the end*.

After giving this brief and entirely explicit instruction, the format worksheet for the end of the tale was handed out (appendix 13), and students were given the rest of the class to work on it.

While students were working on the hand out, I was monitoring their process and checking the worksheets of students who had not handed in the body of the tales. As I was doing this, I approached a team of two girls who had only handed in the beginning of the tale but had nothing

for the body (Student LJ and Student FS). I started asking them what had happened, and they told me that honestly, they had not understood how they had to write the tale. I took around ten minutes and stayed with them explaining the structures of past simple and continuous to them, and how they were connected. The example I used were from their own tale, eliciting it from them with the use of their notes and verb lists. After making sure that they had understood, I let them continue working on their own, coming back to monitor them at some points. This previous direct and personal intervention proved to be much more effective than that of the general instructions to the whole group as the two girls began making more progress than they had before.

There was another team of boys who had only handed in the beginning of the tales, and who spent the classes playing no matter how many times they were called out. In this session, they were told that it was the last opportunity they had to hand in their drafts so I could check them, and it was then when they started working. During the previous sessions, students' work was monitored constantly but not properly assessed. While students worked in teams, I walked around the classroom checking their progress and solving doubts or helping them with vocabulary or grammar questions, and at the end of the classes they had to hand in their advances, which I read and provided feedback on by writing short notes on the paper, and registering in the list what students had handed in. The whole group was informed from the beginning that every advance had a specific value from the final grade of the tale. However, the way the team work was carried out caused in students the idea that the drafts were not important; for each draft a specific time was set so they could finish, but based on my observations of their progress, if they had not finished by the end of the set time, I used to extend it so they could

finish. For students, it seemed that these times were not mandatory and they could do other activities instead of their assignments.

To avoid this, it would have been good to be more strict with the time limits and characteristics of the whole project (the drafts plus the final version of the tales), and to set specific consequences that students could see if they did not hand in their products, not only in the grades, which were informed at the end of the project. Simple things as giving students a green sticker if they worked during class, and a red one if they did not would have been a good motivation and strategy to encourage students to work during the sessions and not only at home or at the end of the project.

Since this part of the tale was much shorter than the previous ones, by the end of the class almost all teams had finished the ending to their tales and I had checked them (evidence in Appendix 13.1), except for the two teams that were missing the middle and end. Before the class was over, I wrote on the board a checklist of the elements that the final version of their tales should include (figure 11) and handed out the final format (Appendix 13.2), in which students had to rewrite the three parts of their tales with the corrections that had been made, getting to the stage of editing of the writing process approach. Students received the instruction to do this as homework to be handed in the last class sharp, with no exceptions, since it would be the last day I was going to be at the school.

Perhaps showing the checklist from the beginning of the project would have helped not only students to understand better the characteristics of their products, but also me with the classroom management. In the checklist, it is stated that the final submission had to include the three drafts and the final version of the tales, which needed the corrections in the drafts to be completed. This

way, students would have felt more pressured to finish on time their drafts instead of spending the class doing other activities.

Figure 12. Checklist shown to students for the final version of the project.

Final Version of the Tale

- Hand in the three drafts AND the final version (four worksheets in total).
- Make the corrections that I made in the three revisions.
- Make sure you have your name and the title of your tale.
- The division of the beginning, middle and end has to be marked.
- Use colors, your creativity and include a drawing or picture.

The analysis of the final versions of the tales will be made in further sections, making the final comparison with the first written products that were made at the beginning of the project.

Publishing.

Session seven. Final version.

At the beginning of the class, students were asked to hand in the set of worksheets of their tales: the three drafts and the final version of their tales. All teams handed in the sets, including the two girls that had not handed in their drafts; when they came to me and gave me their sets of worksheets, I told them that I was proud of them because they had finished, and they told me, proudly too, that after I had helped them they had understood better and even without the help of the translator, unless it was for words that they did not know, they wrote the whole tale on their own. I quickly scanned their work and, even though it was a very short tale, it was coherent, they used the tenses they were asked to and, most importantly, they had done it alone (evidences of the whole set of the team in appendix 14).

The rest of the class, students answered a quiz about the topic of classic tales, with its grammar focus, and a writing exercise similar to the one in the diagnostic exam, as a final evaluation to see how much progress was made from the first time that I worked with them and the last time I did so. The results of this exam will be analyzed in the final evaluation section.

Analysis of results and final reflections for the practice period.

As final product, students had to hand in the set of four worksheets: the draft for the beginning, the one for the body, the one for the end, and the final corrected version of their tales. The whole set had a value of forty percent of students' grades; each draft was worth ten percent, as well as the final corrected version of the tale. The percentage for the drafts was given as complete if students had handed in the worksheet and it was finished and included the information that was requested. Grammatical mistakes did not affect the grade since these tasks were part of the process and not the final project itself.

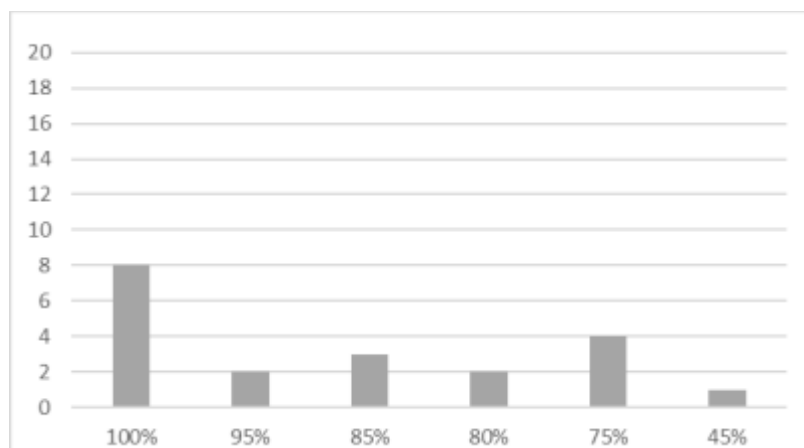
On the other hand, the final version of the tale, which consisted of students gathering the content of the three drafts and making the corrections that were marked during the development of the project to write the whole tale in final worksheet, was graded with an analytic rubric (figure 13) that took into account aspects like the length of the tale, the number of grammar mistakes, the tenses used in the text, the way the sentences were connected to create paragraphs (using punctuation marks, conjunctions, connectors, etc.) and if it had all the elements that students were asked to include (figure 12). The design of this rubric was carried out taking as a basis examples and guidance of [Mertler \(2000\)](#), who mentions that even though analytic rubrics' design and use can be time consuming, the feedback provided by this type of rubrics creates a profile of the strengths and weaknesses of a specific student, which makes it easier to identify the areas where improvement is needed and take actions on it.

Figure 13. Rubric for the final version of the tale.

Aspect	Excellent (20)	Good (15)	Regular (10)	Insufficient (5)	Total per aspect
Length	The tale contains 130 words or more.	The tale contains from 125 to 149 words.	The tale contains from 110 to 124 words.	The tale contains 105 words or less.	
Grammar	The tale contains 3 grammar mistakes or less.	The tale contains from 5 to 10 grammar mistakes.	The tale contains from 10 to 15 mistakes.	The tale contains more than 15 mistakes.	
Content	The tale contains a beginning, middle and end paragraphs. In the beginning, the characters are introduced; in the body, the problem and most exciting events of the story are narrated; in the end the problem is solved and the story comes to a conclusion.	The tale contains paragraphs, but one of the parts of the story is missing (either beginning or description of characters, middle or narration of problem and climax of the story, or the end or solution of the problem and conclusion of the story).	The tale contains paragraphs, but two parts of the story are missing (either the beginning, middle or end of it) but the sequence of the story is yet understandable.	The tale contains very few information about the story, and the three-part sequence is not clear.	
Cohesion and coherence	The tale contains a beginning, middle and end paragraphs. It is written in past simple and past continuous, and the sequence of events of the story is coherent, making the story completely understandable from beginning to end.	The tale contains a beginning, middle and end paragraphs. It is written in past simple or past continuous, and the sequence of events of the story is chronological.	The tale is not divided in paragraphs, but it is written in simple past or past continuous, and the sequence of the story is chronological and clear.	The tale is not divided in paragraphs, the sequence is not logical and the plot of the story is not understandable.	
Requested elements	Students handed in the set of all three drafts and the final version of the tale, which has a title for the tale, the name of the tale they took inspiration from, the description of the setting, the list of characters, the complete tale and an illustration of it.	The format that students handed in contains the complete tale in the final format but is missing one of the draft formats.	The format that students handed in contains the complete tale in the final format but is missing two of the draft formats.	Students handed in the incomplete tale, both in the draft formats and in the final version format.	
				Total	/100
* If in some case the characteristics of the tale don't fit the minimum criteria, the grade will be taken as 0					

Taking only the grades of the final version (Figure 14), the results showed that from the twenty students from the subgroup two, the majority fifty five percent) got a lower grade than the hundred percent, and a smaller number of learners (forty five percent) got the maximum grade. However, when drafts checking the tales that students wrote, different things caught my attention, and it was clear that the grade that students got did not mean that they had actually done well or not. A comparison of the starting point was needed, a point of reference to compare the students' progress with their own writing abilities from the beginning of the schoolyear to that point.

Figure 14. Grades for the final version of the tale

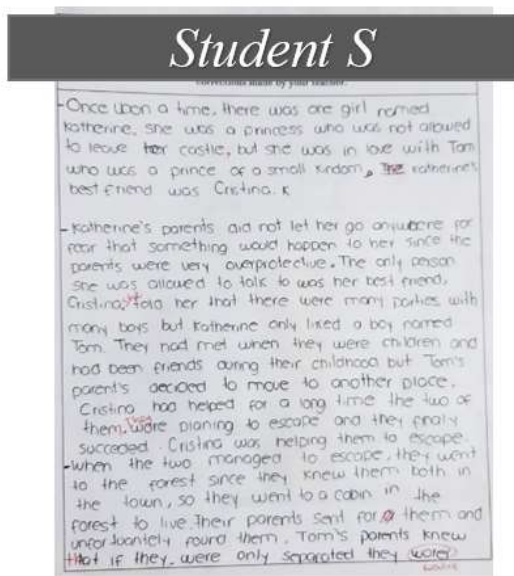


Learners handed in a variety of productions, with different levels of quality. Students who got the one hundred percent wrote really long texts, with complex sentences and structures, which were connected through different resources like punctuation marks, conjunctions, connectors, etc. For this reason, their grade according to the rubric was high. There were other students who handed in really short tales, with simple sentences connected through punctuation marks like commas and periods, and basic conjunctions such as *and* or *but*.

However, the students who produced long complex texts did it because they used translator (Figure 15), which made their written productions not entirely reliable, since all the redaction, wording and spelling of the text was not done by them; however, the events on the stories were designed and organized by them. As mentioned in one of the previous sections, the second part of the tale was not finished in class and students took it home, so they had time to use different tools to translate their stories; it was evident that they did not write them on their own because the structures that they used were very complex, and the vocabulary and wording were too advanced for their level. When I noticed this at the moment of checking their drafts I called them out and told them to create the sentences on their own, and connect them with the connectors that

I showed them in class; they were allowed to use dictionaries or translator but only for vocabulary, not to translate the whole text.

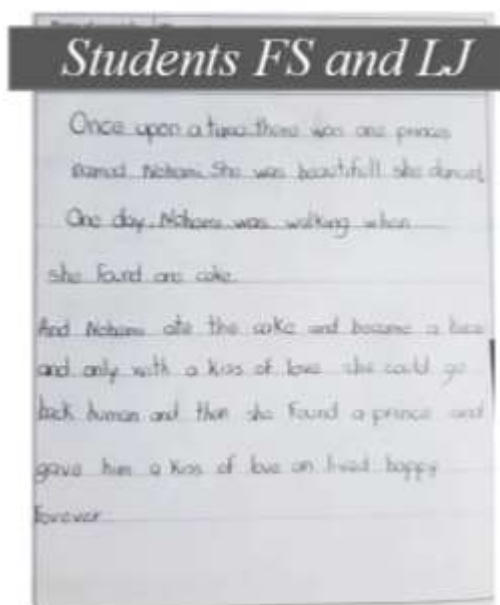
Figure 15. Production made with translator.



In contrast, there were students who produced very short stories but used the structures, vocabulary, verbs and cohesion resources that were shown in class. Their grades were not high because their stories did not fulfill some aspects from the rubric in the highest grade, but they produced language by themselves. A pair of learners were mentioned in the section of the final drafting stage, students LJ and FS; these girls asked for help because they had not understood the structures of past simple and continuous and did not know what to write in each part of the tale. After a brief personalized explanation, elicitation and guided practice with them, in which I showed them how to use the grammar structures and reminded them what information to include in each part of the tale, they started working on it with the vocabulary and verbs seen in class, and the following day they were really proud that they had finished with minor help of a translator or dictionary.

These students' final product was very brief and concise, but their story was coherent, and it had the three parts it was supposed to (figure 16). This situation, the contrast between students' production made me realize that the expectations I had set for their work were too high; when designing the rubric for the evaluation of the project, I set as the highest limit 130 words or more to get the highest mark in that aspect, because when thinking about a story, I did not believe it would have been possible to write a complete story in less than one hundred words, which was the minimum limit. But students demonstrated that it was possible, and it would have probably been easier for them to understand the grammar and structure or format of the tale if from the beginning the material and goals had been adapted to their level.

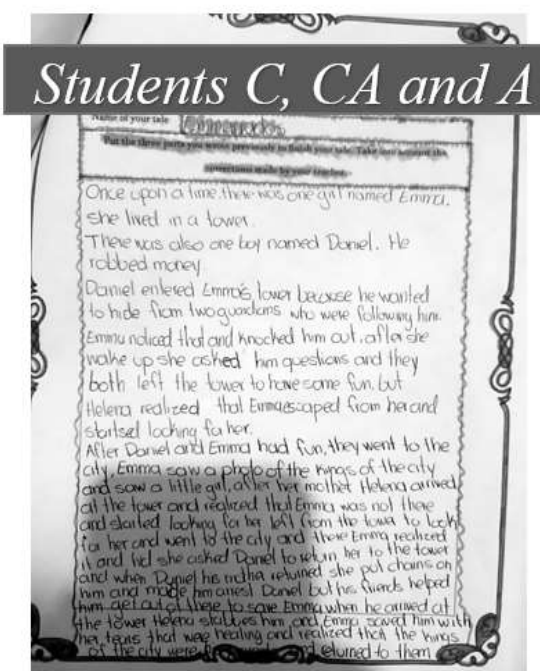
Figure 16. *Students LJ and FS's production*



There were some other cases in which students produced texts that were long, but made by students, using the translator only for words and not the entire story. The way they were differentiated from translated tales was that in the case of these texts, there were no complex

such as past perfect and past perfect continuous, only the simple past and past continuous tenses seen in class, as well as sequence expressions (*after that* and *then*), which were also mentioned in class; also, the way sentences were connected indicated that it was done by students themselves and not an app, based on the overuse of the conjunction *and* or *but*, and the lack of punctuation marks in different points of the text (figure 17), which also shows that students were responding to the provided material and instruction in the classroom and that they need more guidance on these matters too.

Figure 17. Long tale written by students; not translated entirely.



In general, students wrote stories with coherent plots, which shows that they understood the stages and sequence that stories have (more evidence in appendix 15). However, even though these stories were written in paragraphs, the way students connected their ideas and the sentences in the paragraphs was something to be improved. The conjunction '*and*' was the one that

students used the most, the one they were more familiar with, getting to a point in which there was an overuse of it. The use of punctuation marks is something that students needed more practice with since it is also part of cohesion and coherence and in many cases the lack or misplacements of periods and commas made the stories hard to understand.

Recapitulating what was mentioned about unrealistic expectations about students' work, these also applied for the grammar focus of the topic. Students had already worked with the past simple and past continuous tenses with the head teacher, which is why I did not focus too much on that. According to the principles of explicit instruction and the strategies used, which were very similar to the ones from the first practice weeks of the study (modeling and guided practice, drills, informing students of the lesson goals and division of topics into small units), I did have to do a review of the structures, but did not spend too much time on that, assuming that students were able to use them. But I was mistaken. By looking at the results, I realized that more individual practice exercises were necessary; modeling and guided practice were used to create examples of the structures on the board, and from that, the class went directly to write the tale, with no exercises to create a transition between the controlled activities and the free production.

The practice exercises or lack of them relate to the way I was explaining grammar. At the beginning, the materials, number of activities and complexity was too overwhelming for them. Changing the instruction from only writing in the board and speaking with no resources to exemplify language, to the use of more visuals, helped a lot to make what was said in class easier for students. They responded better to the first drafting session in which they had a more controlled example to follow, than when they were less guided. Based on this, I think that students did not feel ready nor confident enough to use the language autonomously, and again,

more practice would have helped them to lower their confusion and lack of confidence when I wanted them to write on their own.

The use of the writing process stages was very useful because students received feedback on what they were doing so they could improve it, at the same time that they received personalized attention because when the drafts were handed back to them, they would not only have the comments on it, but I would also explain to them what mistakes they had, why were they considered a mistake, and how to correct them, this last through elicitation, asking them questions that would lead them to notice the possible solutions and correct form of language. Implementing inductive strategies in which they had the chance to discover language by themselves, along with explicit instruction, would have involved students more in class, catching their attention and interest, giving them more opportunities to practice and participate and make classes more dynamic, and providing feedback in the moment would have also been beneficial for them to see what they had to improve and get motivated by what they were doing well, which were things that were implemented but needed improvements to be more meaningful for students.

Final evaluation

In the seventh session, a quiz about classic tales was handed out to students (Appendix 16). The quiz was designed with a similar structure to the one that was applied as diagnostic before the first intervention. It included three questions about general information of tales (parts of a tale, types of character and identifying the setting of a story), two exercises of past continuous and simple, and one writing exercise in which students had to write a response email (as in the diagnostic) to an online friend talking about their favorite tales and the tale they wrote in class.

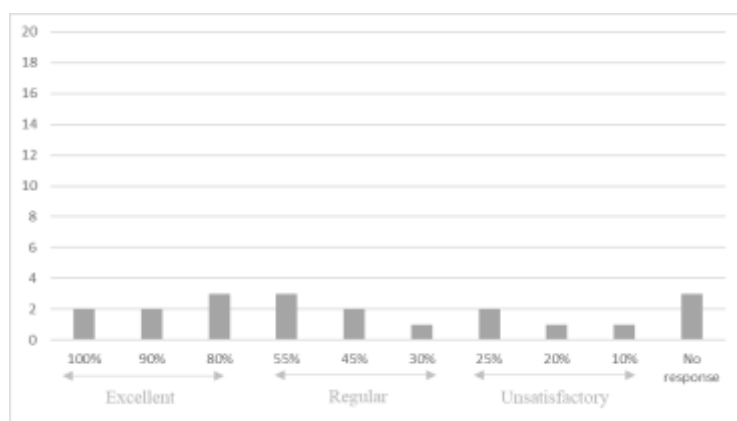
In order to have control over the time students took for the exam, I read aloud every question or exercise, explained what they had to do, and gave them established times for each of them.

Students were allowed to use the verb list that was handed out in the second session, but not their notes. The structures of past continuous and simple were written on the board as a reference for students.

As students finished with the last exercise, the writing activity, they handed in their quiz and sat down to wait for the rest of their classmates. When the ten minutes that were given for the final exercise were over, all students had to hand in their exam, whether they had finished or not.

The writing activity, for the purpose of clearly distinguishing what aspects had been improved or still needed improvement, was taken as a single exercise (separated from the grammar and tales-knowledge questions), and was graded with the same rubric than the writing in the diagnostic exam (Table 1). Thirty five percent of students got a grade higher than eighty percent, which indicated an excellent range of use of writing skills; thirty percent showed a regular mastery of the skill, and twenty percent obtained an unsatisfactory mastery of the skill. The rest of students did not do the activity (figure 19)

Figure 19. *Grades of the writing exercise of the final quiz.*



In the writing exercise learners were asked to answer four questions:

- How are you?
- What is your favorite tale?
- What is your tale about? (the one you wrote in class)
- What are the names of the characters of your tale?

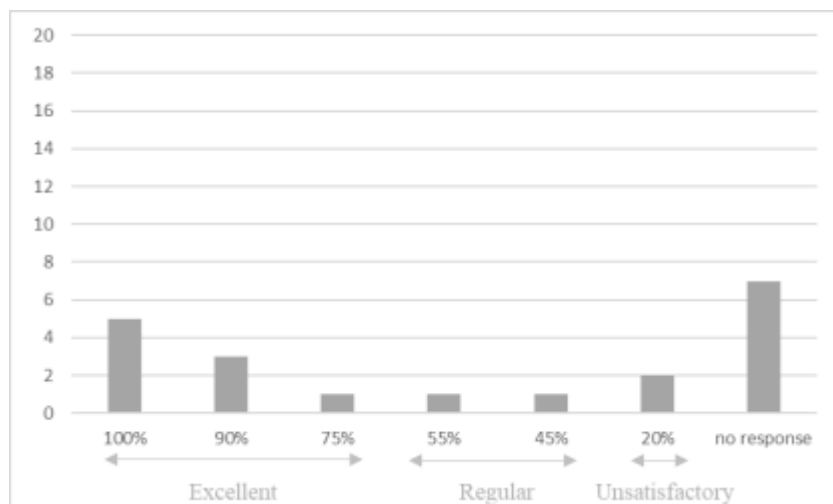
These questions had to be answered with vocabulary and ideas that they had already worked with during the six previous sessions, and there was not a specific grammar structure to use. However, the results of the writing exercise showed that students needed more practice in relation to critical thinking skills, because they did not know how to use the language they already had and adapt it to the new task. A way to help students develop this skill would have been to include in each class a short exercise in which they had to give their opinion about, perhaps, the content of the lesson, in a way that they had to use what they knew and express it in a new way, with different structures from the ones they were modeled in class, enabling them to use language in different real-life situations.

By comparing the results of the writing exercise with the ones in the diagnostic exam (figure 21), it was observed that some students got higher grades in the diagnostic, and lower in the final evaluation, or vice versa. In the diagnostic exam they had to answer questions about their family, pets and likes and dislikes. Students were probably more familiar with that vocabulary than they were with classic tales, which is one possible reason why students' grades were lower in some cases. It is also important to take into account that the diagnostic exam was applied when the modality was virtual, so it was sent to students through a Google Forms survey format, and the

final evaluation was applied in the classroom; this means that some students might have used the translator and other resources to answer the diagnostic and got a good grade, and then did not do the same the second time and got a lower mark.

Talking about a more qualitative aspect of the results, and for the subgroup in general, even though grades were not high, some students did start using more resources to link their ideas into paragraphs and not as lists; their texts were not perfect and needed to be improved, but at least they were getting used to it. There were other learners who did not do the writing exercise in the diagnostic exam, but answered it in the final evaluation, with very brief and imperfect answers, but understood what they had to answer, which demonstrates a level of understanding and at a certain point, of progress, compared to what they were able to do at the beginning of the study.

Figure 21. *Grades of the writing exercise in the diagnostic exam*



While in the diagnostic exam more students showed an excellent mastery of the skill compared to the final evaluation (forty five percent and thirty five percent respectively), the number of students who showed a regular and unsatisfactory grades also increased, meaning that more

students answered the writing exercise and, even though their grades were not the best, they had an improvement in their specific abilities.

The results of both exams helped me see what are the aspects in which there was an improvement and what are the areas need more work. For instance, students understood the questions they were asked, and they knew what they had to answer, they knew what words to use and how to organize their ideas (coherence), but some of them were not able to write complete sentences and used isolated words, which means that they have the basic knowledge to participate in a communicative situation, but they need more practice on how to express themselves when they have to answer with full expressions to deliver messages correctly. There were other students who produced full sentences but when it came to linking those sentences to make paragraphs, either through the use of articles, connectors or conjunctions, or punctuation marks, they struggled and made several mistakes, meaning that they need more instruction on cohesion. The results of the exam and the comparisons between students' starting and finishing abilities were also useful to help me to notice the mistakes I had made during the development of my practice like focusing more in some areas, providing the wrong practice exercises, or less than the ones that were needed, as well as the needs of students that had still to be attended.

Chapter III.

Conclusions.

As mentioned at the beginning of this document, during the development of the project, I focused on a sample of the group, which was the half of it. The reason for this was that due to the pandemic situation and the adaptations and protocols that the school was carrying out, mainly the division of groups into subgroups for the attendance to face to face classes, I did not have the

opportunity to have the same level of interaction with all students. The part of the group I had more contact with was the second half, list numbers from the twenty-one to forty.

The use of explicit instruction focused on developing students' coherence, cohesion and grammar in writing had its advantages and disadvantages. Due to the low English level of a big number of students, using explicit instruction strategies such as modeling, guided practice, drills and scaffolding, as well as the division of complex units into smaller ones, helped the contents of lessons not to be too overwhelming for them. This way, since students had to do a final project at the end of the weeks that I was working with them, little by little they were introduced the language and other resources that they needed in order to achieve the general and specific goals, and this language was constantly reviewed because in the end it was part of a whole and wider language focus.

This constant review helped to consolidate the grammar in students' minds, for instance, in the final project of the second time I practiced in the group, with the topic of tales, when some students instead of writing their tales in simple past, they wrote it in simple present, which was the structure that was explained and practiced at the beginning of the project, meaning that the tense was remembered by most students and they knew how to use it. However, the instruction was different, they did not have to use present simple. This showed me that the instructions and materials were probably not adequate for them.

The response from students to the explicit instruction strategies was varied. When using different drills and elicitation to have a constant participation from them, the ones who participated constantly were around six students who had taken private English classes or had some kind of background knowledge of the language. There were other learners whose participation was not

very constant, but they did participate willingly. And finally, there were some other students who did not participate at all if it depended on them, only when asked a question directly; these students were fearful of being asked something because their level was very low and did not understand English, so in order to help them increase their participation and confidence, as well as to produce language, extra elicitation and guidance were implemented.

When having a visual support to exemplify what was being said in English, and the instructions were short students were more engaged, like in the case of the introduction of vocabulary through flashcards, for which the common instruction was, for instance, *tell me, what do you see in the image* or *what is this?*, which students had memorized as a consequence of the constant repetition, it was easier for students to understand what was being said, and participation increased; another example was when the cards with words in different colors were used to complete the fill-in-the gap example of the beginning of the tale.

When giving instructions with no visual support, which were in general for classroom management (*take out your books, gather in teams, take out your materials, etc.*), or more complex and longer speech from my part, it was harder for them to understand. For this reason, visuals were fundamental in the development of the study, and I consider that even more could have been used to increase the effectiveness of the strategies and activities, and also earlier in the lesson, which would have also helped with time use, avoiding doing unnecessary worksheets or activities, which I did not see as a waste of time, since they were for extra practice, but time efficiency was fundamental due to the little time working with the group.

The change in materials would have also helped with students who struggled with exercises.

When not using visual materials to exemplify, as exercises became freer, students started having

problems completing sentences or providing examples without guidance, perhaps because they did not understand the grammar at all. Less materials and activities, but more consolidation with practice might have avoided this situation.

Within the description of the didactic sequences, seven students were constantly mentioned. From these students, C, A, S, K and CA were learners with a higher English level. The responses to the writing exercise in the diagnostic exam (Appendix 17) showed that students C, K and CA already had a good paragraph writing level, as well as understanding of instructions, since in their emails they gave an answer to all the aspects in the instruction with more than one sentence, connecting them with punctuation marks and other resources creating a cohesive and grammatically correct text.

In the first practice period of work, i.e., at the beginning of the study, in the exercise of writing sentences in a Christmas paper ornament (Appendix 3.1), C, CA and K had zero mistakes in the creation of sentences in simple past. In the first project, the poster about Christmas likes and dislikes (figure 8), C and K wrote a paragraph, connecting their ideas through punctuation marks and the conjunction '*and*'; and student CA listed single sentences without joining them together (figure 6).

For the final project, students C, CA and A worked together in the writing of the tale. They got the highest grade because of the length and the way they connected their sentences (figure 17), using punctuation marks and other connectors and conjunctions, mostly commas, periods, *and*, *then* and *after that*, which were the ones mentioned in class.

In the diagnostic exam, CA and C got high grades (ninety and one hundred), and in the final evaluation they got an eighty and one hundred respectively, so they had constant results, being

able to produce cohesive and coherent short texts, with a minimum of grammar and spelling mistakes (appendixes 17 and 18). In the case of student A, she got a twenty percent in the writing exercise of the diagnostic exam, and a fifty-five percent in the final evaluation. She had a great improvement since in the diagnostic exam (appendix 17), she only wrote her name and age, answering only one of the questions, and in the final evaluation (appendix 18) she wrote a small paragraph describing some of her likes and the names of the characters from the tale she wrote with her team, joining sentences through commas and the conjunction '*and*', increasing the cohesiveness and coherence of the paragraph; she had some grammatical mistakes, and some other things were copied from the example of email in the exam, but her answer was longer and better structured than the initial one.

In the ornaments, A did not use the present simple structure correctly, and the mistake she had in that exercise was also present in the final evaluation writing exercise. In the first project, the likes and dislikes poster she was one of the students that wrote the sentences about likes and dislikes as a list instead of a paragraph, so the fact that she was able to write a paragraph on her own was a great progress from her.

Learner K's tale got a grade of ninety, creating a text with a clear paragraph division, sentences joined through the use of commas and the conjunctions '*and*' and '*but*', and a good sequence of events in their story. It was evident that this student and her teammate used the translator in some parts of the tale, but they also worked in the classroom on their own and did not have major problems with the structure of past simple, but did not use past continuous. Her writing in the final evaluation in which she got an eighty was, unfortunately, not a cohesive paragraph at all. She answered all the questions, but as a list, not in the format of an email or paragraph, and consequently she did not use any connectors or punctuation marks to join sentences together.

In the case of student S, who participated a lot in class and was one of the learners with higher English level, her writing in the diagnostic exam (Appendix 17) was very short, but she did not have grammar mistakes. The five sentences were connected through periods and commas in a very small paragraph, but she did not answer everything she was asked to. In the case of the final evaluation (appendix 18), the extension of her writing was longer, she answered all the questions, and joined her sentences through commas, periods, the conjunctions ‘*and*’ and ‘*but*’, and used articles like *the* and *a*, as well as the possessive pronoun *my*. She also included information that was seen in class about the types of characters to describe the ones from her tale. She had spelling and word order mistakes, but the email was coherent and cohesive, and better than her initial production. In the case of the poster about likes and dislikes (figure 7), she did not write a paragraph as she was asked to, only connected two sentences together through the conjunction *and*, so there was an increment in the variety of resources she used to make her productions more cohesive and coherent.

In the case of students B, LA, LJ and FS, LA and B were also mentioned constantly in the description of the classes because during the drills and guided practice they used to participate and pay attention. However, when producing the language, they struggled with how to express their ideas. LA did not take the diagnostic exam; in the first production, which was the Christmas ornament with two sentences about their likes and dislikes, he did not have mistakes (appendix 3.1), and in the poster (figure 7), he wrote sentences as a list, but linking two with the conjunction ‘*and*’. And in the final evaluation, he only answered the question *how are you* with a *very well*, and he just listed the names of the characters of his tale. This result was not as good as I was expecting, because he did not have trouble with the present simple structure, which he could have used to write a better email in the evaluation.

In his team's tale, the past simple structure was used in most of it (appendix 16), but in some parts they used the incorrect tense of verbs. Student LA and B, who was part of his team too, followed the structure for the tale that was modeled in class, and had some spelling mistakes. Their story was coherent, but in the final version they did not make the division in paragraphs so their tale was easier to understand, even though the instruction was given. It was evident that they used the translator, but by the way the text is constructed, they translated the words, or expressions in some cases, they wanted to use and put them together by themselves.

In the case of student B, in the diagnostic, he answered with a single sentence, while in the final evaluation, he wrote five sentences that were not coherent nor cohesive. With some interpretation it was possible to get his idea, and taking into account that his English level was not very high, I took it as an advance because he understood what he had to do and tried to express his ideas using English completely.

Finally, in the case of students LJ and FS, none of them answered the diagnostic exam nor did the first production (Christmas ornament). LJ did not hand in the first project about the likes and dislikes. FS handed in the poster, in which she wrote seven sentences as a list and not as a paragraph; she had mistakes in the change of possessive pronouns from first to third person, but the structure of present simple to talk about likes and dislikes was used correctly. As mentioned in the description of the didactic sequences, these two learners asked me for help because they had not understood the past simple and continuous structures, and with the short, personalized explanation, they were able to write their tale.

In the final evaluation, FS copied the text from the sample email of the exercise and just substituted the name of her favorite tale, so there was no production at all. In the case of LJ, her

response email was very short but she used the vocabulary from the sample email and used some words to formulate her own response, which was not grammatically correct, but this girl's level was very low and the fact that she tried to express her ideas as best as she could was definitely a positive result, and I believe that the fact that when she and her classmate asked for help and saw that there was nothing wrong with that and that I helped them without getting mad gave her the confidence to try to do her activities with less fear of failing.

The indicators that were taken into account to evaluate students' progress were the length of their writings depending on the instructions for each activity, the way students organized their productions (if they were written in form of lists or in paragraphs), the coherence of their ideas, if they used the grammar structures they were asked to use, and if they fulfilled the requests of each activity. Based on these aspects, the results of the students who were assessed more closely and the ones of the group in general, there was an improvement in the format of students' work.

In both projects, they were asked to write paragraphs, to use conjunctions, connectors and punctuation marks in order to connect their ideas; in the first occasion, the majority of students wrote their products in a list format, short sentences not interconnected at all, with minor grammar mistakes, but not very little cohesion from one idea to another. In the second occasion, more instruction and modeling were provided in relation to how to write paragraphs, and the results were that more students started gathering their ideas in more complex formats. Not only in the final project, because the default format to write the tale was paragraphs, but in the final evidence productions, in which even if students had grammatical and spelling mistakes, and struggled with sentence formation, they started trying to produce this kind of writings.

The instruments that were used to assess and evaluate students progress during the study (rubrics, exams, control and register lists and constant feedback) were the base for the reflections I made at different points during the development of the study and that led me to make decisions on what was next. I think that the instruments were accurate, but there is a need for me to improve de design of them. When using the rubrics to check students' productions I found different things that could have also been included in the rubrics, and even substitute some others that were not too relevant for the objectives of the document.

I consider that it would have also been better to evaluate the three central goals of the study (grammar, cohesion and coherence) separately so there was a reference of progress in each subskill and not of the three of them together, which would have made the analysis of results simpler too, as well as extra tools to carry out a formative assessment and better register of students' progress, and not only an evaluation at the end of each unit.

The central objective of the study was to develop students' writing skills, specially cohesion, coherence and grammar, and I believe that it was achieved but not according to my expectations. Although there was an improvement and positive impact in students writing subskills, the reality is that in the activities that students received explicit instruction and guidance, most of them were able to achieve the goals, but teaching a language is not only a matter of fulfilling activities, but enabling them to use what they learn in different real life situations and, yes, my students started gaining more confidence, they started using more resources to improve the language they produced, but most of them were still not completely able to communicate with the language and express their ideas without problems.

I think this has to do with the expectations I had in relation to what I wanted them to produce; at some point in the document I mentioned that sometimes it was hard for me to see my practice from the point of view of a student, regarding materials and the complexity of activities. I believe that if I had been more aware of that, I would have set more reachable goals, and since all activities revolve about these goals, if they are too high automatically the difficulty of the whole process increases, so with more realistic goals according to my students needs and level, what was taught and how it was taught would have been more meaningful and effective for them. And yes, it was impossible that they reached a proficient English level, they would have reached a basic level of competence of autonomous production, and not only when guided to do a task.

Based on this, and for the improvement of my teaching practice, the areas in which I think I should focus on from this moment on to provide students with a better education in the language are:

- Not sticking to routine. Language is dynamic, and its teaching should be like that. Using more variety of materials and activities, no matter the skill in development, might be more attractive, motivating and meaningful for students.
- Being aware of the level of students. Thinking out of my vision of things, and looking at my practice from a student's point of view might help with obstacles related to unachievable goals and overcomplexity of activities.
- Focusing on quality instead of quantity. The goal of English teaching is to enable learners to communicate. It does not have to be proficient immediately, small steps can lead to big changes. Along the study, too much Spanish was used. Sometimes it seemed the easiest and fastest way out, but it did not help students at all, they got used to translation and receiving

instructions in Spanish, which did not encourage them to make efforts to learn the target language in order to understand and produce

Appendixes

Appendix 1

10/24/21, 6:24 PM

Diagnostic test

Diagnostic test

The objective of this test is showing how much English you know. Please answer the following questions without using a dictionary or translator, only with what you understand on your own. We want the answers to be honest.

***Obligatorio**

1. Write your full name: *

2. Grade *

Marca solo un óvalo.

1*

2*

3. Group *

Marca solo un óvalo.

A

B

C

D

E

F

- I. Choose the option that best completes the sentence.

4. 1. Jason left the place _____, before anyone could see him. * 1 punto

Marca solo un óvalo.

- rapid
 quickly
 quiet

5. 2. There is not _____ food to feed all those dogs! * 1 punto

Marca solo un óvalo.

- too
 very
 enough

6. 3. Karen, _____ lives in England, says that she would love to go on vacation to a Caribbean island. * 1 punto

Marca solo un óvalo.

- who
 which
 when

7. 4. My mom _____ food for us every day. * 1 punto

Marca solo un óvalo.

- make
 makes
 made

8. 5. He _____ his favorite book for the fifth time! * 1 punto

Marca solo un óvalo.

- reads
 are reading
 is reading

9. 6. I _____ that movie four times. * 1 punto

Marca solo un óvalo.

- has watched
 have watched
 has watch

10. 7. Elena _____ with me yesterday. * 1 punto

Marca solo un óvalo.

- plays
 playing
 played

11. 8. We _____ at the party. * 1 punto

Marca solo un óvalo.

- was dancing
 were dancing
 dancing

0/24/21, 6:24 PM

Diagnostic test

12. 9. An elephant _____ than a dog. * 1 punto

Marca solo un óvalo.

- is bigger
 biggest
 is big

13. 10. The North Pole is the _____ place in the world. * 1 punto

Marca solo un óvalo.

- cold
 coldest
 colder

14. 11. You are ___ beautiful ___ your sister. * 1 punto

Marca solo un óvalo.

- as/as
 like/as
 the/than

15. 12. If I _____ money, I _____ a Lamborghini. * 1 punto

Marca solo un óvalo.

- had/would buy
 have/would buy
 would have/buy

II. Which sentence is reported correctly? Choose the correct option.

16. 13. "I don't like this movie!" she said. *

1 punto

Marca solo un óvalo.

- She said she doesn't like the movie.
 She said she didn't like that movie
 She told she likes this movie

17. 14. "She will go to the beach next weekend" he said. *

1 punto

Marca solo un óvalo.

- He said she will go to the beach next weekend
 He said she would go to the beach the following weekend
 He said he will go to the beach this weekend.

18. 15. "We loved the show!" they said. *

1 punto

Marca solo un óvalo.

- They told me that they had loved the show
 They said they love the show
 They told me they will love the show.

III. Read the following e-mail

katie97@dsmail.com

To: englishfriends.com.uk

Cc:

Subject: Hi!

Insert: Attachments Photos Videos

Tahoma 10 B / U

Hi! How are you?

My name's Katie and I'm 12 years old. I'm from Valletta in Malta. I speak Maltese (the language in Malta) and English. I like swimming, playing football and listening to music. I've got a pet dog, Max.

Do you want to be my friend? Please write soon.

Best wishes

Katie

Send Save Cancel

19. Write a reply e-mail for Katie. Talk about the following information: * 5 puntos
1. Say your name and where you are from. 2. Talk about your likes and dislikes 3. Talk about your family or pets. 4. Answer Katie's question: would you like to be her friend?

Appendix 2

Estilos de aprendizaje.

Lee los enunciados y escoge la opción según tus preferencias.

***Obligatorio**

1. Nombre completo *

2. Grado *

Marca solo un óvalo.

- 1*
- 2*

3. Grupo *

Marca solo un óvalo.

- A
- B
- C
- D
- E
- F

4. 1. Entiendo mejor algo *

Marca solo un óvalo.

- Si lo practico
- Si pienso en ello

9. 6. Cuando leo temas que no son de ficción, prefiero *

Marca solo un óvalo.

- algo que me enseñe nuevos hechos o me diga como hacer algo.
 algo que me dé nuevas ideas en que pensar.

10. 7. En un libro con muchas imágenes y gráficas es más probable que *

Marca solo un óvalo.

- revise cuidadosamente las imágenes y las gráficas.
 me concentre en el texto escrito.

11. 8. Es más importante para mí que un profesor *

Marca solo un óvalo.

- exponga el material en pasos secuenciales claros.
 me dé un panorama general y relacione el material con otros temas.

12. 9. En un grupo de estudio que trabaja con un material difícil, es más probable que *

Marca solo un óvalo.

- participe y contribuya con ideas
 no participe solo escuche.

13. 10. Me considero *

Marca solo un óvalo.

- cuidadoso en los detalles de mi trabajo
 creativo en la forma en la que hago mi trabajo

14. 11. Me gustan los maestros *

Marca solo un óvalo.

- que utilizan muchos esquemas en el pizarrón.
 que toman mucho tiempo para explicar.

15. 12. Cuando escribo un trabajo, es más probable que *

Marca solo un óvalo.

- lo haga (piense o escriba) desde el principio y avance.
 lo haga (piense o escriba) en diferentes partes y luego las ordene.

16. 13. Cuando comienzo a resolver un problema de tarea, es más probable que *

Marca solo un óvalo.

- comience a trabajar en su solución inmediatamente.
 primero trate de entender completamente el problema.

17. 14. Cuando leo por diversión, me gustan los escritores que *

Marca solo un óvalo.

- dicen claramente los que desean dar a entender.
 dicen las cosas en forma creativa e interesante.

18. 15. Recuerdo mejor *

Marca solo un óvalo.

- lo que veo.
 lo que oigo.

10/24/21, 6:27 PM

Estilos de aprendizaje.

19. 16. Cuando estoy aprendiendo un tema, prefiero *

Marca solo un óvalo.

- mantenerme concentrado en ese tema, aprendiendo lo más que pueda de él.
- hacer conexiones entre ese tema y temas relacionados.

20. 17. La idea de hacer una tarea en grupo con una sola calificación para todos *

Marca solo un óvalo.

- me parece bien.
- no me parece bien.

21. 18. Cuando tengo que hacer un trabajo, prefiero *

Marca solo un óvalo.

- dominar una forma de hacerlo.
- intentar nuevas formas de hacerlo.

22. 19. Para divertirme, prefiero *

Marca solo un óvalo.

- ver televisión.
- leer un libro.

Appendix 3

ESL/EFL Lesson Plan

Lesson Number: 01

Topic: Levels of like and dislikes.

Objective/Aim: By the end of the lesson students will be able to write 3-4 short and simple sentences to describe their likes and dislikes using the present simple structure with *love/like/dislike/hate + Ving.*

Previous topics seen in class: Present simple and some verbs.

<p>Stage & Timing</p> <p>Purpose</p>	<p>Activity/Procedure</p> <p><i>(italics in black= possible dialogues of the teacher)</i> <i>italics in blue= possible answers from students)</i></p>	<p>Skill</p>	<p>Material, Equipment or Aids</p>	<p>Interaction Patterns</p>	<p>Possible Problems and Solutions</p>
<p>Warm-Up (5-7 mins)</p> <p>minutes</p> <p>Explain the dynamics of the class</p>	<p>Students will be given their participation bags and badges while the teacher explains the objective of the boxes and of the lesson (based on the principles of explicit instruction). The teacher will explain that every time they receive a badge, they will have one extra tenth for their grade.</p>	<p>-</p>	<p>Participation bags and badges</p>	<p>-</p>	<p>P: it might take too much time to give each student their materials.</p> <p>S ask another student to help his/her classmate to give their classmates' materials.</p>

<p>Engage (5-7 mins)</p> <p>Introduce the context of the topic, and to let students know what the final product will be.</p> <p>And to introduce the present simple structure to express likes and dislikes.</p>	<p>Students will be given three paper Christmas spheres/ornaments while the teacher introduces the context (Appendix 1,1). Students will be asked questions like <i>Are you excited about Christmas? Yes What do you like the most about Christmas? No school What are you going to do during your Christmas holidays? Watch movies/ sleep Etc.</i> Then they will be given the instruction that by the end of the topic they will create an album of likes and dislikes with information about a classmate’s likes and dislikes on Christmas. (<i>well guys, we will be working together for the next two weeks, and during this time we will be working on an album of your likes and dislikes on christmas...</i>)</p> <p>Students will be shown some flashcards with activities that people can do on Christmas holidays (Appendix 1.2). The teacher will present the flashcards creating a story with the people in the images (Look this is Emma, she and her family love doing this, what is this -asking for one of the flashcards- Yes! Drink hot chocolate!...) and paste them on the board. Next to each picture, the teacher will write the action in present simple (e.g. drink hot chocolate, decorate the house, visit the family, etc.)</p> <p>Then, students will be presented four variants of like and dislike: love, like, dislike and hate; each variant corresponds to each level of a Christmas tree that will be pasted on the board (Appendix 1.3). Students will be explained the percentage of like or dislike for each level (love 100%, like 80%, dislike 40%, hate 0%)</p> <p>Students will also be explained the structure to say they like or dislike something (<i>I love eating tamales, I like going on vacation, I hate staying up late, etc.</i>), making emphasis on the use of love, like, dislike and hate followed by a verb</p>	<p>Prediction from context</p> <p>Listening for detail.</p> <p>Handwriting</p>	<p>Christmas ornaments (Appendix 1.1)</p> <p>Flashcards (Appendix 1.2)</p> <p>Christmas tree with levels of like and dislike (Appendix 1.3)</p>	<p>T-Ss</p>	<p>P: Students may not answer the questions.</p> <p>S: The Teacher will give examples students can use to answer.</p> <p>P: Students may not understand the structure and the correct use of each part of it.</p> <p>S: the teacher will explain again and provide more examples.</p>
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	<p>with -ing suffix. The structure will be introduced through examples. After a few examples given by the teacher, some students will be asked directly to ask the teacher to build a sentence.</p>				
<p>Study (15 mins)</p> <p>To practice the use of love/like/dislike/hate + Ving.</p>	<p>The teacher will hand out a small exercise with five fill-in-the gap sentences (Appendix 1.3). Each sentence has a line to add love, like, dislike/don't like or hate and a line at the end of the verb to fill out with the '-ing' suffix. Students will have to determine what word to express like and dislike (love, like, dislike and hate) they have to use</p>	<p>Sentence formation</p>	<p>Fill-in-the-gap exercise (Appendix 1.4)</p>		

	depending on their personal level of like or dislike, and write -ing at the end of every verb.				
<p>Activate (15 mins)</p> <p>To practice the present simple structure to express likes and dislikes.</p>	<p>Students will be asked to take out the Christmas ornament they were given and to write the sentences of the previous exercise in a paragraph, not as a list anymore. The teacher will ask students with My name is _____ and then continue with their sentences. They will be explained that if they have two sentences with <i>love</i>, for example, they can use <i>and</i> to connect both sentences, instead of repeating <i>I love...</i> twice. Then, they will be asked to come to the board and paste their sentence in the corresponding level of the tree.</p>	<p>Sentence formation</p> <p>Handwriting</p>	<p>Christmas ornaments (Appendix 1.1)</p> <p>Christmas tree with levels of like and dislike (Appendix 1.3)</p>	<p>T-Ss</p> <p>Ss-material</p>	<p>P: sts may not know how to write the sentences.</p> <p>S: The teacher will guide the writing activity and write examples on the board.</p>
<p>Wrap- Up (5-10 mins)</p> <p>To register participations and attendance.</p>	<p>The teacher will ask one specific student to gather all his or her classmates' participation bags. After he or she finishes he or she will hand them out to the teacher who will (after class) register participations by counting how many badges they collected.</p>		<p>Participation bags and badges</p>		-

Appendix 4

ESL/EFL Lesson Plan

Lesson Number: 02

Topic: Others' likes and dislikes.

Objective/Aim: By the end of the lesson students will be able to write about the likes and dislikes of others using present simple tense for third person and plurals, specifically the structure of *love(s)/like(s)/dislike(s)/hate(s) + Ving.*

Previous topics seen in class: Present simple tense, likes and dislikes of oneself, levels of like and dislike, common activities in Christmas

<p>Stage & Timing</p> <p>Purpose</p>	<p>Activity/Procedure</p> <p><i>(italics in black= possible dialogues of the teacher</i></p> <p><i>italics in blue= possible answers from students)</i></p>	<p>Skill</p>	<p>Material, Equipment or Aids</p>	<p>Interaction Patterns</p>	<p>Possible Problems and Solutions</p>
<p>Warm-Up</p> <p>Minutes (5-7 mins)</p> <p>To let students know the purpose of the class</p>	<p>The teacher will choose one person to hand out the participation bags to his or her classmates, while the teacher explains to the class the purpose of the class (based on the principles of explicit instruction).</p>	<p>-</p>	<p>Participation bags and badges</p>	<p>T-Ss</p>	<p>---</p>

<p>Engage (5-7 mins)</p> <p>To introduce the material needed for the class and to introduce the use of present simple tense for third person and plurals</p>	<p>A picture of a Christmas character (Appendix 2.1) will be shown to students (<i>Do you know who this is? The Grinch! (What do you remember about him? He hates Christmas. Yes! What else?).</i> After that, the teacher will write a list of things and activities that the character likes or dislikes and the percentage for each one of them. The teacher will read each thing/activity and will ask students to repeat them. (<i>The Grinch hates decorating, he dislikes exchanging gifts, he loves staying at home, he loves lighting fireworks to scare people, etc.</i>).</p> <p>Students will be introduced the question: <i>What does he like?</i> And then will be shown how to talk about what another person likes or dislikes (<i>He hates Christmas celebrations, he loves skating in the frozen lake, etc.</i>). making emphasis on the use of S at the end of the love/like/dislike/hate verbs</p> <p>The teacher will then add a ribbon (appendix 2.2) to the head of the character to 'transform it' into a female (Ms. Grinch), and will show students how to talk about what a female likes/dislike.</p> <p>After that, the teacher will add another character (appendix 2.3) next to the first one and will show students how to talk about what a group of people's (they) likes or dislikes.</p>	<p>Listening for detail.</p> <p>Reading for detail.</p> <p>Sentence formation.</p> <p>Writing</p>	<p>Christmas character & facts (Appendix 2.1)</p> <p>Ribbon (Appendix 2.2)</p> <p>Extra character (Appendix 2.3)</p>	<p>T-Ss</p>	<p>P: Students may not repeat the activities.</p> <p>S: the teacher will use body language to indicate them that they have to repeat.</p> <p>P: Students may not understand how to use ps for third person.</p> <p>S: The teacher will give more examples and emphasize the use of '-s' at the end of verbs.</p>
<p>Study (20 mins)</p> <p>Provide practice on the use of third person sentences in present simple</p>	<p>The teacher will move the image of the grinch to one side of the board and leave the image of Cindy Lou (appendix 2.3) in the center, and will write the list of things that Cindy Lou likes or dislikes (Appendix 2.4), and the percentage of each one of them. She will ask one student to give each of his or her classmates a short exercise (Appendix 2.5) with fill-in-the-gap sentences about Cindy Lou's information. Each sentence has a line to add loves, likes, dislikes/doesn't like or hates, and a line at the end of the verb to fill out with the '-ing' suffix. Students will have to determine what word to express like and dislike (love, like, dislike and hate) they have to use depending on the information they see</p>	<p>Sentence formation</p>	<p>Cindy Lou's information (Appendix 2.4)</p> <p>Exercise (Appendix 2.5)</p>	<p>T-Ss</p>	<p>P: Students may not understand how to use ps for third person.</p> <p>S: The teacher will give more examples and emphasize the</p>

	<p>on the board. They will be given a couple of minutes to answer and after that the teacher will check answers by asking students and writing the sentences on the board to make sure students used the correct form of likeS, loveS, etc.</p>				<p>use of '-s' at the end of verbs.</p>
<p>Activate (15-20 mins)</p> <p>To practice the use of present simple tense for third person and plurals and correct mistakes</p>	<p>Students will be given a worksheet (appendix 2.6) in which they have more likes and dislikes from The Grinch. There, they have a list of things/activities that he likes and one of what he dislikes. Students will be given time to write sentences with those items (just as they did with the teacher). Then, some students will be asked to come to the board and write one of the sentences that they wrote. The teacher will ask students to help her determine if the sentence is correct; if there is a mistake, the teacher will correct it and explain why it was wrong to the whole group.</p>	<p>Reading for detail.</p> <p>Sentence formation</p> <p>Handwriting</p>	<p>Worksheet (Appendix 2.6)</p>	<p>T-Ss</p>	<p>P: At the end of the activity students may have not written the sentences.</p> <p>S: The teacher will go back and guide the exercise step by step.</p>
<p>Wrap- Up (5-10 mins)</p> <p>To register participations and attendance.</p>	<p>The teacher will ask one specific student to gather all his or her classmates' participation bags. After he or she finishes he or she will hand them out to the teacher who will (after class) register participations by counting how many badges they collected.</p>		<p>Participation bags and badges</p>	<p>T-Ss</p>	<p>-</p>

Appendix 5

ESL/EFL Lesson Plan

Lesson Number: 03

Topic: Designing an interview

Objective/Aim: By the end of the lesson students should be able to justify their likes/dislikes for things and to write a brief and simple script/questionnaire for a written interview using present simple tense questions and sentences.

Previous topics seen in class: Present simple (interrogative and affirmative), likes and dislikes of oneself, levels of like and dislike, common activities in Christmas

Stage & Timing Purpose	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Possible Problems and Solutions
Warm-Up Minutes (5-7 mins) To let students know the purpose of the class	The teacher will choose one person to hand out the participation bags to his or her classmates, while the teacher explains to the class the purpose of the class (based on the principles of explicit instruction).	-	Participation bags and badges	T-Ss	-

<p>Engage (15 mins)</p> <p>To check students' previous knowledge on genre and to explain how to ask and answer open and closed questions.</p>	<p>Students will be asked if they know what an interview is, what they are useful for, what structure it has, if it is only spoken or written too, and in what situations written interviews are applied. Then, the teacher will show them an interview that Cindy Lou did to The Grinch (Appendix 3.1). Two students will be asked to role play the interview, and when they finish the teacher will ask the group what the interview is about. Then, the teacher will make emphasis on the fact that when Cindy Lou starts the question with Do you like...?, the Grinch only answers Yes, I do, or No, I don't, and that when she starts with What, Who or Why, the Grinch gives a longer answer. To explain the formulation of questions, the teacher will paste on the board a grammar table (appendix 3.2.) and will give a copy to students for them to paste it on their notebooks.</p>	<p>Prediction from context.</p> <p>Genre knowledge</p> <p>Correct use if grammar.</p>	<p>Interview (Appendix 3.1)</p> <p>Grammar table (Appendix 3.2)</p>	<p>T-Ss</p>	<p>P: Students may not know what the interview was about</p> <p>S: The teacher will go question by question eliciting students to guess the meaning. .</p>
<p>Study (10 mins)</p> <p>To provide practice on the formulation of questions</p>	<p>The teacher will give students a worksheet (Appendix 3.2) two exercises. In the first exercise, they have some incomplete questions. Those questions must be completed with the question words in the box, depending on the answer that is under the question.</p> <p>Students will have a couple of minutes to answer the exercise and then the teacher will check answers with the whole group.</p> <p>After checking answers of that exercise, the teacher will ask students to go to exercise 2 of the worksheet on appendix 3.3. There, they have three questions that they have to formulate based on the words they are given. Those same words will be written on the board, so students along with the teacher can formulate the questions. The teacher will ask for the correct formulation and will recast if there are mistakes.</p> <ol style="list-style-type: none"> 1. what/ do / on Saturday mornings? 2. like/ watch Netflix? 3. where/ buy/ Christmas gifts? 	<p>Correct use if grammar.</p> <p>Handwriting</p> <p>Argumentation</p> <p>Listening for detail.</p>	<p>Exercise (Appendix 3.3)</p>	<p>T-Ss</p>	<p>P: students may not know what question word to use,</p> <p>S: the teacher will remind them the meaning of each qw.</p>

	<p>4. like/ eat tamales?</p>				
<p>Activate (10-15 mins)</p> <p>Designing the questionnaire for a written interview.</p>	<p>Students will start writing, along with the teacher, the script and questionnaire for a written interview. They will be asked to write the questions on a special sheet that will be handed out (Appendix 3.3) as the teacher writes them on the board, leaving a space between questions. The teacher will write first a Hello! <i>Can you please answer this interview about what you like and do not like about Christmas?</i> and then will write the first question: <i>Do you like Christmas?</i> Students will continue helping the teacher writing the questions for the interview, using yes or no questions (Do you...?) and open questions (why do you...? Who do you spend Christmas with?). At the end, the script will finish with <i>Thank you for answering the interview.</i></p> <p>At the end students will be asked to give their script to the teacher (to avoid the risk of them forgetting it at home the following class)</p>	<p>Sentence formation.</p> <p>Handwriting</p> <p>Planning</p>	<p>Sheet to write the interview</p> <p>(Appendix 3.4)</p>	<p>T-Ss</p>	<p>P: students may not know how to structure the questions.</p> <p>S: The teacher will briefly explain the structure again and guide students step by step.</p>

<p>Study (5-7 mins)</p> <p>Providing students useful lexical chunks to answer an interview</p>	<p>After finishing the questionnaire, students will also be provided with examples of answers for each question, and will be asked to write them down in their notebooks.</p>	<p>Listening for instruction/explanation</p> <p>Handwriting</p>	<p>---</p>	<p>T-Ss</p>	<p>---</p>
<p>Wrap-Up (5-10 mins)</p> <p>To register participations and attendance.</p>	<p>The teacher will ask one specific student to gather all his or her classmates' participation bags. After he or she finishes he or she will hand them out to the teacher who will (after class) register participations by counting how many badges they collected.</p>		<p>Participation bags and badges</p>	<p>T-Ss</p>	<p>P: there might be no time to ask student by student.</p> <p>S: Take all the boxes and count the participation after class.</p>

Appendix 6

ESL/EFL Lesson Plan

Lesson Number: 04

Topic: Answering a written interview

Objective/Aim: By the end of the lesson students will apply and answer a written interview using present simple tense to express likes and dislikes.

Previous topics seen in class: Present simple (interrogative and affirmative), likes and dislikes of oneself, levels of like and dislike, common activities in Christmas

<p>Stage & Timing</p> <p>Purpose</p>	<p>Activity/Procedure</p>	<p>Skill</p>	<p>Material, Equipment or Aids</p>	<p>Interaction Patterns</p>	<p>Possible Problems and Solutions</p>
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<p>Warm-Up</p> <p>Minutes (5-7 mins)</p> <p>To let students know the purpose of the class</p>	<p>The teacher will choose one person to hand out the participation bags to his or her classmates, while the teacher explains to the class the purpose of the class (based on the principles of explicit instruction).</p>	-	<p>Participation bags and badges</p>	T-Ss	-
<p>Engage (5 mins)</p> <p>To write sentences in simple present simple using the structure love/like/dislike/hate +Ving.</p>	<p>Since by the time this class occurs students will have spent one week working at home because of the hybrid modality, the teacher will carry out a review of how to write sentences with love/like/dislike/hate + Ving (briefly explain the structure). Then, the group will be divided into two teams. The board will also be divided. Each team will make a line; the first student of each team will take one card from two bunches that the teacher will have (Appendix 4.1). One student will get a pronoun/subject, and the other an activity to do on Christmas. They will have time to discuss with their team and create a sentence with that subject and activity. Then, they will rush to the board and write it. If the sentence is correct, each member will receive a participation badge.</p>	<p>Listening for instruction</p>	<p>Cards (Appendix 4.1)</p>	T-Ss	-
<p>Study (10 mins)</p> <p>To give students useful information to write their answers in the written interview</p>	<p>The teacher will hand out the script for the interview, and will explain students that they will apply it to another classmate. Students will be briefly reminded of the questions and some of the possible answers. (example of script in appendix 4.2). For example, the teacher will write on the board the first question and ask students to look at their grammar table in appendix 3.2 and give her a possible answer to that question. And then, if it is necessary, the same will be done with the second question, or a new similar one. It is</p>	<p>Handwriting</p>	<p>Students' questionnaire Interview script example (Appendix 4.2) Grammar table</p>	T-Ss	<p>P: some students might not take too much time writing the questions</p> <p>S: The teacher will</p>

	important not to provide too many examples and let students do the activity on their own.		(Appendix 3.2)		have printed copies.
<p>Activate (10-15 mins)</p> <p>Students to answer a written interview</p>	<p>Students will be asked to get up from their seats and go with a classmate; they will have to greet (Hello, can you please answer this interview?), give/take someone else's piece of paper, go back to their seats, answer the questions, and when they finish they will give back the questionnaire, and will thank each other (Thank you for your answers!)</p>	<p>Accuracy</p> <p>Handwriting</p> <p>Grammar</p>	<p>Students' questionnaire</p>	<p>Ss-Ss</p> <p>Ss-text</p>	<p>P: students may not know how to answer the interview.</p> <p>S: the teacher will write some possible answers on the board</p>
<p>Wrap- Up (5-10 mins)</p> <p>To register participations and attendance.</p>	<p>The teacher will ask one specific student to gather all his or her classmates' participation bags. After he or she finishes he or she will hand them out to he teacher who will (after class) register participations by counting how many badges they collected.</p>		<p>Participation bags and badges</p>	<p>T-Ss</p>	<p>P: there might be no time to ask student by student.</p> <p>S: Take all the boxes and count participation after class.</p>

Appendix 7

ESL/EFL Lesson Plan

Lesson Number: 05

Topic: Reporting an interview.

Objective/Aim: By the end of the lesson students should be able to report the results of the applied interview using present simple sentences.

Previous topics seen in class: Present simple (interrogative and affirmative), likes and dislikes of oneself, levels of like and dislike, common activities in Christmas

Stage & Timing Purpose	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Possible Problems and Solutions
Warm-Up Minutes (5-7 mins) To let students know the purpose of the class	The teacher will choose one person to hand out the participation bags to his or her classmates, while the teacher explains to the class the purpose of the class (based on the principles of explicit instruction).	-	Participation bags and badges	T-ss	-

<p>Engage (5-7 mins)</p> <p>To introduce the material and topic of the class. To explain the change from first to third person to report the results of an interview</p>	<p>Students will be asked to take out the interview they applied the previous class. The teacher will paste on the board the picture of the characters from class 2 (Appendix 2.1 / 2.3) and a sample of the interview that was 'applied' to that character (Appendix 5.1). Students will be instructed on how to report the answers of the interview using present simple. The sample interview will be used to explain how to report, making emphasis on the change from, for example, I like eating turkey to She likes eating turkey.</p> <p>Students will be asked to take notes of the examples.</p>	<p>Following instructions</p>	<p>Christmas character & facts (Appendix 2.1 & 2.3)</p> <p>Sample interview to character (Appendix 3.1)</p>	<p>T-Ss</p>	<p>P: Students may not have their interviews with them.</p> <p>S: The teacher will ask students to apply it between them</p>
<p>Study (10-15 mins)</p> <p>Practice the change from first to third person in present simple.</p>	<p>The teacher will hand out a worksheet (Appendix 5.1) that contains an interview between Tiny Tim and Mr. Scrooge from the movie <i>A Christmas Carol</i>. Two students will be asked to role play the interview, and after that, the teacher will ask what did the two characters talk about.</p> <p>After that, the teacher will ask students to go to the exercise. She will start reading the paragraph and will stop in the first blank space. She will ask students to go back to the interview and give her the answer that completes the sentence.</p> <p>The same procedure will continue until the whole paragraph is completed.</p>	<p>Grammar/ writing</p>	<p>Worksheet (Appendix 5.1)</p>	<p>T-Ss</p>	<p>P: Students may not find the word that completes the sentences.</p> <p>S: the teacher will read again the interview making emphasis (raising voice volume) on the part where the answers can be found.</p>

<p>Activate (15-20 mins)</p> <p>To practice sentence transformation.</p>	<p>Students will be asked to take the answers from the interview they applied and report back in 3rd person.</p>	<p>Grammar/ writing</p>	<p>--</p>	<p>Ss-text</p>	<p>P: Students may not understand the structure and the correct use of each part of it.</p> <p>S: the teacher will explain again and provide more examples.</p>
<p>Wrap- Up (5-10 mins)</p> <p>To register participations and attendance and ask for material for the following class.</p>	<p>The teacher will ask one specific student to gather all his or her classmates' participation bags. After he or she finishes he or she will hand them out to he teacher who will (after class) register participations by counting how many badges they collected.</p> <p>Students will be asked to bring a bond paper and a picture of themselves for the following class.</p>		<p>Participation bags and badges</p>	<p>T-Ss</p>	<p>-</p>

Appendix 7.1

Interviewer: **Student K**

Interviewer: _____

Greting

1 What do you like doing on Christmas?
R: I like visiting my family

2 Do you like Christmas? R: Yes, I do.


3 Do you like decorating your house?
R: No, I don't.

4 Who do you like spending Christmas with?
R: I like spending Christmas with my family.

5 What do you like eating on Christmas?
R: I like eating kangaroo.

6 Do you like listening to Christmas music?
R: Yes, I do.

7 Do you like receiving presents?
R: Yes, I do.



Interviewer: **Student CA**

Interviewer: _____

Greting

1 What do you like doing on Christmas?
I like decorating my house

2 Do you like Christmas?
Yes, I do.


3 Do you like decorating your house?
Yes, I do.

4 Who do you like spending Christmas with?
I like spending Christmas with my family.

5 What do you like eating on Christmas?
I like eating turkey.

6 Do you like listening to Christmas music?
Yes, I do.

7 Do you like receiving presents?
Yes, I do.



Interviewer: _____

Interviewer: _____

Greting

1 What do you like doing on Christmas?
I like visiting my family.

2 Do you like Christmas?
Yes, I do.

3 Do you like decorating your house?
Yes, I do.

4 Who do you like spending Christmas with?
I like spending my family.

5 What do you like eating on Christmas?
I like eating kangaroo.

6 Do you like listening to Christmas music?
Yes, I do.

7 Do you like receiving presents?
Yes, I do.



Interviewer: **Student C**

Interviewer: _____

Greting

1 What do you like doing on Christmas?
I love visiting my family.

2 Do you like Christmas? yes, I do.


3 Do you like decorating your house? yes, I do.

4 Who do you like spending Christmas with?
I like spending Christmas with grand parents.

5 What do you like eating on Christmas?
I like eating salad.

6 Do you like listening to Christmas music?
Yes, I do.

7 Do you like receiving presents? Yes, I do.



Interviewer: **Student LA**

Interviewer: _____

Greting

1 What do you like doing on Christmas?
R: I like visiting my family.

2 Do you like Christmas?
R: Yes, I do.


3 Do you like decorating your house?
R: Yes, I do.

4 Who do you like spending Christmas with?
R: I like spending Christmas with my family.

5 Do you like listening to Christmas music?
R: Yes, I do.

6 What do you like eating on Christmas?
R: I like eating turkey.

7 Do you like receiving presents?
R: Yes, I do.



Interviewer: _____

Interviewer: _____

Greting

1 What do you like Christmas?
I love visiting my family.

2 Do you like Christmas?
Yes, I do.

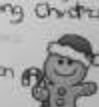
3 Do you like decorating your house?
Yes, I do.

4 Who do you like spending Christmas with?
I like spending Christmas with my family.

5 What do you like eating on Christmas?
I like eating turkey.

6 Do you like listening to Christmas music?
Yes, I do.

7 Do you like receiving presents?
Yes, I do.



Interviewer: **Student E**

Interviewer: _____

Greting

1 What do you like doing on Christmas?
R: I like watching Christmas movies.

2 Do you like Christmas?
R: Yes, I do.

3 Do you like decorating your house?
Yes, I do.

4 Who do you like spending Christmas with?
R: I like spending Christmas with my family.

5 What do you like eating on Christmas?
R: I like eating turkey.

6 Do you like listening to Christmas music?
R: Yes, I do.

7 Do you like receiving presents?
R: Yes, I do.



Interviewer: **Student A**

Interviewer: _____

Greting

1 What do you like doing on Christmas?
I love visiting family.

2 Do you like Christmas?
Yes, I do.


3 Do you like decorating your house?
Yes, I do.

4 Who do you like spending Christmas with?
I like spending Christmas with my family.

5 What do you like eating on Christmas?
I like eating turkey.

6 Do you like listening to Christmas music?
Yes, I do.

7 Do you like receiving presents?
Yes, I do.



Interviewer: **Student S**

Interviewer: _____

Greting

1 What do you like doing on Christmas?
I love watching Christmas movies.

2 Do you like Christmas?
Yes, I do.


3 Do you like decorating your house?
Yes, I do.

4 Who do you like spending Christmas with?
I like spending Christmas with my family.

5 What do you like eating on Christmas?
I like eating turkey.

6 Do you like listening to Christmas music?
Yes, I do.

7 Do you like receiving presents?
Yes, I do.



Appendix 8

ESL/EFL Lesson Plan

Lesson Number: 06

Topic: Building a yearbook

Objective/Aim: By the end of the lesson students will create a poster with a brief description of the likes and dislikes of a classmate, using present simple structure I love/like/dislike/hate followed by a verb with the -ing suffix.

Previous topics seen in class: Present simple (interrogative and affirmative), likes and dislikes of oneself, levels of like and dislike, common activities in Christmas

Stage & Timing Purpose	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Possible Problems and Solutions
<p>Warm-Up</p> <p>Minutes (5-7 mins)</p> <p>To let students know the purpose of the class</p>	<p>The teacher will choose one person to hand out the participation bags to his or her classmates, while the teacher explains to the class the purpose of the class (based on the principles of explicit instruction).</p>	-	<p>Participation bags and badges</p>	T-Ss	<p>P: it might take too much time to give each student their materials.</p> <p>S ask some students to help give their classmates' materials.</p>

<p>Engage (5-10 mins)</p> <p>To give instructions on the final product and explain the elements that their projects must include.</p>	<p>Students will be asked to take out their interview reports, bond paper and pictures. They will be explained that they will gather the pages of the Likes and Dislikes Album They will be shown how it will be built. The teacher will have ready the front and back covers (Appendix 6.1 and 6.2).</p> <p>Students will be shown a bond paper in which the teacher already wrote a paragraph for the sample character from previous classes (example in Appendix 6.3) and will show students the structure, starting with the name of the person, and then the sentences from the interview (He is the Grinch, he loves skating in the snow because he likes having fun. He likes eating turkey because he loves the flavor...)</p> <p>They will be reminded that if they have two sentences with <i>love</i>, for example, thy can use <i>and</i> to connect both sentences, instead of repeating <i>I love...</i> twice. And that if they have contrasting sentences, they can use <i>but</i> (e.g She loves eating turkey but she hates drinking hot chocolate)</p> <p>The teacher will write on the board the list of characteristics (Appendix 6.4) that their poster must have, so they have it as a a guide when creating their product.</p>	<p>Following instructions</p> <p>Listening for explanation.</p> <p>Scanning</p>	<p>Front and back covers for the Likes and Dislikes Album (Appendixes 6.1 & 6.2)</p> <p>Example of paragraph (Appendix 6.3)</p> <p>List of characteristics (Appendix 6.4)</p>	<p>T-Ss</p>	<p>P: Students may have not brought their bond papers and pictures.</p> <p>S: the teacher will have extra bond papers.</p>
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<p>Activate (20-30 mins)</p> <p>Create the group's Likes and Dislikes Album as a final product</p>	<p>Students will be given the rest of the class to create their poster. As they finish, they will give it to the teacher, who will attach it to the final album.</p> <p>The paragraph they write will later be graded based on the rubric in appendix 6.5</p>	<p>Handwriting</p> <p>Grammar</p> <p>Vocabulary</p> <p>Accuracy</p> <p>Spelling</p>	<p>Rubric for evaluation (6.5)</p>	<p>Ss-text</p> <p>T-Ss</p>	<p>P: students may take too long to finish their poster.</p> <p>S: the teacher will be constantly reminding them about the time.</p>
<p>Wrap- Up (5-10 mins)</p>	<p>After all students have finished, students will be shown the final version of the album</p> <p>The teacher will ask one specific student to gather all his or her classmates' participation bags. After he or she finishes he or she will hand them out to he teacher who will (after class) register participations by counting how many badges they collected.</p> <p>Since it is the last class before Christmas break, the teacher will wish students happy holidays.</p>	<p>--</p>	<p>---</p>	<p>--</p>	<p>P: Students might not be able to see the final album</p> <p>S: the teacher will send them a pdf with the scanned album</p> <p>P: there might be no time to ask student by student.</p>

					<p>S: Take all the boxes and count the participation after class.</p>
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Appendix 8.1

He is The Grinch. He hates Christmas because he hates seeing people happy. He loves staying at home. He likes decorating his house because he likes how it looks. He hates eating turkey because he hates the taste.

Appendix 9

ESL/EFL Lesson Plan

Lesson Number: 01 (21 and 22/2/2022)

Topic: Elements of a classic tale.

Objective/Aim: By the end of the lesson students will be able to identify the components of a classic tale (title, beginning, middle, end, setting) and start coming up with ideas for the classic tale they will rewrite.

Previous topics seen in class: Present simple, general parts of a story.

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Possible Problems and Solutions
Warm-Up (5-7 mins)	The teacher will ask one student to hand out the participation bags that will be used to register attendance and participation. The use of these bags will be reminded to students, and the purpose of the class and the general characteristics of the final project of the topic will be explained to students too.	--	Participation bags and badges.	T-Ss	-

<p>Engage (15 mins)</p>	<p>The teacher will show students a collage of illustrations of different classic and popular tales (Appendix 1.1). They will be asked what the images reminds them of. (What comes to your mind when you see this picture? What do you think we will talk about this time? What is a tale?).</p> <p>After that, students will be asked to go to page 25 of their book (Appendix 1.2). Flashcards with the sequence of the story of The Three Little Pigs will be shown to students (Appendix 1.3). The teacher will first ask students if they know the story.</p> <p>From the images, students will be asked which one happens first, which one second and which in third place. Every time they choose one flashcard, the teacher will ask them what happens in each image, she will write students' response on the board at the same time that students write it on their books.</p> <p>She will ask them what are the characters from the tale, and students will have to write them on their book; the teacher will tell students that there are three types of characters: main, secondary and antagonists or villains. Students will be asked where the story takes place, and they will write it on their books.</p> <p>Finally, students will be asked to paste on their books the sequence of the story that they were shown in the flashcards, which the teacher will give to them in a smaller size. (Appendix 1.3)</p>	<p>Brainstorming.</p> <p>Listening for detail.</p>	<p>College of classic tales (Appendix 1.1)</p> <p>Sunburst 1, p.25 (Appendix 1.2)</p> <p>Flashcards of sequence (Appendix 1.3)</p>	<p>T-Ss</p>	<p>P: Students may not know the story of the three little pigs to identify the sequence.</p> <p>S: The teacher will quickly tell students the story without too much detail so they can continue with the activity.</p>
<p>Study (5-10 mins)</p>	<p>The teacher will show students two flashcards (Appendix 1.4) of one of the little pigs and the wolf. She will ask students what they are wearing, and what is their role in the story (protagonist/main character, secondary character or villain). Students will have to write on their notebooks the</p>	<p>Speaking</p> <p>Note-taking</p> <p>Brainstorming</p>	<p>Flashcards of two characters (Appendix 1.4)</p>	<p>T-Ss</p>	<p>P. students may not know the names of some clothing items.</p> <p>S: They will be asked to check their notes since it</p>

	name of the character, and the characteristics that are shared out loud.				was a topic seen in previous sessions.
Activate (15-20 mins)	<p>After the short practice exercise, students will be asked to <u>work in teams (or individually)</u> and start creating the characters and setting for their own tale and brainstorming ideas for the general plot of their tale. The teacher will tell them that they can take one famous tale as inspiration, from five options she will present (Cinderella, Little Mermaid, The Three Pigs, The Princess and the Frog and Pinocchio), and change some parts of the story and the characters; to demonstrate them what they have to do, the teacher will show students an example of the tale of the Three Little Pigs modified to The Three Little Mice (Appendix 1.5), she will read it and explain to students what she changed.</p> <p>To write their ideas, a worksheet (Appendix 1.6) with a format for each element will be handed in to students. At the end of the class, the worksheet will be given back to the teacher to check their progress and make some corrections in case of mistakes.</p>	Writing	<p>Example of adapted tale (Appendix 1.5)</p> <p>Worksheet with format for ideas (Appendix 1.6)</p>	<p>Ss-Ss</p> <p>Ss-text</p>	<p>P: Students may not know any of the tales that are options.</p> <p>S. the teacher will tell them that they can choose another one.</p>
Wrap- Up (5-10 mins)	The teacher will ask one specific student to gather all his or her classmates' participation bags. While the student gathers all the bags, the teacher will ask students what were the characters of the Three Little Pigs tale, and what was it about. After the students finishes gathering the bags, he or she will hand them out to the teacher who will (after class) register participations by counting how many badges they collected.	-	Bags and badges	<p>T-Ss</p> <p>Ss-ss</p>	-

Appendix 10

ESL/EFL Lesson Plan

Lesson Number: 02 (23 and 24/2/2022)

Topic: First part of the tale.

Objective/Aim: By the end of the class, students will be able to write the beginning of a tale using present simple and description of personality traits and clothing of characters.

Previous topics seen in class: Present simple, parts of a story, elements of a classic tale, clothing vocabulary.

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Possible Problems and Solutions
Warm-Up (5-7 mins)	The teacher will take out the participation bags and will hand them out to students. While she is handing them out, she will tell students that she will randomly say one word of the alphabet, and students have to think of a tale that starts with that letter (instead of tales, they can also mention the name of a movie). The purpose of the class will be explained to students, based on the principles of explicit instruction.	Brainstorming	Bags and badges	T.-Ss	-

<p style="text-align: center;">Engage (10-15 mins)</p>	<p>Students will be asked to take out their books on page 29 (Appendix 2.1) The teacher will read the short tale in exercise 2 and will ask students to try to understand the general ideas of the tale., and then will ask them the two questions in the exercise so students can brainstorm their ideas. The teacher will draw on the board, and ask students to copy it, a diagram with the parts of a tale (beginning, middle, and end) (Appendix 2.2) and will focus on the beginning part. Then, some questions will be asked to students (What happens at the beginning of a story? How does a tale commonly start?). After letting students share their ideas for a minute, the teacher will now answer the questions by explaining to students the beginning of a tale commonly starts with phrases like <i>once upon a time, many years ago there was..., Along time ago there were..., etc.</i>, and that it is usually used to introduce the characters, and that in order to do this, they have to use past simple tense (the teacher will paste a big pink paper circle with the information in the first part of the diagram, with an image of the first part of the tale of the Three Little Pigs, as seen in Appendix 2.2). Students will then be explained the change that occurs to a regular verb to change it from its simple form to its past form, and how there are verbs, called irregular, that change completely from present to past. A verb list will be handed out to students (Appendix 2.3), and once they have it, the teacher will demonstrate how to make sentences in simple past, using a character from a classic tale to show them how to describe him or her (Cinderella was a tall blonde girl, she liked to sing while she cleaned, etc.)</p>	<p>Brainstorming Listening for detail</p>	<p>Sunburst page 29, exercise 2 (Appendix 2.1) Diagram with the parts of the tale (Appendix 2.2) Verb list (Appendix 2.3)</p>	<p>T-Ss</p>	<p>P: Students may not understand some words from the tale. S: The teacher will ask if there are questions about vocabulary, clarify the meaning and continue with the activity.</p>
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<p>Study (15 mins)</p>	<p>Students will be handed out a worksheet with two exercises (Appendix 2.4). In the first exercise, students will have to complete a chart with the verb in the form that is missing. After that, in the second exercise, there will be five sets of words that they have to use to create sentences in simple past. The verbs in each set will be in simple form, so they have to use either the verbs chart from exercise 1 or their verb list to find how to conjugate their verbs.</p> <p>After five minutes, the teacher will check the answers of the worksheet by asking students for the answer and writing them on the board.</p>	<p>Writing Completing sentences Grammar use</p>	<p>Worksheet to practice past simple (Appendix 2.4)</p>		<p>P: Students may not know the past form of some verbs</p> <p>S: The teacher will tell them to check their verb list and if not, she will tell them and ask them to write it down in the back of the list.</p>
<p>Activate (15 mins)</p>	<p>A poster with the beginning of a classic tale will be pasted on the board (Appendix 2.5). The teacher will show students how present simple is used to describe the character from the tale. After that brief demonstration, students will be handed out a worksheet with a format (Appendix 2.6) in which they will have to write the beginning of their own tale (in teams or individually), following the example on the board. The teacher will also hand out the piece of paper in which students described their characters in the previous class, and will explain some of the corrections that the teacher made (color code in Appendix 2.7).</p> <p>At the end of the class, students will have to give the worksheet back to the teacher, so she can check their progress and make corrections if necessary.</p>	<p>Writing Grammar use Story telling</p>	<p>Poster (Appendix 2.5) Worksheet with format (Appendix 2.6)</p>		<p>P: Students may not come up with ideas for their characters.</p> <p>S: The teacher will tell them to think of their favorite Disney character and change the name and clothes, and decide if they want it to be villain of protagonist, etc.</p>

<p>Wrap- Up (5-10 mins)</p>	<p>The teacher will ask one specific student to gather all his or her classmates' participation bags. After he or she finishes he or she will hand them out to the teacher who will (after class) register participations by counting how many badges they collected.</p> <p>While the student is gathering the participation bags, the teacher will ask some students to share the changes they have been doing on the characters of the classic tale; for example, if they changed the names, if instead of humans they are using animals or vice versa, etc.</p>	-	<p>Bags and badges</p>	-	
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Appendix 10.1

- I. Complete the text. In the first line, write the correct phrase from the box. In the next lines, write the correct form of the verb.

Lived happily ever after	Once upon a time
--------------------------	------------------

_____, there _____ (be) three little mice. One mouse _____ (love) food. Another mouse liked playing with paper, **and** the third mouse _____ (be) good at building things with small rocks and mud. *One day*, they decided to build three houses in a small park. **But** they _____ (not imagine) what was going to happen on that day.

- II. Complete the sentences about the use of 'and' and 'but'.
- The word but is used to _____.
- The word and is used to _____.



Appendix 11

ESL/EFL Lesson Plan

Lesson Number: 04 (28/2/2022 and 1/3/2022)

Topic: The end of the tale.

Objective/Aim: By the end of the lesson, students will be able to identify the characteristics of the end of a tale, and to write the final part of the tale they have been writing in previous sessions using past simple and continuous.

Previous topics seen in class: Present simple, parts of a story, elements of a classic tale, clothing vocabulary, regular and irregular verbs, simple past, past continuous.

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Possible Problems and Solutions
Warm-Up (5-7 mins)	<p>The teacher will ask one student to hand out the participation bags that will be used to register attendance and participation. While the student hands out the bags, the teacher will give students the names of two tales and ask them to tell her three similarities both tales have. When students finish with one pair of tales, the teacher will mention two more names and so on, until all bags are handed out.</p> <p>At the end of the activity, the purpose of the class will be explained to students, based on the principles of explicit instruction.</p>	Brainstorming	Bags and badges	T-Ss	<p>P: Students may not know the tales they are told.</p> <p>S: The teacher will try with more examples of tales.</p>

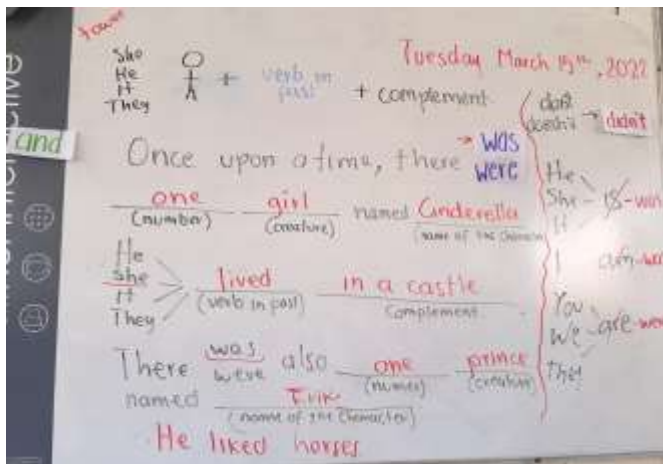
Engage (10 mins)	<p>Students will be asked some questions that encourage them to remember the characteristics of each part of a tale. They will also be asked to take out the diagram where they have been taking notes about the parts of a tale (Appendix 2.2), and it will be explained to students that for the final part of their tale, they have to solve the problem of their tale and give a conclusion to their story. The teacher will paste the green circle from the diagram, which includes the information about the ending of tales. Students will hear and take notes of some phrases that they can use in order to write the end of their tales.</p> <p>After finishing the explanation of the characteristics of the ending, students will listen to a brief summary of the characteristics of the three parts.</p>	Listening for detail	Diagram with the parts of the tale (Appendix 2.2)	T-Ss	<p>P: Students may not remember the parts of the tale and their characteristics.</p> <p>S: The teacher will ask them to look at the diagram they have with the information.</p>
Study (15 mins)	<p>In this stage of the class, students will receive a worksheet (Appendix 4.1) in which they have to read a story and choose the ending they think is the correct one, based on the characteristics they were just explained about the ending of a story.</p>	Reading for gist	Worksheet (Appendix 4.1)	T-Ss	<p>P: Students may not understand some words from the tale.</p> <p>S: The teacher will ask if there are questions about vocabulary, clarify the meaning and continue with the activity.</p>

<p>Activate (15 mins)</p>	<p>Finally, the teacher will give students the parts of their tale that they have already written, with the feedback notes (which will be explained based on the color code), as well as a final format in which they have to write the final part of their tale (Appendix 4.2). Students will see on the board the final part of the sample tale from previous classes (Appendix 4.3), the teacher will quickly read it and will make emphasis on how the story gets to a conclusion. Students will be told that they can use that poster as a guide to write their own endings.</p> <p>The teacher will be monitoring students' work to make corrections if necessary. A final format (Appendix 4.4) Will be handed out to students. As homework, they will be instructed to gather the three parts of the tale they wrote in one whole text, and to draw a passage of their tale.</p>	<p>Writing Grammar use</p>	<p>Format for the ending of the tale (Appendix 4.2)</p> <p>Third part of tale (Appendix 4.3)</p> <p>Final format (Appendix 4.4)</p>	<p>T-Ss</p>	<p>P: Students may not know the past or continuous form of some verbs</p> <p>S: The teacher will tell them to check their verb list and if not, she will tell them and ask them to write it down in the back of the list.</p>
<p>Wrap- Up (5-10 mins)</p>	<p>The teacher will ask one specific student to gather all his or her classmates' participation bags. After he or she finishes he or she will hand them out to he teacher who will (after class) register participations by counting how many badges they collected.</p>		<p>Bags and badges</p>		<p>-</p>

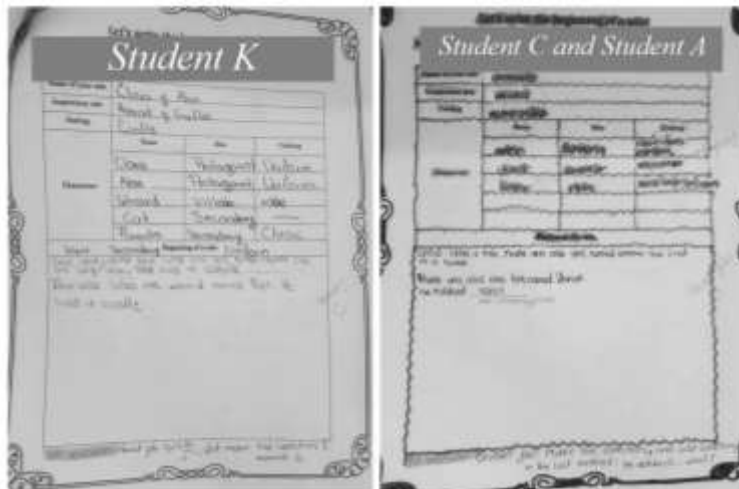
Appendix 11.1



Appendix 11.2



Appendix 11.3



Appendix 12

ESL/EFL Lesson Plan

Lesson Number: 03 (25/2/2022)

Topic: The second part of the tale.

Objective/Aim: By the end of the lesson students will write the body of their tales using past simple and past continuous, in which they have to narrate the problem of the story and the climax of it.

Previous topics seen in class: Present simple, parts of a story, elements of a classic tale, clothing vocabulary, regular and irregular verbs, simple past.

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Possible Problems and Solutions
Warm-Up (5-7 mins)	<p>Students will be asked to draw on their notebooks a quick bingo board with six squares. The teacher will write on the board a list of ten tales on the board (Cinderella, Little Mermaid, Pinocchio, Rapunzel, The Three Little Pigs, The princess and the Frog, Snow White, Little Red Riding Hood, Hansel and Gretel, and Beauty and the Beast) and will tell students to choose six and write them on their bingo board, ordering them as they wish. When students finish, the teacher will say out loud the names of the tales in a random order, and students will have to cross out the words they have on their bingo board. The first student to get all the tales in their card wins.</p> <p>While the teacher is saying the words, she will be handing out the participation bags.</p>	Listening for detail	Bags and badges. Bingo boards.	T-Ss	<p>P. The activity may take too much time.</p> <p>S: If five minutes have passed by and students have not won, the teacher will stop the activity and continue with the class.</p>

	<p>At the end of the game, the purpose of the class will be explained to students, based on the principles of explicit instruction.</p>				
<p>Engage (10 mins)</p>	<p>Since it is the first class of the second week, the teacher will make some questions to encourage students to remember the elements of a tale (characters and its types, setting, plot) and some information about the beginning of a tale.</p> <p>After that, some questions will be asked to students: “What goes after the beginning of a tale? What happens in the body of a tale?” After letting students brainstorm their ideas for a minute, the teacher will ask them to take out the diagram they have on their notebooks (Appendix 2.2), and will focus now on the second part of it, and will paste the blue circle with the information of this part of the tale. Then, the teacher will explain to students that in the body of the tale they have to talk about the problem and the most exciting events of the tale, and in order to do this, they have to use past simple and past continuous. She will briefly remind students how to make sentences in simple past, and then will focus on the use of past continuous, explaining the elements of a sentence with past progressive (subject, verb to be in past, verb with ‘-ing’ and complement), and how commonly an action in present continuous is interrupted by another action in simple past.</p>	<p>Brainstorming</p> <p>Listening for detail</p>	<p>Diagram with the parts of the tale (Appendix 2.2)</p>	<p>T-Ss</p>	<p>P: Students may not know the past or continuous form of some verbs</p> <p>S: The teacher will tell them to check their verb list and if not, she will tell them and ask them to write it down in the back of the list.</p>

<p>Study (15 mins)</p>	<p>The teacher will show students two images (Appendix 3.1) in which two actions are happening. She will ask students and write on the board what is happening on the first picture using past continuous, and then she will ask and write what happened in the second image, using past simple. The action in past continuous was interrupted by the action in simple past, so the teacher will add 'When/while' at the beginning of the progressive sentence, and a comma at the end, to link both sentences: <i>When/while Cinderella was dancing with the prince, the clock marked 12 o'clock.</i></p> <p>Students will be asked to open their books on page 34, exercises number 4 and 5 (Appendix 3.1). In the first exercise they will have to order the images according to the story of the Three Little Pigs, and in the second exercise, they have to read the summary of the tale and complete it with the correct tense of the verbs in parentheses. They have to pay attention to the text, if there is a when or while, or verb to be, it means that they have to use past simple, if not, then the verb should be in past simple.</p>	<p>Grammar use</p> <p>Sentence construction</p> <p>Reading.</p>	<p>Images (Appendix 3.1)</p> <p>Sunburst 1, page 34 (Appendix 3.2)</p>	<p>T-Ss</p>	<p>P: Students may not know the past or continuous form of some verbs</p> <p>S: The teacher will tell them to check their verb list and if not, she will tell them and ask them to write it down in the back of the list.</p>
<p>Activate (15 mins)</p>	<p>The teacher will hand out the beginning of the tales students wrote in the previous class, and will explain some of the corrections that the teacher made (color code), and also the piece of paper in which students had described the characters of their tale in the first class. The second part of the sample tale to demonstrate the beginning in the previous class will be pasted on the board (Appendix 3.2). The teacher will read the body of the tale and will ask students what is the problem and what is the most exciting part of the tale, and it will be pointed out how progressive events are interrupted by a simple past action. After that, students will be given a fill-in-the-gap format that they can use in order to write their story, based on the classic tale they decided to modify (Appendix 3.3).</p>	<p>Writing</p> <p>Grammar use</p>	<p>Poster with second part of sample tale (Appendix 3.3)</p> <p>Format for students to write their story (Appendix 3.4)</p>	<p>T-Ss</p> <p>Ss-text</p>	<p>P: Students may not know the past or continuous form of some verbs</p> <p>S: The teacher will tell them to check their verb list and if not, she will tell them and ask them to write it down in the back of the list.</p>

	<p>At the end of the class, students will be asked to give the body of their stories back to the teacher so she can check it and give feedback on it.</p>				
<p>Wrap- Up (5-10 mins)</p>	<p>The teacher will ask one specific student to gather all his or her classmates' participation bags. After he or she finishes he or she will hand them out to the teacher who will (after class) register participations by counting how many badges they collected.</p> <p>While the student is collecting the bags, the teacher will tell students the instructions of a short activity. The teacher will say the name of a category and students will have to mention five elements of that category (for example, characters from Cinderella, characters of any tale, names of tales, etc.)</p>	<p>Brainstorming</p>	<p>Bags and badges</p>	<p>T-Ss</p>	<p>-</p>

Appendix 12.1



Appendix 12.2



Appendix 12.3



Appendix 12.4



Appendix 12.5

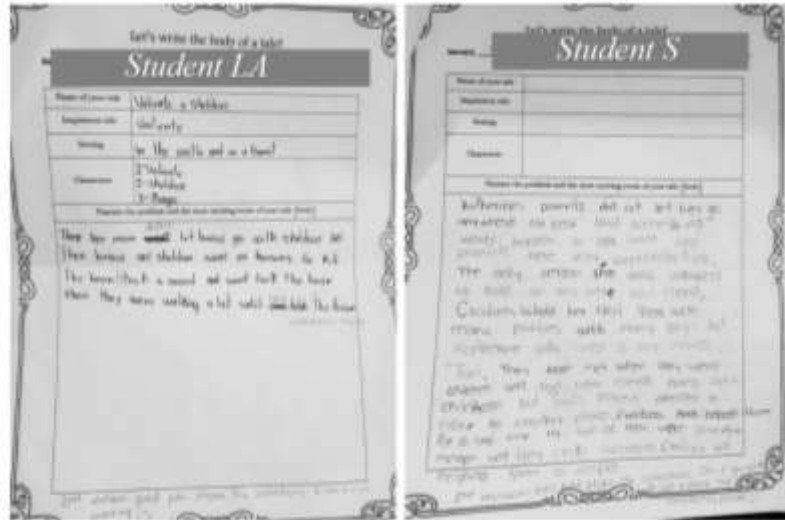
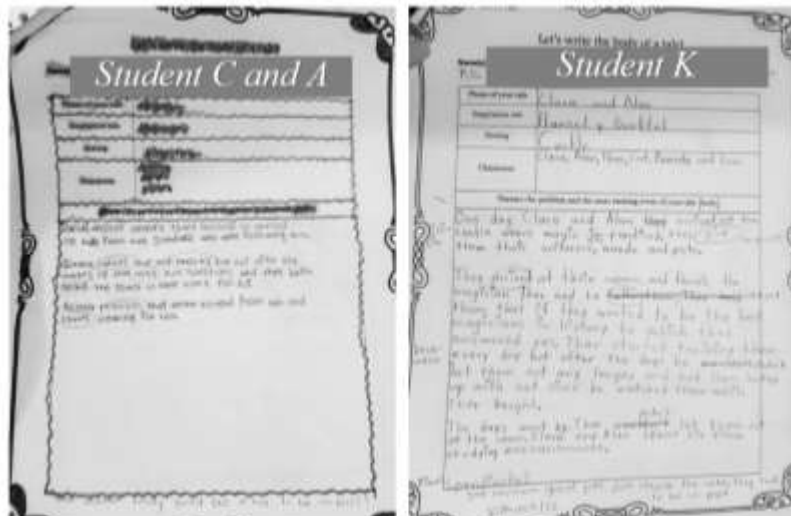
Let's write the body of a tale!

Name: _____

Topic of your tale	_____
Inspiration tale	_____
Setting	_____
Character	_____

Transfer the previous and the next heading areas of your tale (body)

Appendix 12.6



Appendix 13

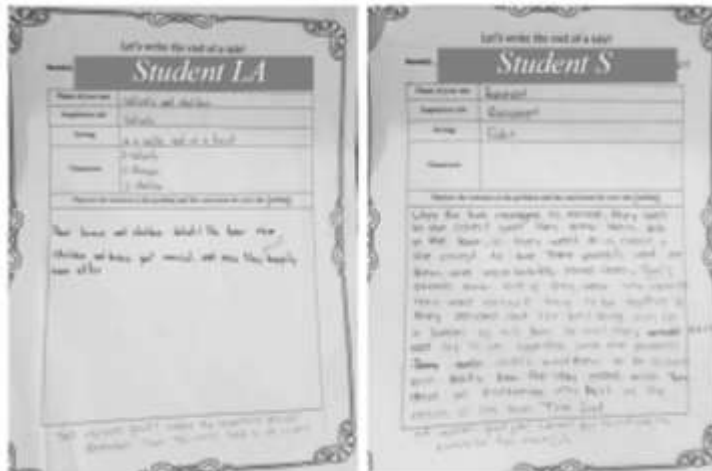
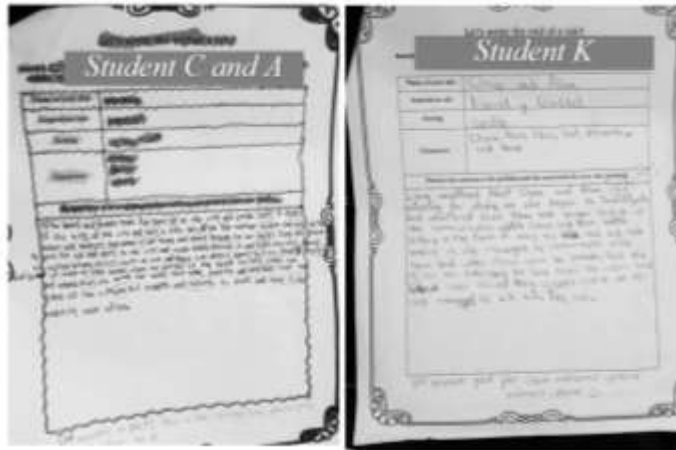
Let's write the end of a tale!

Name: _____

Title of your tale	
Inspiration tale	
Setting	
Character	

Narrate the solution to the problem and the conclusion for your tale (writing)

Appendix 13.1



Appendix 13.2




Name of your tale: The rebel princess
 Put the three parts you wrote previously to finish your tale. Take into account the corrections made by your teacher.

Once upon a time, there was one girl named Barbara. She had a dress and jeans and she lived in a castle. There was also one girl named Robert. She lived in a castle.

One day Barbara was playing with her cat, until her mother Robert said Barbara, what are you doing dressed like that? Barbara was so angry that she had a brilliant idea to escape from the castle. She was preparing until prince came to rescue her, Barbara was very surprised. I don't need little prince to rescue me.

Little lizard ^{ate} Robert and found in the castle and the king captured her. At last was in the hot excitement.

The End



Name of your tale: The girl with long nails
 Put the three parts you wrote previously to finish your tale. Take into account the corrections made by your teacher.

Once upon a time, there was one girl named ^{with} long nails. She lived in a castle.

A long time ago she had long nails. She had her stepmother who didn't let her out because of her ~~the~~ nails of beast. The stepmother is called Malicia. Prince went to rescue her.

But in the end nail girl and the ^{Prince} ~~Prince~~ were forced to talk to the ^{stepmother} ~~stepmother~~ because of the misunderstandings and everything was fixed and everyone lived happily. The end.

Appendix 16


Classic Tales Quiz

Name: _____ Grade: _____ Group: _____

- Match the part of the tale with its function.
 - a) Beginning _____ solve the problem and give a conclusion.
 - b) Middle _____ introduce and describe the characters
 - c) End _____ describe the problem and most exciting events.
2. What are the three types of characters?
 - a) Good, bad, non-important.
 - b) Principal or protagonist, secondary, villains.
 - c) Important, non-important, villains.
3. In the tale of Cinderella, what is the setting of the story?
 - a) Cinderella and the prince.
 - b) Secondary.
 - c) The castle.
4. Complete the sentences with past simple OR past continuous.



a. They are _____.



b. Tiana _____ the frog.

5. Complete the sentences.

- When Cinderella _____ (wear), her step sisters _____ (destroy) it.
- The little mermaid _____ (sing) her voice when she _____ (lose) his voice.
- Pinochio's nose _____ (grow) because he _____ (lie).

6. Read the email.

To: _____
From: Lisa
<p>Hello bestie! How are you?</p> <p>I love reading classic tales, my favorite is Cinderella, and yours? My teacher told me that she talked with your teacher. You wrote a tale, right? What are the names of the characters? What is it about?</p> <p>Please answer. I really want to know more about it!</p> <p>Lisa.</p>



7. Write a response email to Lisa. Answer Lisa's questions:

- How are you?
- What is your favorite tale?
- What are the names of the characters?
- What is your tale about? (the one you wrote in class)

To: Lisa
From: _____

Appendix 17

Student B

1. Say your name and where you are from. 2. Talk about your likes and dislikes. 3. Talk about your family or pets.
4. Answer Kate's question: would you like to be her friend?

yes I would love to be your friend

Student C

1. Say your name and where you are from. 2. Talk about your likes and dislikes. 3. Talk about your family or pets.
4. Answer Kate's question: would you like to be her friend?

Hi Katie! I'm Cathi, I'm 12 years old and I'm from San Luis Potosi, Mexico. I just saw Harry Potter and I loved that movie, but I don't like the last movie of Harry Potter. I have 2 brothers, they are older than me and a pet called Guty, he has 5 years. I would like to be your friend it will interesting to know more things about you.
XOXO

Student A

1. Say your name and where you are from. 2. Talk about your likes and dislikes. 3. Talk about your family or pets.
4. Answer Kate's question: would you like to be her friend?

My name's and 12 years.

Student CA

1. Say your name and where you are from. 2. Talk about your likes and dislikes. 3. Talk about your family or pets.
4. Answer Kate's question: would you like to be her friend?

Hi my name is I am from san luis potosi, Mexico. I like to play videogames, travel and play cards. I ve got a pet fish named yes I want to be your friend.

Student S

1. Say your name and where you are from. 2. Talk about your likes and dislikes. 3. Talk about your family or pets.
4. Answer Kate's question: would you like to be her friend?

My name is I'm from of Mexico. I like playing basketball, and playing videogames, I have a dog, Loki.

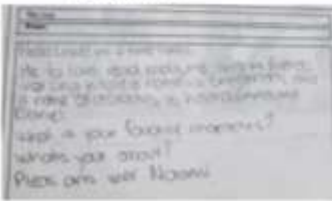
Student K

1. Say your name and where you are from. 2. Talk about your likes and dislikes. 3. Talk about your family or pets.
4. Answer Kate's question: would you like to be her friend?

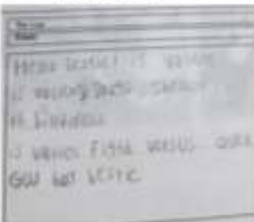
I am I live in San Luis Potosi I have 4 brothers and I live with 1 and my mother I do not have pets I like to read and I do not like disorder and I would love to be your friend.

Appendix 18

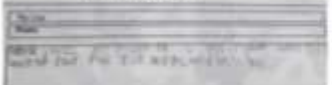
Student A



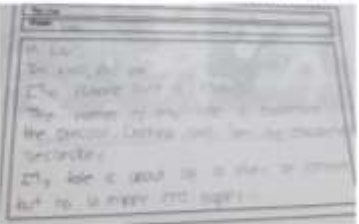
Student B




Student LJ



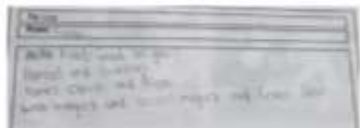
Student S



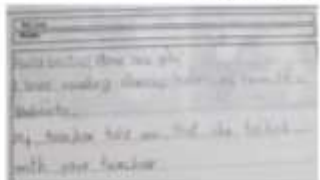
Student LA




Student K



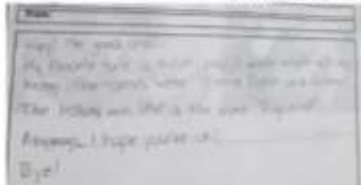
Student FS



Student CA



Student C



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