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Contextualized activities to foster writing with second graders

Ensayo

**Que para sustentar examen profesional y obtener el
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EN LENGUA EXTRANJERA (INGLÉS)**

Presenta

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“As a writer, we should not judge, we should understand”

- *Ernest Hemingway*

A special feeling of gratitude to my loving parents, Humberto, Lucía and my sister Jyary, I will always appreciate all they have done for me.

INTRODUCTION

Teaching English is an important job on secondary schools. It is important to consider several aspects in order to develop an English class; teachers need to create meaningful activities to foster students to be involved and interested. Unfortunately, Mexican society has a difficult situation about teaching English, the context. Most of students do not see English like an opportunity, and they consider that English class is not useful, because in their environment they do not apply the class contents. It could be a social or economic problem, but the most important point is how teachers improve their classes in order to use different strategies to get students' attention.

The present essay is organized in three parts; the first part includes the context where the investigation has been developed, it also includes a rationale about the topic selection. Then the information background is the support of this research, it integrates ideas of some of the most relevant authors who have investigated about the chosen topic and who provide support to the pedagogical intervention. The essay is set in one of the three thematic lines proposed by SEP to guide the development of this document. As this is a formal investigation, purposes are considered, they are linked to several questions to be answered and they will guide the process of the teaching intervention strategy. The methodology used was the qualitative and ethnographic method, which is also described. Finally, in this first part, are also considered the resources, which are an important tool for the teaching practice, such as the lesson planning, the didactic material and the teacher's journal.

The second part develops everything related to the group of study: social and context, characteristics of the group where teacher applied the strategies, how is their way of learning, considering learning styles: kinesthetic, visual or auditory. Four of the students were chosen to present and analyze their products in order to give a description of the situation, analysis and reflection about the results of the activities how was the students' reception, if activities were successfully and what the

opportunity areas are to consider, in order to work out on teaching process. Academic, social and personal characteristics about them four. Identified like A, B, C and D, with their own characteristic, regarding how meaningful was for them, and if it was a real support in order to foster their writing skill. Considering their English level, the activities, and if they got the achievements (teacher, students and curriculum proposes), focused on **writing** skill.

Third part presents the last part of the document, considering conclusions about the teaching and learning work, being objective and punctual: what were the best experiences and learning about the difficulties. Also exhibit personal feelings and experiences, giving the necessary suggestions about how do we could improve a better English learning environments' upgrading the teachers' work.

RATIONALE

Contextualized activities in teaching is a way to adapt real situations in the classroom. It is vital to think about all the possibilities to adapt the lesson planning, considering students' interests, learning styles, their context, their prior knowledge and their learning processes, which are in constant development. It is hard to improve language acquisition in schools, because students do not have previous knowledge as it is expected by most teachers; it is a challenging situation due to the learning outcomes that the syllabus states and that have to be reached.

The Public Education Secretariat in Mexico has established four cycles in the English learning subject. Secondary school level is the fourth one. The document called "Aprendizajes Clave" (2018), determines that students finishing the secondary school should describe experiences, facts, wishes, aspirations, opinions and plans in the target language. In other words, students have to communicate in basic and effective way in English. To do so, the greatest difficulty found is the context, if students do not have the appropriate context it is more difficult to teach it; as well as their lack of interest, because they do not think about the importance for them to learn English. In addition to this, the amount of hours per week is not enough to create a context where students can learn the best way.

Our contextualized activities should develop conscious in students; it means that they get involved in the correct learning and they develop their mental skills for acquire second language. Students have to know why they are learning, and how useful it could be in their future life. Like teachers we have to provide opportunities for children to develop and use language across a range of contexts (It was mentioned before), with particular opportunities for language-rich environments like school activities and things that could be interesting to students. In recent years, the view of children developing competence has been criticized, using a sociological perspective.

For example, if we saw to learn a second language like an imposition of first world countries to third world countries we were right, we already know that learn a second language has a lot benefits to humans, but the globalization is not matter to that. For international community like (OCDE, MB, etc.) It means more productive people are going to be exploit in the near future. We are learning English for imposition, but we have to take advantage of benefits that learning a second language give us, and also gives to students. Now in our days, it is known that English like a language is a necessity, because we are living in a globalized world. In addition, we improve our brain; we get smarter If we start to learn another language.

I consider that contextualized activities to foster writing with second grades, it is a good way to increase some students' language level and develop one of the most important skills that we are missing: writing. Writing increases creativity and thinking skills. My students do not produce; they do not have the necessary tools or knowledge to write their thoughts or their ideas. It is important to express thoughts in different ways, writing it is the best way to develop self-confidence in all my class. I choose that ability because my students do not like to think too much. They want to do only the things that teacher ask them and they have personal limitation in order to express their self. It could be an option to increase students' creativity and self-stem, but also they could use the second language in the best way.

In the secondary school "Ricardo Flores Magón" students consider the English Class like one of the unnecessary subjects, because they do not use in their daily life's. They only see English class like a boring subject, the only situation that you need English, it is only to be involved on English – Speaking countries, or on specific situations but not in their routine. If students could write their ideas on a second language, on future they could develop the rest of skills easily. Writing as a skill requires abilities to express ideas, feelings and have the correct ways to express formal e informal, considering that writings could be the best option to feel secure expressing and using second language: English.

PART I.

THE TOPIC OF

STUDY

1.1. THE TOPIC AND THE CONTEXT

The Secondary School “Ricardo Flores Magón” is located in the center of La Concepción de los Baños, Ixtlahuaca, México. The school has a five hundred forty six students distributed on three grades, every grade (first, second, third) are composed by four classrooms, (a, b, c, and d). Third grades have five classrooms. The school counts with thirty-seven human personal and thirty of these people are teachers in front of class. It is a spacious school, with thirteen classrooms, two bathrooms: one for women, and the other for men.

Next, it will be present *the topic into the thematic line*, where it is going to explain the three thematic lines, and why it will be focus on the first thematic line: Contextualized Activities to foster Writing with second grades in the second thematic line. It analyzes the teaching work on students, how is their response analyzing effective activities specifically with the second graders.

It has the necessary services to develop the teaching- learning process. School counts with and spacious green place where students develop different activities for example: physical education, civic activities and meetings. Near to school, it is located several economical services: stationaries, grocery stores and transportation.

According to *INEGI* (2005), the community, there are 3471 men and 3736 women. The education level is 7.37 (8.04 in men and 6.79 in women). In 2005, in la Concepcion los Baños there were 6498 inhabitants. That is, there are now 709 more people (a variation of 10.91%). Of these, there are 331 more men (a variation of 10.54%), and 378 more women (a variation of 11.26%).

In La Concepción de los Baños 74.12% of the population is indigenous, and 28.19% of the inhabitants speak an indigenous language. 0.12% of the population speaks an indigenous language and does not speak spanish.

The economy in la Concepcion los Baños consist about 33.48% of the inhabitants (more than 12 years) are economically active (48.72% of the men, and 19.33% of the women). Housing and infrastructure; there are 1624 homes. Of these, 96.79% have electricity, 65.15% have piped water, 84.71% have toilet or toilet, 70.25% radio, 89.87% television, 44.76% refrigerator, 17.04% washing machine, 35.68% automobile, 7.19% a personal computer, 7.40% landline, 41.06% cell phone, and 0.91% internet.

Considering that information, it is known that in a semi – rural context is more difficult to use the second language than urban contexts. Students have a defined tastes and interests. The activities that the most of students develop in their free time are: work and help their parents in economic activities. Since they are little kids, they are already productive and most of the time they receive a payment. It reduces the interest to school. For them it is difficult to feel English Language like a useful subject. Their context demands them to think other things like working.

Their recreate activities consist on playing some sports like soccer, some of them likes arts like music (playing an instrument), drawing, and their tastes are totally opposite to English culture. Most of them avoid the use of English resources, they prefer music, videogames, movies, on their mother tongue.

1.2 INFORMATION BACKGROUND

The work of Lev Vygotsky (1934) has become the foundation of much research and theory in cognitive development over the past several decades, particularly of what has become known as Social Development Theory. Vygotsky's theories stress the fundamental role of social interaction in the development of cognition (Vygotsky, 1978), as he believed strongly that community plays a central role in the process of "making meaning." Vygotsky suggested that human is a social animal, they have to interact in order to increase their abilities, techniques and their communicative skills. Vygotsky suggest that the only way to acquire the language and to develop communicative skills, it is maintaining constantly relation with environment, (context).

Marx said that context delimitate human's life. According to *Historic Materialism*, the way that human's exploitation depends on context. Also their way of think, the way of live and specifically the way that they use a specific knowledge. For example, social classes delimitate what they have to know on future. It happens with learning a second Language, if the context does not give for some people the environment to practice English, it will be unnecessary. Society delimitates the way that we have to teach or learn.

Learning a language starts like the easiest way to maintain human relations, communication and to have an easier life (Goodman, 1996; Cole & Griffin, 1983; Nieto, 2002; Vygotsky 1978). According to that, social interaction offers human beings the opportunity to read and write about their thoughts, express and share time with others in order to develop their own growing process. Considering Writing in a second and foreign language contexts Goodman (1996), Hudelson (1994) and Clavijo, (2001) it is defined as a dynamic and creative process that occurs in a context giving writers *the opportunity to express their perception about their world and what happens around them.*

Writing needs to be taught in contextualized activities in order to engage student's interests and in the exploration of language actively. It needs to consider a lot of input and support from others (peers, teachers, and parents). In other words, students reflect how written language works as they are immersed in contextualized writing experiences.

If students are involved in an environment with lots of contextualization, considering to develop their mind, children gain valuable information about written language that allows them *to develop control over orthography, phonology and punctuation*. (Goodman,2002). Children's development of orthography and phonology are revealed as they use their invented spellings to convey meaning.

Contextualized activities

According to British Council (2017) contextualized activities: "...putting language items into a meaningful and real context rather than being treated as isolated items of language for language manipulation practice only. Contextualizing language tries to give real communicative value to the language that learners meet..." It means that the teaching – learning process have to be involved in students reality. Something that could be meaningful in their daily life. Considering that idea, it is necessary to transport necessities. Creating necessities students will find useful the second Language.

Firstly, I consider students interests. It is known that humans starts or develops necessities for two things: surviving or pleasure. For example, musicians, specifically guitar players need to learn the musical abbreviation of chords (A, B, C, D, E, F, and G) if they want to develop their execution skills. It is a necessity created by an activity that someone like to do.

“...The context can help learners remember the language and recall it at a later date...” (British Council, 2017). Teachers have to create the effective contexts or situations to develop student’s mind, different ways to do the things, to have free time, to do their homework. It means to give the necessary tool to develop the language: adapt their context situations using the English Language and create didactic interactions. Didactic material has an important job here, to be more attractive and meaningful for students.

Writing skill

“To become better writers students need to read a lot, write a lot, and learn the fundamentals” (King, 2010). According to Oxford Dictionary (2018), writing is produce something in written form so that people can read, perform or use it. Firstly it a production where someone using defined symbols (in that case alphabet) express or communicate something. It is a productive skill where it is necessary grammar structures to be well understandable, also vocabulary and knowledge about the purpose of the writing. Considering Claudia Pesce on: busy teacher.org with ESL students, writing needs to be:

Give them a good reason: Use meaningful activities

Schedule regular writing assignments: Prioritize the four skills (writing, reading, listening speaking)

Guide them: Give the correct contextualization, give the necessary tools

Use peer correction: Monitors the activity

Give them the option to revise their work: Give feedback of every writing

Make it a positive experience: Encourage confidence in students, giving positive feedback.

Jeremy Harmer on his book *how to teach writing* (2004), suggested writing like a skill where students have more time to think than they do in oral activities. Writing encourage students to focus on accurate language use. Students think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds. Students are not writing to become better writers, they are writing to help them learn better.

Harmer proposes four steps in order to obtain writing results. These steps need to take into consideration in order to create lesson planning and choose activities. Giving the correct language level, to obtain better results.

Reinforcement writing: simplest forms, for example: sentences in specific tense. Using correctly the parts of speech (subject, verb, complement).

Preparation writing: specific information, students presents simple ideas about a topic, for example: family, hobbies.

Activity writing: integration part, students expose all the ideas and sentences in paragraphs.

Writing for writing: communicate real messages in an appropriate manner.

To classify activities, *Harmer* divide them according to difficulty: elementary/intermediate/advanced, depending on the topic achievement: information, specific language, suggest ideas, schemes to follow. This document presents two:

1. *Paragraph construction/ sentence construction (elementary):* it is conformed by substitution drill activities: almost identical to one *model* they have just read.
2. *Controlled text construction (intermediate):* logical organization of ideas, answering a specific task/topic.

1.3. TOPIC INTO THE THEMATIC LINE

In this part, it is going to be analyze the different thematic lines, where it is going to be explained: what is going to be used by this document. Considering all the necessary characteristics that it is necessary to take into consideration about teenagers and learning process, analysis teaching experiences and school Management and educational process.

“Teenagers and their learning process”

In this aspect, most of the attention is going to be focused on students. All their learning process, take in mind successful activities, unsuccessful activities, teaching skills. Students productions, and how do they acquire the language, what are effective or not, are the central purpose in that topic, the best way that they learn and use the knowledge. Students are in the center of the research, they are going to be analyzed. What is the most useful way that they learn?

“Analysis teaching experiences”

In that part teachers are in the center of analysis, their work in the schools is going to be observed. How do they could develop their skills, considering their activities, their experiences, and their didactic forms to transmit the knowledge to students. Also teacher are monitoring their own work to create objective results, in order to improve the teaching process. It is necessary to consider how do teachers applies different didactic strategies.

“School Management and educational process”

It is most in how the educational centers develop their jobs in order to offer the best service to students and society in general. How do we could apply or purpose to construct better educational centers. Also, analyze how does school work, how could teachers develop educational process, and with a critical vision, what are the things that affects a well teaching – learning process.

The topic of this document is in the thematic line: *Teenagers and their learning process* because following students learning process is the best way to improve teaching skills in order to foster the English Learning. According to most of the teachers and the sense of pedagogy, students are the most important actors in teaching – learning process. Students are the principal purpose and the target in all of educational situations. The topic is going to be analyzed by students' productions and results. In addition, it will be the reason to change in the way that teacher develop his activities.

Writing is an important skill that is the reason to foster it. It needs to be useful for students and one of the most confident skills in order to improve their self – esteem, their critical thinking, their vision to the real world and the way that they could express their ideas, feelings and emotions.

Writing as a skill in ESL, could be an interesting option to increase students language level, in order they acquire grammatical, knowledge, and communication contents. They could use a different skill in order to express emotions, ideas and their tastes.

Constructivism is the way that students acquire knowledge using their skills to create their abilities, knowledge, techniques to adapt their self to the context or real life. According to Vygotsky (1934), the real part where students acquire knowledge and in the same time, they develop it. The social context is going to give all the human resources and it is going to construct the student in their totality. The school is not necessary to be analyzed in an abstract way. It is necessary to know that students are the result of an environment. How does the environment give the “correct” or necessary tools to become a productive person in the country? or in that case: How does the environment gives a real situations to use a second Language (English)?

Harmer (2004) considers that students need improve their skills, teacher have to focus and plan in order to create the best didactic situations for them. Students could

be catch by a well-organized class, if teacher takes on mind students' necessities, also their tastes, also determine level and proposes of the activity.

Developing a second language needs to stay in a constant practicing. We have to create a class where students all the time are using the language.

Teacher have to consider students learning process for improve their teaching skills. Considering that students are the best way to monitors if teacher are doing their job well, according to that, the most important thing is that students have to learn. It is the purpose, but also they have to use in their daily life their knowledge.

1.4. PURPOSES

1.4.1 GENERAL:

- To foster the English Learning using contextualized activities

1.4.2 SPECIFIC:

- To analyze activities in order to adapt them to students benefit.
- To apply contextualized activities that help students produce writings.
- To foster Writing as a skill, increasing new students' forms to express their ideas
- To create contextualized activities that could help students acquire English Language

1.5. QUESTIONS TO BE ANSWERED

The purpose of that document is to find the answers of these questions, it means teaching work, developing students learning. Considering Writing as a skill, contextualized activities. Resources like lesson planning, didactic material, and journal like the support of this document.

- Why it is important use contextualized activities in the learning of English language?
- What kind of contextualized activities could help to develop writing in students?
- How do contextualized activities help students to foster writing?
- What are the most effective activities in order to foster writing?

At the end, we will find the results of these questions. Questions are going to be applied with second graders. Those answers are going to be obtained by students' productions and results. The information is going to be analyzed in order to give an objective result.

1.6. METHODOLOGY

1.6.1 Qualitative method

Qualitative research is defined by UTAH University (2017): "*focuses on the "why" rather than the "what" of social phenomena and relies on the direct experiences of human beings as meaning-making agents in their everyday lives*". This method consist in collect all the specific situation that moves the society, all the characteristics that make humans different but also, that belongs in a same context.

This researching is a study case; it is going to present an analysis about students learning process. Not only present number results, it will be consider how the process function. What are the most important characteristics of students considering emotions, tastes, and ways of thinking. The most important thing are their results. I consider that qualitative results appears when students apply the knowledge in the best way. It means that with contextualized activities students could produce and express their ideas, not only solving quizzes, exams, test, also using their abilities to solve a real problem, creating projects in order to help people and improve their context.

1.6.2 Ethnographic Studies

An ethnographic study is one that comes from ethnographic research, a qualitative method where researchers completely immerse themselves in the lives, culture, or situation they are studying. They are often lengthy studies. (Douglas, 2018). In order to develop teaching skills, also students learning process, teachers are involved in a social work. This document are going to work with an important social group: students of secondary school, specifically with second graders.

Teacher will be working in social situations, for example: in learning process, teacher have to know all about their students: tastes, learning styles, ways of living, family, the immediately context, and culture in general. Students are going to take part of objective analysis results in order to foster the language. The importance of people in this case students are so important in order to create purposes in teaching – learning experiences.

1.6.3 Case Studies

Second grades will be studied because the importance of that year in their knowledge development. They have to acquire the most of skills on language that they could. These grades are important and, they count with thirty percent of the total students. It means that if we develop their language skills, they will create a better situation in their scholarship future. On a scholar year, they will have the necessary skills to think about future learning. In addition, it is going to develop with second graders, because the diversity of students could give important information in order to develop teaching skills and conquer a good result in questions to be answered.

1.7. RESOURCES

In the time that the present document is going to be created, it is necessary various resources that will support the results. The importance are fundamental, resources are all the work in conjunction, it is important to present information based on experiences about using the next resources:

1.7.1 Lesson Planning

The learning routine and the way that It is going to be teaching and improving teaching skills and how students are going to understand and use that knowledge. It is important to consider the lesson planning like the most important resource, in that teacher support their daily work. It is a routine resource that guides teacher in order to develop, teaching- learning process. It needs to be a structured plan to develop an optimum class.

Lesson Planning seems like a skill that teacher develops considering students' tastes, interests and their styles of learning. It is impossible to think in a well - structured lesson planning, if teacher do not consider all the diversity of the classroom. Teacher have to adapt the activities in order to obtain students attention, to increase their knowledge also, to create a well learning environment.

In the lesson planning teacher have to consider all the possible situations, it a flexible resource so, it is possible to be adapted if it does not bring good results. It is the tool where teacher support their work in the classroom. The importance consist that in an educational work. It is not acceptable to improvise or not consider the entire content pre- established (curriculum).

1.7.2 Didactic Material

It is extremely important in order to create context and the best didactic situation where students feel comfortable and interested in topics. It is teachers' tool in order to create an effective environment. It has to be colorful, attractive, and visually

interested for students. We have to think that our material needs to be based on students' interests. Technology will be the most important resource, students and the new generations were born in techno era. They constantly are involved in social media, and technology, that is the reason to use to foster technology in academic ways. Videos, presentation, software services and games will be useful for students learning.

Always thinking in students' interests, didactic material will be an important resource in front of the class. If it is well adapted, Teacher will avoid, indiscipline, low interest, low grades, and could develop and obtain good results in the use of a second language (English).

1.7.3 Journal

Journal will be useful in order to develop our teaching skills. For example, we could improve teaching skills, if we register our teaching process, we could support effective activities and improve the other activities that were not effective. It is the support of our job and how do we do. I consider that journal has to be supported by writers', pedagogical methodology and our experiences. We have to start thinking in theoretical ideas, in education philosophy in order to create conscious in our work and in students.

It will be the support of teaching progress. Teachers could improve their ways teaching if they analyze in an objective way, the best didactic, scholar, interactive situation also, the situations that need to be improved in order to avoid difficulties, and the most important to obtain a good qualitative results from students.

PART II.

THE

DEVELOPMENT

OF THE TOPIC

2.1 THE GROUP OF THE STUDY

Second grade, group “A” is conformed by forty- two students. Twenty students are girls; twenty-three students are boys. According to learning styles test results applied by their counselor, fifty percent of students are kinesthetic, 30 percent are visual and 20 percent auditory. It was important to know the results of the test in order to plan activities and obtain better results in the subject: English. In total, 43 students form the second grade group “A”.

Before to start the academic year, the mentor teacher applied a diagnostic test divided on three parts with twenty-six items. The first part it was a reading section, the second part was about vocabulary section, the third and the last part was a listening part. The mentor teacher considered the common reference MCER B1.1, (*Aprendizajes clave para la educación integral, lengua extranjera inglés, 2018*). Taking on mind the next objectives, students should:

- Identify and understand the general ideas from different oral and written simple, short and clear texts about known aspects (school, work, free time).
- Act in basic forms in some context situations.
- Interpret, describe and share information. Justify in a simple form some experiences, situations, wishes and aspirations, understanding and expressing advices.
- Understand cultural aspects with ludic and literary activities.

To obtain the results, teacher rated using the conventional ranking (1-10). The final grades were; the fifty-two percent of the students failed the test, they did not obtain more than six, forty-three percent were in the (six-seven) rank, the rest five percent were in the rank (eight-ten). It was the general description about the group.

2.2 STUDENTS PROFILE

In order to develop the teaching intervention strategies, students' results were the principal reference of success or opportunity areas. The strategies were applied with all the students, but this document presents four specific results. Students were chosen considering the diagnostics results, their learning style test results, discipline and the interest about the subject.

The students in second grade, group "A" mentioned every times that they found English subject very difficult. They explain several reasons:

- Last teacher explanations were not clear.
- The use of the language were not significant in their daily lives.
- The English teacher all the time spoke in English. Students found hard to follow instructions and activities
- Students did not know about proposes of every unit or achievement.
- The unit products were different compared with the previous contents. It also happened with exams or quizzes.
- They considered their level too much low, contrasting the grade achievements.

Students find points of interest about learning a second language in music, especially modern genres, for example rap: encourage students to follow fast lyrics and understand messages. Social media gives students vocabulary, of different topics: fashion, clothes, feelings, point of view. In this case, videogames gives different contexts: war, open world, big cities, cars, surviving, construction, animals, guns and clothes (only mention few examples). Advantages to consider in order selecting activities. This work present the results of four students.

2.2.1 STUDENT A

Student A is thirteen years old. She lives near to school, specifically ten minutes of distance from the secondary school. She lives with her mother, and her two brothers. She is the oldest son. Her mother works like a factory employee. She considers that her family has several economic difficulties. She thinks that it is hard to increase their economic income. Her big aspiration is to become a doctor.

She considers her academic performance were acceptable. Her result on learning style test was kinesthetic. She likes to manipulate the information, but also she enjoys theory, or thinking activities. She likes the English class (her favorite subject), because she usually enjoys listening to music. She is interested in understanding songs not only for rhythm, also lyrics. Her diagnostic result was 8.5.

In her free time, she really likes to:

- Walk with his sisters, around the downtown
- Play basketball
- Spend time on social media
- Listening to music (especially pop music)
- Help her mom in the housework

She is a talkative student, participative; her attitude is respectfully and active. She is always ready to listen and do the activities; she is always improving her English level, using internet and more resources.

2.2.2 STUDENT B

Student B is thirteen years old. He lives in other town; his home is about twenty-five minutes from distance. He always take a bus to arrive to school, and walks 5 minutes from the bus stop to school. He lives with his parents, and her little sister. He is the oldest son. His parents' works in their own textile factory. He considers that his family has enough incomes. He thinks to continue working on family business. His big aspiration is to expand family business.

He considers his academic performance were deficient. He is not much interested to obtain high grades. His result on learning style test was kinesthetic. He prefers practice activities than theory. He likes teams' work. He prefer physical education (her favorite subject). The English class seems to him difficult because his experience with last teachers were unproductive. He is always with a bad disposition to do English activities. He is interested on play and chat. His diagnostic result was 5.3.

In his free time, he likes to:

- Play soccer
- Spend time on social media
- Sing and play the guitar
- Meet his friend to play or talk
- Help his parents on family business

He is a talkative student, but only on his interests, his attitude about English class is of rejection.

2.2.3 STUDENT C

Student C is thirteen years old. She lives near to school, specifically in front of the secondary school. She lives with his parents. She is the only son. Her mother is a housewife. Her father is a teacher. She considers that her family incomes are stable. Her big aspiration is to become an engineer.

She considers her academic performance were excellent. Her result on learning style test was kinesthetic. She likes to manipulate the information, participate in oral activities (poetry, musical, performance) and mathematical activities. She likes the Math class (her favorite subject), because she usually likes math challenges. She is interested on create buildings, design different places. Her diagnostic result was 8.0.

In her free time, she really likes to:

- Read love stories
- Play soccer
- Spend time on social media
- Listening to music (especially rock music)
- Talk with her mother

She is a talkative student, very participative; her attitude is also respectfully and active. She is always ready to practice in speaking activities, teams' work; she is always asking about vocabulary or phrases on English.

2.2.4 STUDENT D

Student D is thirteen years old. She lives near to school, specifically five minutes of distance from the secondary school; she always walks to get to school. She lives only with his grandmother. Her grandmother is a seller. She considers that his family has several economic difficulties. She thinks that her grandmother works a lot. Her big aspiration is to become a lawyer.

She considers her academic performance were acceptable. Her result on learning style test was kinesthetic. She prefers grammar explanations in order to get a better way to use the language. She likes to read history or novel books. She likes the History class (her favorite subject); because she is interested on past events, her diagnostic result was 6.0.

In her free time, she really likes to:

- Meet her friends
- Play with her dog
- Play soccer
- Spend time on social media
- Listening to music (especially rap music)
- Help his grandmother in the housework

She has problems with attention. She only works to pass the subject no to improve their language level. She is talkative and participative.

2.3 THE TEACHING STRATEGY

This is the most important part of the present document, in this part “teaching intervention strategies” are described and analyzed. The description considers the important parts in the class like students’ reaction, teaching development. Using objective analysis about how successful the activity was. How was the students learning, specifically fostering *writing skill*.

To create, choose and plan the writing activities, it was consider several aspects. The first was *contextualized activities*. Vygotsky (1978) supports the Marxist idea: the environment determines all the opportunities, aspirations and the knowledge that is considered functional in students’ daily lives. Vygotsky propose the idea that it is difficult to understand language in abstract ways. For example, *water*, if we analyze as a conjunction of different elements, it *puts out fire* but the elements analyzed separately gives different results, oxygen maintains fire alive. In the language, it happens something similar. The individual language reflection does not give a concrete result, because learning a language it is determined by a society, context, in order to find it useful and functional. In other words learning a second language it is not of determined group of the society (students, teachers, social classes) to be a real curricula challenge, it needs to involve society in general. This is a reason that curricula plans fails in his achievements.

To create contextualized activities it is important to follow constructivism activities, where students take advantage of the language to use it in real situations. Harmer (2004) divide activities on levels: elementary, intermediate, advance, depending on the cognitive challenge. Harmer suggests models to follow; it could sounds behaviorist, but finally students use specific language on real situations.

2.3.1 SITUATION I

Unit: I (Public Service Announcement)

Achievement: Express reason about an specific problem

Class number: 3 (showing examples about P.S.A., students use verbs on present)

Skill: Writing, speaking

The previous class was about the principal characteristics of public service announcement. The use of images and short phrases encouraging people to do or not to do something. Firstly teacher asked about what were the most common problems or situations in the school or in the community, as a group they select seven problems:

- Bullying
- Litter/garbage
- Videogames addiction
- Use of drugs and alcohol
- Domestic violence
- Cellphone addiction
- Low grades

For next, teacher presented different verbs using flash cards, in order to identify what are the possible solutions, based in a *model*: problem-solution. Students started identifying possible and different solutions. Simple sentences, using verbs in presents: *study more, do your homework, do exercise*. For homework, students bring more information about the problems. What are the effects on young people, and how to face a problem. The principal propose of this unit is to give suggestions in order to make conscience about social problems.

These problems have relation with students' context. Students in their level are able to understand how social problems affects their homes, their community and their school; this is the part of the contextualization. The class started with three short videos. It was about problems (drugs, cellphone addiction, and video games addiction), first students found the name of very problem; identify the actions writing the vocabulary in their notebooks, using their verbs list and dictionary the verbs:

- Crash
- Use
- Play
- Consume
- Stop
- Car

The point of this activity was remember vocabulary, also add more words, and identify proposes of every video.

For the next activity, students used their homework and videos information. To start this part students answer the following questions:

- What problem is most common in your community?
- What would you do to face it?

Students answered the question, then they follow a *model* in order to organize specific information that they already know.

The model asked on write the problem and description (following the previous questions). Write possible solutions, and use the important aspects about a Public Service Announcement, the use of images and attractive design. The model only brought a reference, but students had to develop their creative skills.

Some students talk together:

S1: Yo creo que el problema que más vemos en la escuela, es la adicción al teléfono

S2: Yo también, teléfono creo que se dice “cellphone”

S1: entonces en inglés sería “cellphone addiction”

Most of students developed the activity, but one part had some problems giving solutions. Students wanted to write in English as they think in Spanish. The purpose were to give simple phrases and solutions. In a white paper or colored paper.

- S1: Teacher, ¿cómo digo “que”?
- T: What...
- S1: Entonces mi solución sería: “what do exercise” que sería: “que haga ejercicio”
- T: No, en inglés es más simple, no tienes que traducir palabra, recuerda los ejemplos
- S2: Entonces solo sería: “do exercise”, ¿verdad?
- S3: Yes, ¿Iría en “solutions” verdad teacher?
- S4: That is right!

Students created their public service announcement with a specific problem, his description and possible solutions. Using their creativity to organize information. It was a pair’s work but the product was individual, with the condition not to repeat the problems in the teams. The next part was developed with a speaking activity. Following the next questions:

- What problem do you think it is important to face?

- Could you describe the problem?
- What do you suggest?

It was a time-controlled activity. Everybody stood up and get in pairs, in two minutes students had to share their own information and showed their product. Students have to write the information about different problems. Finally, students created a phrase about their topic. Teacher monitored the activity supporting pronunciation and grammar mistakes.

ANALYSIS

According to Vygotsky (1978) the contextualization it is defined when students apply the knowledge in real life. The point was to use real problems that happens in their daily lives. Brought the real situations and give a solution; using the language and construct their own experiences. The context gives the students the opportunity to face a functionality of the second language to be near with it. The language it is not only on books or with the teacher, it is possible to manage the language creating their own significant knowledge.

In the other hand, the use of a *model* suggested by Harmer (2004), encourage teacher and students follow a specific proposes in order to get curricula achievements, in this case, the *model* presented to students was, this activity belongs to: *elemental* activity because:

- Simplicity of the task: rescue information following a model
- Simplicity on the language level
- Only organize information to finally share with others.
- Create simple sentences about specific topic
- Supporting their speaking using their written work.

Problem:	Solutions/suggestions:
Description:	Images
Phrase/slogan	

In other words, the model only represents the aspects to consider their product, but they have the challenge to organize the information, and develop their creative skills, to achieve the purpose of a public service announcement, to convince catching attention.

In this case, students develop their writing skills creating a public service announcement. Using visual resources in the first part, identifying vocabulary phrases and proposes of the videos examples. Second, students write the information in order to identify specific information.

Third and the most important part where students select, choose and organize the information. In addition, students discriminate information order to follow specific job, and using writing skill students:

- Support their ideas and their own information
- Increase vocabulary
- Find a confident way to use language and face a problem
- Create a support in order to express oral ideas

REFLECTION

The first situation represents a big challenge for the teacher; it was the first strategy applied results were not as expected. Students sometimes got lost on following instructions, also using the language. Considering the results of the activity (students' products), students' disposition, and the achievement, the activity presents the next aspects:

- Students needs more feedback in order to reinforce the contents
- Students' disposition are not the optimal
- It is important to focus on motivation activities
- Encourage students' to use resources: verbs list, dictionary, notes.
- Encourage to students to find writing like the easiest way to express their ideas.
- Find written products like supports on speaking activities
- Use more didactic material, something that they could manipulate

In order to obtain better results teacher have to focus on motivation, taking on mind self-confidence, giving students simple instructions but significant. Because some students did not finished on time the activity. Controlled the time and discipline. Homework's are not functional, because they do not have the responsibility habits, to bring homework's or extra material. In general, it is important to take advantage of class time and other resources like textbook. The class got the achievement, but it could be more significant taking on mind the aspects before mentioned.

2.3.2 SITUATION II

Unit: III (Poster with instructions)

Achievement: Write instructions to prepare before a risk situation

Class number: 5 (previous class to present final product)

Skill: Writing

It is important to mention about previous classes because this class was adapted to create in teams their final products (poster with instructions). Teacher started the unit asking students, what type of environmental emergencies they know. Considering what are the most common emergencies that they have ever lived in their context. Using images and videos in order to give vocabulary and different examples on how to create a poster.

Grammar structure was developed with imperatives, in this case teacher gives the explanation of how useful are imperatives, the uses and how use it. Using flashcards, students started remembering specific verbs: close, put, run, walk, cover. In order to develop final product they chose five environmental emergencies that happens in their town or community. The five were flood, *volcanic eruption* *, earthquake, drought, pollution.

The before class teacher gives a feedback using a song related to emergencies. Students found vocabulary, specifically verbs and names of emergencies. Teacher created seven teams in order to develop final product. Student A and D were in the same team, and *flood* was repeated. The way to create teams was random. Teacher encouraged bringing the necessary material in order to create their final posters, based in a *model*.

Teacher presents different models considering the aspects to evaluate and the oral presentations. Students had already a specific challenge in order to use information and language. In this class, students already have the necessary contents in order to create basic sentences, using imperatives to create their final product. It is based on unit IV that encourage students to give suggestions in an environmental emergency.

Teacher started the class using a spelling activity. Teacher spells a word: f – l – o - o - d, students remembered different words. The class started, with teacher giving instructions: get in teams, giving only one change to create their final product. First students had to make seven teams. In order to have already the teams. Teacher gives per team an image. The image was about a natural disaster. The teams had to remind about the specific name with the image.

In teams students start talking about the disasters, trying to remind the name on English:

- Students: Nos tocó terremoto, está bien fácil, ¿Pero alguien recuerda como se decía en inglés?, Creo que era er-qua-ke, no no es cierto, ¿teacher podemos sacar la libreta para ver?
- Teacher: You know, just remember.
- Students: Pero no recuerdo teacher, andele déjenos ver
- Teacher: I am going to spell to you, listen: e-a-r-t-h-q-u-a-k-e.
- Students: Oh yes teacher, ya recordamos, así se escribe ya me acordé, yo lo anoto.

The other team had some problems in order to create their sentences. Therefore, the teacher try to contextualize in order to be easy for them.

Teacher: Imagine here in the classroom, it starts shaking (teacher starts moving a chair), what would you do?

- Students: A ya temblando, sí, temblando
- Teacher: Yes shaking! What would you do?
- Students: ¿Qué haríamos?, Pues cubrirnos la cabeza
- Teacher: perfect, but in English?
- Students: Creo que era cover, si y cabeza se dice head
- Teacher: Try to make a sentence, a suggestion. Complete sentences
- Students: Cover your head! ¿Así lo escribimos? ¿Así teacher?
- Teacher: Yes, the same for the next suggestions!
- Students: ¿Así van a ser las 10?
- Teacher: Yes, try to not spend much time, try to be fast

Students finished their final poster, in order to prepare and oral presentation, it was double challenge, use the correct form of imperatives on writing and speaking skills. Teacher monitors the activity, giving speaking and grammar support. It was a final product developing the two productive skills.

ANALYSIS

Contextualization in this activity appears in previous classes where students chose emergencies that they have ever lived and happens in their context. Students identify vocabulary related to events in their community. Vygotsky (1974) said that the best and most significant accuracy of the language is based by interactions. Considering that, students were preparing some advices about emergencies they manipulate the information from the context; they share it with the class, and maybe in their homes or community.

The importance of use contextualized activities in this case with emergencies, students started getting information from their own experience, or community knowledge for example the emergencies that they chose:

- Flood: On summer, the rain is very hard in the community, most of the time it destroys streets.
- *Volcanic Eruption**: In the near town there is a water volcano, it is inactive, but other natural disaster, like earthquakes, could expose the water
- Earthquake: It is common in the center of the country. They already suffer one on 2017.
- Drought: On spring, the water is not enough.
- Pollution: It is a real problem around the world.

Students are able to face a problem, using a second language. It is important to say that this class was planned to create their final posters but the previous classes' students got information from different resources, internet, books, and old people knowledge. This is the importance to use contextualized activities, students' select and manipulates the information in order to produce and got achievements. Specifically *writing instructions*.

Harmer (2004) in his book *how to teach writing* encourages teachers to prepare activities according a level in this activity teacher applied an *intermediate* activity. According to the achievements of this unit: *write instructions*, it belongs to Harmer's indicator: logical organization of ideas. In this level, students work with *model* sentences (imperatives), adding schemes to follow.



The aspects considered on the evaluation were:

- Title and a representative image.
- Grammar structures on imperatives.
- Images, following the order of the instructions, like in the example.

However it was only a scheme to follow, students had the opportunity to order the information in other ways, obviously considering the aspects to evaluate.

REFLECTION

Considering this strategy like a final product was a good point to motivate students in order to get a good grade, but not only for this reason also for the understandable activity, they had already the necessary contents to create sentences and design their poster with instructions. It is important to say that the teamwork was difficult to develop in the beginning, but finally most of the students could get the achievements.

We could defined like engaging activity but it is important to consider:

- Use more didactic material
- Avoid long grammar explanations
- Control the teamwork time
- Encourage students to bring extra information

Considering the results, it was consider on the evaluation, writing, and speaking skills. It is known that students that created a good poster, they have more confidence on expressing an oral explanation. To develop the final product, students developed and got the principal achievement: *write instructions*. Focused on getting information from the community, it was a contextualized activity foster writing skill in order to express or give specific information. It was a successful strategy.

2.3.3 SITUATION III

Unit: V (Comparative chart)

Achievement: Check, read and contrast a story in several newspaper publications.

Class number: 3 (students analyze specific information)

Skill: Writing

The class started with a dynamic using music and two markers, it consisted in passing markers while music is sounding, when it is stopped, the people that have the markers had to answer different questions in order to remember previous contents. The previous class, students worked with different questions related to some News, basic questions in order to obtain information:

- What happened?
- Why?
- Where?
- Who? Whose?
- When?
- How?

So, when the markers stopped with someone, this person have to answer a question:

- T: Tell me Juanito, in Spanish what is "what happened?"
- S1: Creo que es que sucedió teacher
- T: Excellent
- T: Tell me Andrea, in English how can I say "cuándo"?
- S1: Why? Es que no recuerdo
- S2: Es When teacher, está bien fácil

- T: Try to remember these questions, because are important in order to follow news information

Approximately this activity spent 7-8 minutes for the class. Most of the students were worried about to remember the previous contents. One of the rule of this activity was not to use the notebooks. Students started helping each other in other not to fail in teacher questions. After that, teacher encourage students to open their notebook and follow the PowerPoint presentation. In the PowerPoint presentation, T used "Historical News". Some information that belongs to general culture:

- **"Man walks on the moon"**
- **"World War II is over"**
- **"Beatles sweeps U.S.A"**
-

It is important to know, that these news are part of a students' book activity, but Teacher search more than the title, and create PowerPoint presentations in order to be catchy for students, using videos, and interesting information. Students in order to follow the information not only had to make notes, they have to answers the previous questions, specific questions for a specific answer.

The instruction was simple: Answer the questions, in order to check and analyze information. The PowerPoint presentation started with an image about *Apollo 11*. The title was "**Man walks on the moon**", students immediately make a relation between the image and the title, and they started inferring.

- S1: El hombre en la luna Teacher
- S2: Moon significa luna.
- S3: man es hombre, creo
- S4: walk es caminar

- T: So in Spanish, what was the meaning?, ¿Cuál sería el significado?
- S5: el hombre camina en la luna
- T: perfect!

The next part of presentation was talk about the tripulation, what technology the space rocket used, social reasons, for example the *cold war*. The importance of this event for humanity. Where was the launching, when, using important information. This information was in "disorder". Students had to infer what sentence or information belongs with the questions. All the class check the first question:

- T: Using this information, What happened?
- S1: el hombre fue a la luna
- S2: Man walks on the moon teacher! It is the title
- T: When?
- S2: 16 de Julio del 69 teacher hasta el 20, pero ¿Qué significa Moon Landing?
- T: What is moon?
- S3: Es luna Teacher
- T: What is "Landing"?
- S4: Tiene que ver con tierra, sería la tierra de la luna
- S5: Eso no tiene sentido, sería más bien cuando llegaron a la luna
- S6: Cuando aterrizaron en la luna
- T: Other form to say that? ¿Otra forma?
- S7: ¿Alunizaje?
- T: Yes it is!
-

All the class answer together the first three questions, What happened?, When? And Where?. However, in this time students have the challenge to answer the other ones. Most of them catch the ideas and answer it. Some of them had some troubles, but also their classmates correct them for example in the question: Whose?

In the information that appears on presentation. In the slide mentions general information about Apollo 11 that was the name of tripulation. Neil Armstrong, Michael Collins, and Buzz Aldrin formed this tripulation.

- S1: Oiga teacher, no está la respuesta de Whose
- T: Tell me class, what is "whose"?
- S2: es quienes
- S3: ¿Quienes fueron, entonces?
- S4: La tripulation del Apolo 11 teacher
- S5: estaba formada por Nel Armstrong, Michael Collins, Buzz Aldrin
- S6: ¿podemos solo escribir Apollo 11?
- T: complete you answers please

With this supporting, students got most of the information, in there was any mistake they solved together. The class spend 26-28 minutes left in order to use all the visual material like one video. This video showed how television of that time presented that event. The students were very surprised, also the images or photographs taken from the moon landing. Some of the students started asking about if it was false, or if it was a myth. They started using their previous knowledge, their background.

The last question was "Why?", Students started thinking what could be the best answer according to the information. In the presentation, a little paragraph talked about cold war, where confronted Soviet Union and United States. There was not a direct fight, but they compete in every way. One of these was Space race. Soviet Union sent the first man to the space; U.S.A did the first moon landing. This information helped students to activate their previous knowledge:

- S1: Los rusos eran mejores mandaron el primer hombre al espacio

- S2: Pero los americanos llegaron primero a la luna
- S3: ¿Teacher entonces la razón fue el conflicto entre los rusos y estados unidos?
- S4: Maybe, What do you think class?
- S5: Si teacher la guerra fría
- S6: Cold war, and Space Race, ¿Teacher?
- T: Perfect!

The class concluded with the first *historical new*. The next part was the same but without teacher supporting; now it was the timework alone. Teacher explained only the event, the information. Presenting videos, images, but students answer the questions. The next event was **Beatles sweeps U.S.** The class already known about Beatles, but not exactly how important they were from musical history, and why they are famous now a days. The information in presentation was concrete on how Beatles conquered U.S.A. so they started analysing information.

- S1: Entonces dónde dice que los Beatles llegaron al aeropuerto internacional John f. Kennedy el 1964 iría con Where Verdad, por qué es cuando.
- S2: La de why seria que tenían una canción en el Billboard en Estados Unidos.
- S3: ¿Qué es Billboard?
- S4: Las canciones que más se escuchan, y se llamaba love me do.
- S5: Hay que escucharla
- S6: Whose? ¿Quiénes eran los Beatles?
- S7: Ahí decía: John Lennon, Paul McCartney, George Harrison, Ringo Starr

This activity spent the class for 28- 32 minutes approximately. Students looked interested from this information. Most of the students finished, so teacher encourage standing up. Using Beatles music students started walking around the class. When

the music stopped, with the person that is near they compare their answers from the second event. They compare and they corrected. The class made this activity for three times.

To finishing the class teacher used a Brain Storming according to the contents. First, they started the word in the board: "Man walks on the moon". Teacher in this time did not accept answers in Spanish. Teacher only wrote English ideas, it encourage students to use the language and to give their own answers.

- T: What's happened?
- S1: Se fueron a la luna
- T: Tell me please, all of you have the answers
- S2: Fueron a la moon, teacher
- S3: Man walks on the moon, teacher
- T: Excellent, thank you
- T: How?
- S4: En un cohete que se llamaba Saturno cinco
- T: Sorry?
- S4: Using a space rocket "Saturn five"
- T: Thank you

ANALYSIS

In this situation, the contextualization was different in relation with last strategies. Vygotsky (1974), following the historic materialism, refers that human opportunities are determined by forces that people do not see. Why? Because our social and economic system, gives a fake freedom. In education, students even teachers and people in general unknown important information that helps to understand actually events. General culture expand criteria: it refers to think every time different.

Therefore, it was to reason to choose historical news in order to activate previous knowledge of the students and to make relation between real lives with second language English. History is present in every context; sometimes students do not know determined topic that most of the time are present in their lives or in the past defined their lives.

The contents were somewhat easy for students, simply questions that we could use not only for a new, also to ask different things. In this case, we are more specific. The purpose of this unit is to compare different news, but first it is important to follow important questions that could help us to analyze information. For this reason, the selected news were **"Man walks on the moon"**, **"World War II is over"** and **"Beatles sweeps U.S.A"**. These news belong to humanity in general.

The activity were developed using an *intermediate* task. It is defined like "controlled text construction". Harmer (2004) suggests giving students engaging tasks. It is developed when students started manipulating information that is important for them, but following the patterns, in this case the *logical organization of information* was determined by the next questions:

- What happened?
- Where?
- When
- How?
- Why?
- Who? Whose?

It seems simple task questions but analyze information, discriminate it and organize it in a pattern, challenge to construct and interiorize vocabulary, grammar structures, but the most important thing; it is the best support in order to express orally the final constructions. It was fundamental to know the meaning of the questions; how students could use it.

After that contextualizing, all together check the first historical new. The class started connecting their general knowledge with the topic. Talking about something that is important to human history, it is not only analyze what happened in the past also, what happen now. The actual event what relation have with the past it encourage students not only use their critical thinking on their mother tongue, also in a second language.

Students started analyzed the information:

- S1: Teacher yo leí que fue un invento
- S2: Si Teacher que fue desde un estudio de Hollywood
- S3: Si Teacher, dicen que los rusos si llegaron
- S4: Teacher ¿El Sputnik era ruso?
- S5: Yo digo que no fueron si no hubieran ya regresado.

REFLECTION

This activity was successful in some terms. First on selecting news and information, second analyze information. Two achievements that plan for second graders Unit 5 asks for students. However, one of the most important aspect is that, they started selecting information in English, and answering specific questions. They use the second language to write sentences and to increase their vocabulary. Analyzing the information that could increases their mind and general culture to understand better the social and actually situations.

Aspects to consider in order developing similar activities: the use of visual resources are good in order to present historical content, or news. The use of videos, images evensongs, they seem to students more interesting than only gives the information. Considering also:

- Check the time in activities
- Teamwork could be useful in this part

What it is important, the major of the events of the modern history, United States are involved, war, economical, technology. Students create an analysis why do we are learning English. Because the Hegemony, they controlled history and all of this aspects now in our days.

- S1: Teacher entonces los americanos son mejores que nosotros
- S2: Por eso ya van a estar en guerra con Irán
- S3: ya va a empezar la tercera guerra mundial y en las tres está estados unidos
- S4: ¿Teacher por eso aprendemos inglés?

2.3. SITUATION IV

Unit: VI (Improvised Monologues)

Achievement: Plan a monologue.

Class number: 5 (previous class to present final product)

Skill: Writing

The previous classes using different activities students identified some important aspects about the unit; in this case, what is a monologue, important characteristics. Monologue means one, an individual work. Types of monologues could be comedy, tragic, interesting topics. Finally, to monitor the achievements teacher asked students to brought information about their families.

The class started using a listening activity. Students worked with a song using a worksheet. In the worksheet challenge to complete some blanks with specific words. Firstly, teacher practiced pronunciation of box words. After to complete the blanks and share the correct answers with all the class, students answered the following questions:

- What is the song about?
- What activities does the singer mention?
- What is the singer's age?

The song was "*when I'm sixty four*" by the Beatles; the context of the song is about a teenager that thinks about his future with a girl. Thinking about family; grandchildren, siblings, brothers, ages and future activities. These activity helped students to remembered previous contents about family vocabulary.

To develop the activity students were encouraged to plan a monologue talking about their family, but first teacher presents an example. The example was about himself considering:

- Little personal presentation: age, place of residence, the role in the family, occupations.
- Mention about their family members. The close family.
- Mention pets
- Talk about family activities

In his personal example, teacher uses other speaking resources, like intonation, pauses. This presentation encouraged students to express their information with more security. Students have to get information about the teacher. In these case students as they listened the teacher speech, they answered some questions:

- How old in the teacher?
- What it his name's dog?
- How old in his dad?
- Where does his dad work?
- How old is his mom?
- What is his sister occupation?

Students after to answered about the teacher's presentation, they started creating their own writing product: *plan a monologue*. Students followed a model in order to organize their own information. Questions were the first part of plan their written product.

- Describe yourself: (name, age, occupation, likes)
- Where do you live?
- Who/whose live with you?
- Describe your parents
- Describe your brothers
- Do you have pets?
- Activities that you do with your dad
- Activities that you do with your mom
- Activities that you do with your brothers
- Activities that you do with all your family

This part was somewhat sensible for students. Some of them had family problems or difficulties with members. The teacher asked only write the information that considered able to share with the class. Avoid personal information. In this case, students express:

- S1: Teacher, ¿y si no tengo papá?
- T: Write about your mom
- S3: Teacher quiero escribir sobre mis papás, pero eso no lo quiero mencionar con la clase
- T: No problem!
- S4: Teacher como se dice obrero en inglés
- T: Lo vimos la clase pasado, but remember, ¿Cómo se dice trabajar?
- S4: Creo que *work*, ¿sería worker?
- T: Correct!

The first part students found it easy, only to organize specific information, information that students know and they manipulate every day. In the second part of the activity teacher encouraged students to create a script or any prose scheme in order to present two parts in the final product. Using the computer (homework task) students write their final *monologue plan*. However, in the class, teacher checked and corrected grammar mistakes.

Students had to organized the information not only question – answer scheme. So they had to use an own scheme or patter their information. For this reason teacher monitored and gave supporting. Finally, teacher checked the written production asking to be presented on computer. The class ended practicing the speech and supporting pronunciation.

ANALYSIS

In this situation teacher uses the contextualization like Vygotsky (1978) suggested, in this case the information that students manipulate is related to their own experience. Students use a second language involving something real, something that they could involve in a basic ways to express ideas.

In this part, using their families like a didactic situation, encourage students to discover new ways of using a second language. How to write and pronounce specific words. Vygotsky say that students are acquiring specific pattern of the language when they uses and related with the near context. In this case, the activity was contextualized.

Expressing personal information is difficult. It asks to developed self-confidence, identify positive and negative aspects that students could suffer. Therefore, teacher needs to encourage expressing their thinking in order to face their problems. The context activity helps to find an alternative way to express. Talk about family helps to analyze characteristics, attitudes, feelings about the people that lives with them. For this reason, they manipulate a second language fostering their *writing skill*.

To develop the activity, considering that the class develop seventy-eighty percent of the curricula, it means that students could develop activities with more challenging. Jeremy Harmer (2004) defines the activity like *intermediate* ranked strategy, considering these aspects:

- Students do logical organization of ideas: describing their family, members.
- Students use an specific language: activities, numbers, family vocabulary

- Following a pattern: students respond for a specific information, you talk about your family, but only specific information.
- Controlled text construction: students defined an own scheme in order to support their oral skill.

The model to follow offers to create logical productions, considering the achievement to the unit: *plan a monologue*. In this case, these aspects are the students' model to follow to plan their monologue.

- Describe yourself: (name, age, occupation, likes)
- Where do you live?
- Who/whose live with you?
- Describe your parents
- Describe your brothers
- Do you have pets?
- Activities that you do with your dad
- Activities that you do with your mom
- Activities that you do with your brothers
- Activities that you do with all your family

REFLECTION

In this activity, students find difficult to use or create their own scheme o pattern to present their final written product. Students presented some grammar mistakes even that teacher gave them corrections. The reason could be the time invested on supporting students' work. Class have forty-three students.

- Teacher could use a better strategy to give feedback
- The time represented a problem; it was not enough for some students. Teacher could give students more supporting
- Some students are not able to present personal information with their classmates

Using the topic "family" encourage students to find or collect information in their near context. Students involved in their language acquirement, their close people. It was an engaging activity, because it was not difficult to obtain the information.

- Students could remembered vocabulary related to family: dad, mom, sister, brother, grandfather, grandmother, pet
- Students could identify specific and daily activities
- The activity improve in some students' self-confidence finding writing products like a speaking supporting.
- All the class presented their products, written and orally.
- Students got the unit achievements: plan and represent a monologue.

PART III.

CONCLUSIONS AND SUGGESTIONS

3.1 CONCLUSIONS

Developing these four activities, I could find interesting aspects to consider in the future teaching work. English teaching results to students difficult to understand. It could be a general problem in the semi- rural contexts, where opportunities were defined different like in industrialized cities; the social distances are the bigger limitation on learning English. The point here is that learning English in third world country is controlled by social and economic reasons. Especially in the context where I worked, students do not find the purpose of learning a second language. The problem is not analyze the learning in the abstract way, separated to context. Like constructivists support: the acquirement of the language depend of useful is in the daily lives. It does not happen in our society.

Developing these activities, considering purposes of apply contextualized activities and fostering writing skills I could find several of important results. First, curricula does not consider cultural aspects of some communities. For this reason, I tried to adapt the didactic situations on real situations. Using topics about the context, and rank the language on: elementary and intermediate activities. Students find the importance of writing. Students find writing as an opportunity to improve their English language. The writing strategies presented in this document gave students a big support in order to express ideas, and develop better the other productive skill: speaking.

Contextualized activities help students to get in simple forms to foster the language. This is the reason to students to manipulate the language and find how useful it could be in other academic challenges. Foster writing skills helped students to find an option to express and produce the language and their thinking.

3.2 SUGGESTIONS

Contextualized activities foster students to develop their critical thinking. To start analyzing English not only like a subject. Thinking that English could be an opportunity to grow - up and discover different views and thinking forms. The best activities are dynamic and visual, using different didactic material. Writing is an opportunity to foster English learning considering contextualization.

Foster the receptive skills developing more the real uses. It could a literacy environment. Avoiding traditional practices, specifically on teaching grammar. For students grammar activities are the best challenge to learn. Explanations need to be adaptable and dynamic. The opportunity areas that I could consider in order to improve the future interventions are:

- Students need discipline habits
- Use the correct and visual didactic material
- Foster the use of the language most of the time in order to create more language necessities
- Find the best forms to give feedback
- Check time-consuming activities
- Improve self-confidence in students to use the language

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APPENDICES

LESSON PLAN

Insertar Diseño Disposición Referencias Correspondencia Revisar Vista Diseño Presentación ¿Qué desea hacer?

Calibri (Cuerpo) 8 A Aa Fuente Párrafo Estilos

Evaluation term: (PRODUCT)	Grade: 2nd	Groups: "A, B, C and D"	Week: February 17 th to February 21 st , 2020
UNIT	UNIT VII		
ENVIRONMENT	FAMILIAR AND COMMUNITY		
SOCIAL PRACTICE COMPETENCY	IMPROVISE A BRIEF MONOLOGUE ABOUT A TOPIC OF INTEREST		
PRODUCT	IMPROVISED MONOLOGUES		
ACHIEVEMENTS	REVISE GENRES OF MONOLOGUES, PLAN AND PRESENT A MONOLOGUE		

	DAY 1		DAY 2		DAY 3	
SKILLS	WRITING		LISTENING		READING	
STAGE	ACTIVITIES	ASSESSMENT	ACTIVITIES	ASSESSMENT	ACTIVITIES	ASSESSMENT
WARM-UP	Using a hangman T introduces the class using the word: monologue(10')	ss participation	T presents a song "she's not there" by the zombies, ss have to order the lyrics, underline the known words, and they have to answer the questions: What is it about?, what is the singer's purpose? (10')	ss participation	T presents a video about joker, with the song: That's life by frank Sinatra. ss identify the genre, and characteristics, what happened with the character?(10')	Book's work
DEVELOPMENT	T presents a video about a Stand ups ss write the next questions in their notebooks: Have you ever seen stand-up comedies?, What is a monologue?, Do you know any stand-up comedian?, Is stand-up comedy formal or informal?, What are the skills of a professional stand-up comedian?, Would you like to be a stand-up comedian? Why or why not? (15') Using a worksheet students identify important words in order to introduce monologues, all the class share the correct answers (15')		In the playground, on teams students have to order a puzzle in order to create an image related to a famous movie. There will be 8 puzzles. (drama and comedy movies) (10') ss in teams write clue words in order to define these genres. (5') T presents 4 flash cards related to 4 topics: parties, relationship, family, things that bother you, t gives ss a worksheet (5') ss complete the excerpts from different monologues ss share the correct answers (15')		Using sunburst for second graders page 74 ss read part 4 and 5 that have different situations. (5') Using a power point slides, teacher read two stories, using body language and intonation (10') In pairs ss compare two monologues with a chart, answering the following questions: - What happened?, what type of monologue is?, what is the situation?, what genre is it? (15') All the class share the final answers (5')	
CLOSURE	Using a fruit salad, ss share their places and the last one to get a chair, have to answer something related to vocabulary (10')		Individually ss choose one (excerpt), and they write a list of clue words (5')		Using a brainstorming, some ss write in the board characteristics of a monologue (5')	
RESOURCES	Video, projector, speakers		Flash cards, speakers, worksheet		Sunburst for second graders page 74	


ialabras Fñ Español (México)

DIDACTIC MATERIAL

The image shows a PowerPoint presentation slide titled "Environmental emergencies". The slide contains a multiple-choice question: "Look at the image and choose the correct answer to label it. Which environmental emergency is it?". Below the question is an image of a car driving on a road during a storm with palm trees. The options are: a Hurricane, b Earthquake, and c Ice storm. The slide is part of a presentation titled "01_p02_environmental_emergencies_-_pictionary.pptx". The interface shows the PowerPoint ribbon with tabs for Archivo, Inicio, Insertar, Diseño, Transiciones, Animaciones, Presentación con diapositivas, Revisar, and Vista. The status bar at the bottom indicates "Diapositiva 1 de 14" and "Español (México)".

Environmental emergencies

Look at the image and choose the correct answer to label it.
Which environmental emergency is it?



Options:

a b c

Hurricane Earthquake Ice storm

Juicy English.com Second grade – Unit 2 Part 1

Haga clic para agregar notas

Diapositiva 1 de 14 Español (México) 69%

Escribe aquí para buscar 10:21 p. m. 31/05/2020

JOURNAL

Journal

Situation ~~three~~ was applied on Unit Number 5, plan 2018, that is: comparative Chart. It is ~~important~~ in this unit to know: News, media and all of the things that brings information. ~~But~~ the most important thing, what are the part of a new, components, and how do we could identify information about an important new. The plan it is very specific on achievements that we have to obtain.

The class started with a dynamic using music and two markers, it consisted in passing markers while music is sounding, when it ~~is stopped~~, the people that have the markers had to answer different questions in order to remember previous contents. The previous class, students worked with different questions related to some News, basic questions in order to obtain information:

Approximately this activity spent 7-8 minutes for the class. Most of the students were worried about to remember the previous contents. One of the rule of this activity was not to use the notebooks. Students started helping each other in other not to fail in teacher questions. After that, teacher encourage students to ~~open their~~ notebook and follow the PowerPoint presentation. In the PowerPoint ~~presentation~~, I used "Historical News". Some information that belongs to general culture:

- "Man walks on the moon"
- "World War II is over"
- "Beatles sweeps U.S.A"

It is important to know, that ~~these~~ news are part of a ~~students~~ book activity, but Teacher search more than the title, and create PowerPoint presentations in order to be catchy for students, using videos, and interesting information. Students in order to follow the information not only had to make notes, they have to answers the previous questions, specific questions for a specific answer.

The instruction was simple: Answer the questions, in order to check and ~~analyse~~ information. The PowerPoint presentation started with an image about Apollo 11. The title was: "Man walks on the moon", students immediately make a relation between the image and the title, ~~they started inferring~~.

LEARNING STYLE TEST

INSTRUCCIONES: Elige una opción con la que más te identifiques de cada una de las preguntas y márcala con una X

- ¿Cuál de las siguientes actividades disfrutas más?
 - Escuchar música
 - Ver películas
 - Bailar con buena música
- ¿Qué programa de televisión prefieres?
 - Reportajes de descubrimientos y lugares
 - Cómico y de entretenimiento
 - Noticias del mundo
- Cuando conversas con otra persona, tú:
 - La escuchas atentamente
 - La observas
 - Tiendes a tocarla
- Si pudieras adquirir uno de los siguientes artículos, ¿cuál elegirías?
 - Un jacuzzi
 - Un estéreo
 - Un televisor
- ¿Qué prefieres hacer un sábado por la tarde?
 - Quedarte en casa
 - Ir a un concierto
 - Ir al cine
- ¿Qué tipo de exámenes se te facilitan más?
 - Examen oral
 - Examen escrito
 - Examen de opción múltiple
- ¿Cómo te orientas más fácilmente?
 - Mediante el uso de un mapa
 - Pidiendo indicaciones
 - A través de la intuición
- ¿En qué prefieres ocupar tu tiempo en un lugar de descanso?
 - Pensar
 - Caminar por los alrededores
 - Descansar
- ¿Qué te halaga más?
 - Que te digan que tienes buen aspecto
 - Que te digan que tienes un trato muy agradable
 - Que te digan que tienes una conversación interesante
- ¿Cuál de estos ambientes te atrae más?
 - Uno en el que se sienta un clima agradable
 - Uno en el que se escuchan las olas del mar
 - Uno con una hermosa vista al océano
- ¿De qué manera se te facilita aprender algo?
 - Repitiendo en voz alta
 - Escribiéndolo varias veces
 - Relacionándolo con algo divertido
- ¿A qué evento preferirías asistir?
 - A una reunión social
 - A una exposición de arte
 - A una conferencia
- ¿De qué manera te formas una opinión de otras personas?
 - Por la sinceridad en su voz
 - Por la forma de estrecharle la mano
 - Por su aspecto
- ¿Cómo te consideras?
 - Atlético
 - Intelectual
 - Sociable
- ¿Qué tipo de películas te gustan más?
 - Clásicas
 - De acción
 - De amor
- ¿Cómo prefieres mantenerte en contacto con otra persona?
 - por correo electrónico
 - Tomando un café juntos
 - Por teléfono
- ¿Cuál de las siguientes frases se identifican más contigo?
 - Me gusta que mi coche se sienta bien al conducirlo
 - Percibo hasta el más ligero ruido que hace mi coche
 - Es importante que mi coche esté limpio por fuera y por dentro
- ¿Cómo prefieres pasar el tiempo con tu novia o novio?
 - Conversando
 - Acariciándose
 - Mirando algo juntos
- Si no encuentras las llaves en una bolsa
 - La buscas mirando
 - Sacudes la bolsa para oír el ruido
 - Buscas al tacto
- Cuando tratas de recordar algo, ¿cómo lo haces?
 - A través de imágenes
 - A través de emociones
 - A través de sonidos

DIAGNOSTIC EXAM

TEACHER: ANA HISA CRUZ LÓPEZ

NAME Yachy ENGLISH EXAM

2nd. GRADE

DIAGNOSTIC TEST

DATE 20/12/10

Referencia común: MCER B1 (B1.1). Identifica y comprende el sentido general y las ideas principales de diversos textos orales y escritos sencillos, breves, claros y en lengua estándar cuando tratan sobre cuestiones conocidas (estudio, trabajo, tiempo libre, etc.). Sabe actuar de forma muy básica en algunas de las situaciones que suceden en la comunidad y en las que pueden surgir durante un viaje por zonas donde se utiliza la lengua. Interpreta, describe y comparte información. Describe y justifica de manera muy básica y breve algunas experiencias, acontecimientos, deseos y aspiraciones, así como comprende y expresa algunas advertencias. Comprende algunos aspectos culturales mediante actividades lúdicas y literarias.

I. READ AND CHOOSE TRUE (T) OR FALSE (F)



His name is Clark Kent. He is a High School student. He can play football but can't play tennis. He has special powers, for example: he can fly, and run very fast. He can't cook very well and he can't play the piano.



Her name is Lana Lang. She is a student, too. She is Clark's friend. She works in the cafeteria. She can write poems, and dance very well. She can't swim and she can't speak Spanish.

- a. Lana is a teacher.
- b. Clark can fly and run fast.
- c. Lana can't write poems.
- d. Lana can speak dance very well.
- e. Clark can cook. He is very good.
- f. Clark can't play the guitar.
- g. Lana can't swim.

- | | |
|------|-------|
| TRUE | FALSE |
| TRUE | FALSE |
| TRUE | FALSE |
| TRUE | FALSE |
| TRUE | FALSE |
| TRUE | FALSE |
| TRUE | FALSE |

II. WRITE THE WORDS IN THE CORRECT COLUMN.

Curly Long green tall short
 Short blond thin fat
 Blue dark brown beautiful straight

6	HAIR	BODY	EYES
	<u>curly</u>	<u>fat</u>	<u>blue</u>
	<u>short</u>	<u>long</u>	<u>green</u>
	<u>blond</u>	<u>thin</u>	<u>curly</u>

III. COMPLETE USING THE VOCABULARY.



1. He's Adal Ramones.
2. He is tall and long.
3. His hair is short and black.
4. His eyes are green.



1. She is Paulina Rubio.
2. She is short and and.
3. Her hair is black and long.
4. Her eyes are blue.

Problems

Video Games
Addiction

Solution

Tell young people
to quit video games

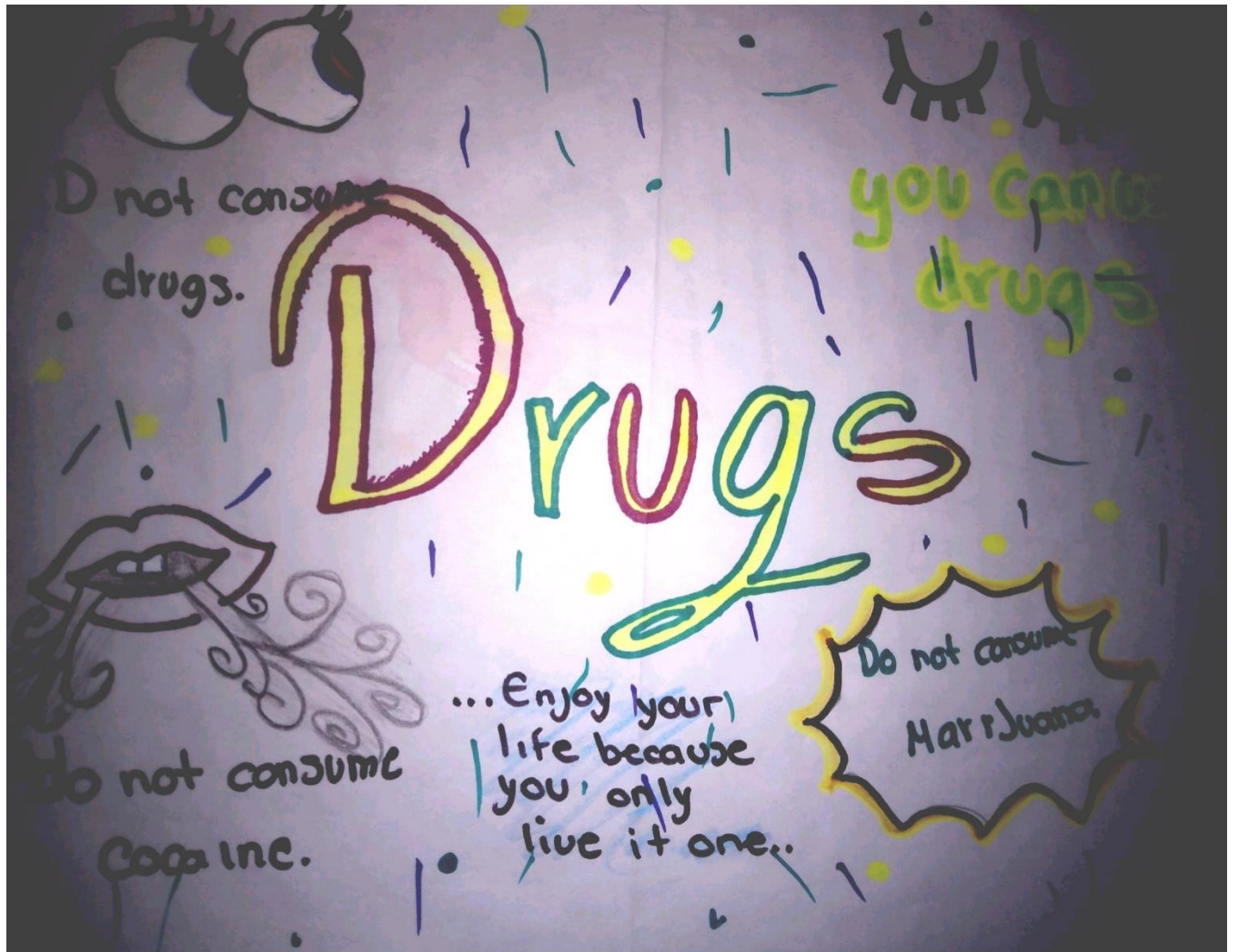
We all
are in same
Game Just Different
L.A. Values



We shouldn't play video games because they hurt your brain as psychologically and that's why I invite you to leave the video games because they're harmful to your health.



Student D



SITUATION II

Student A/D

Preventions in case of volcanic eruption

- 1 Proceed immediately to the evacuation to avoid flying debris hot gases side explosions and lava flows.
- 2 Be careful with mud flows. The damage that these flows can cause increases with persistent rain and they move faster than we can walk or run. Look up stream when going to cross a bridge and never cross it if a mud flow approaches.
- 3 Wear clothes that cover your entire body to protect the skin.
- 4 Wear glasses and mask or a damp cloth to make breathing easier.
- 5 If you get trapped inside your home:
Close windows, doors and all opening to the outside.
- 6 Make sure the animals are under a covered shelter.
- 7 If you get caught outside:
Seek shelter indoors.
- 8 Avoid low areas where mud flows can be more dangerous.

Student B

FLOOD



1. Fill containers with clean water, in case the tap water becomes contaminated
2. Move the most valuable items to high place
3. Identify and evacuation route, and other alternative routes and be prepared to evacuate
4. Have the emergency kit on hand
5. Locate toxic elements
6. Keep some food
7. Place important documents
8. Have a radio to be informed
9. Evacuate
10. Cut off the electricity

Student C

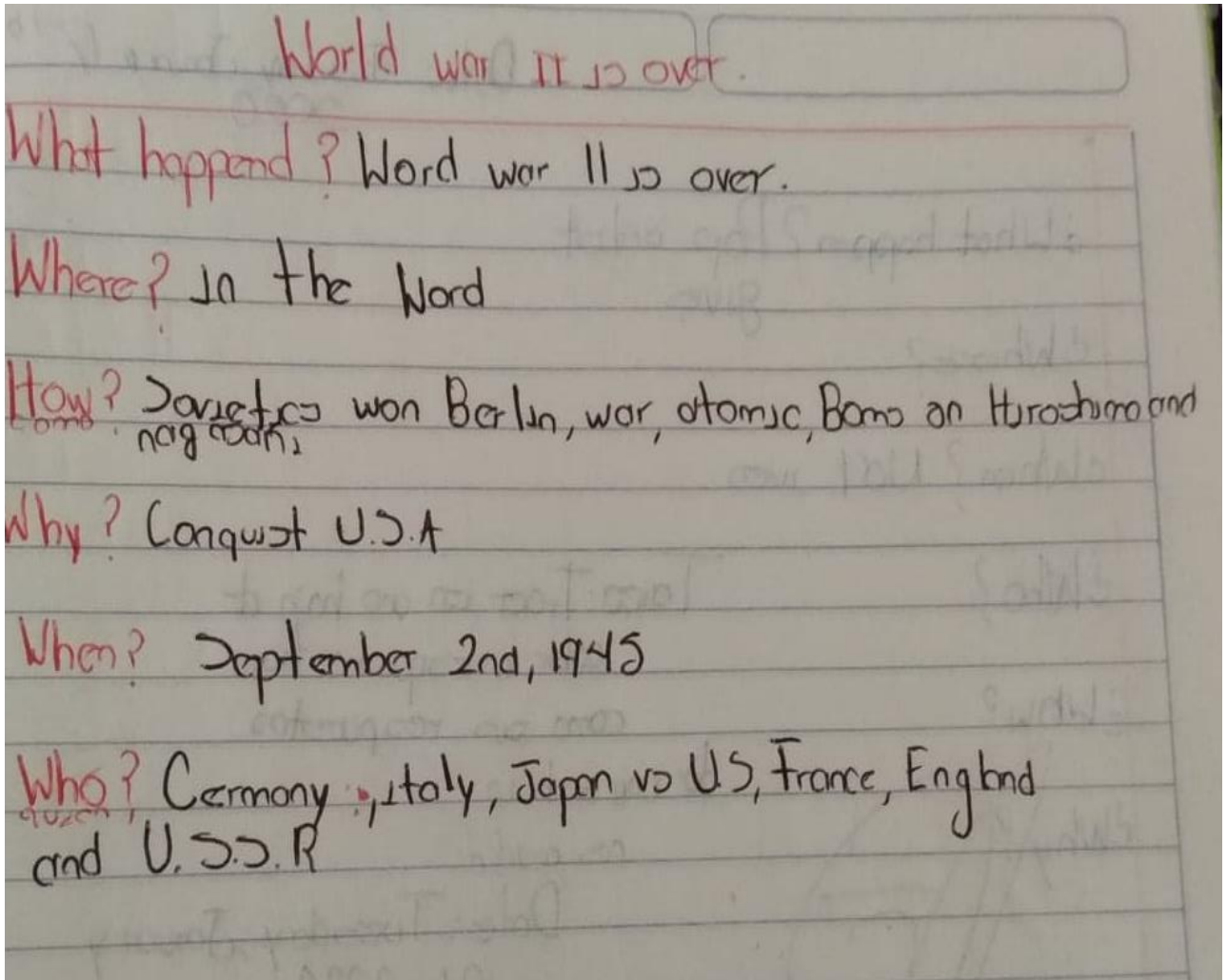
The poster is titled "FLOOD" in large, hand-drawn letters in the center. It features seven numbered instructions, each on a different colored sticky note with a decorative border:

- 1- Abandon your veicle (green note, top left)
- 2- Do not drive into flooded areas (blue note, middle left)
- 3- Go to higher ground (yellow note, bottom left)
- 4- Stay calm (green note, bottom center)
- 5- Keep your family close (blue note, top right)
- 6- Stock Flood, supplies and medicines (pink note, middle right)
- 7- Go to the safe zone (yellow note, bottom right)

A central photograph shows a flooded residential area with houses partially submerged in water. The entire poster is decorated with small blue and green dots and wavy lines.

SITUATION III

Student A



Student B

..Mon Walks on the Moon.. Friday 17th 2020

~~What happened?~~ ..Mon Walks on the Moon.. ~~is~~
~~is~~ Earthquake!!

~~Where?~~ ..Moon.. D
Not gibenn

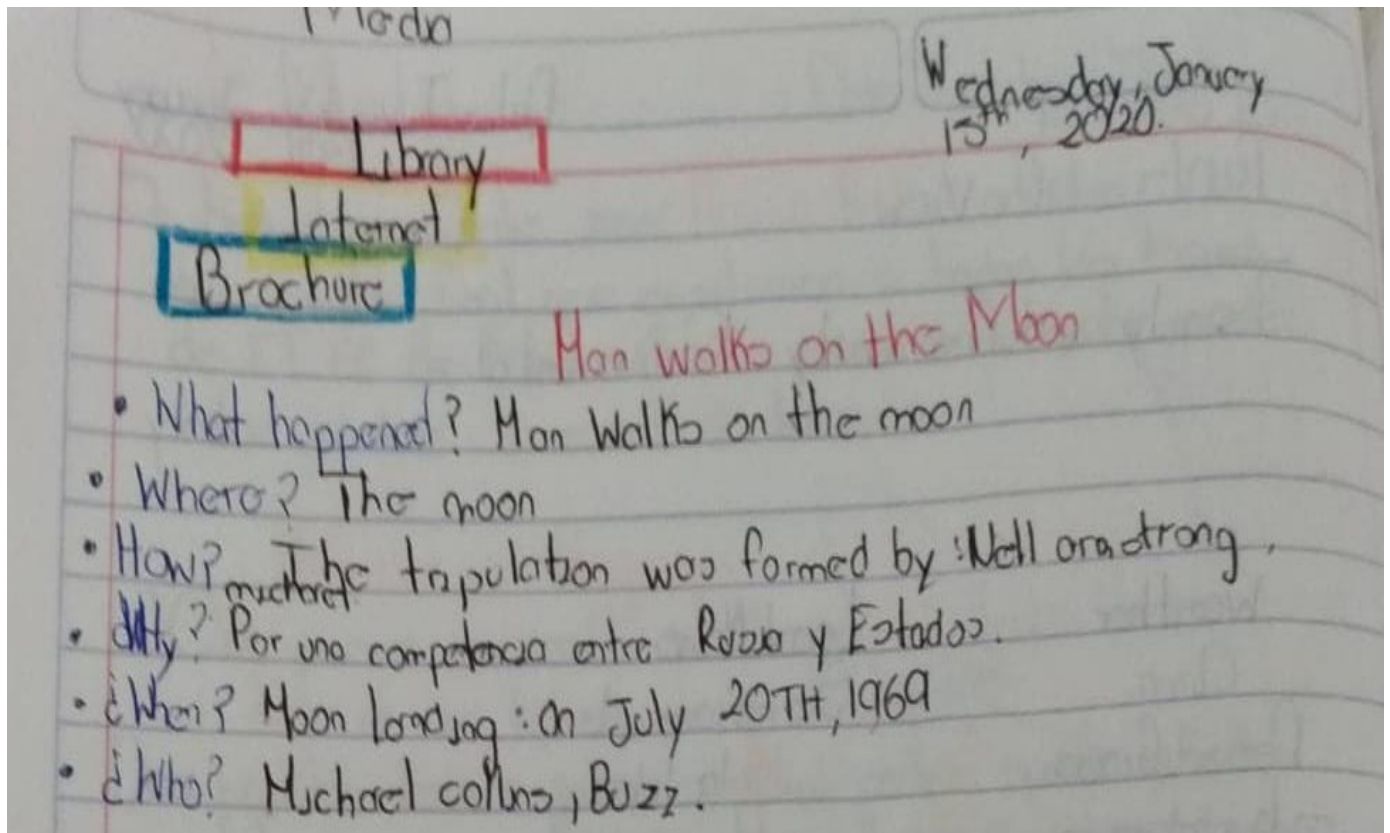
~~Why?~~ Conflict with U.S.S.R. D D
terrible Earthquake

~~How?~~ ..tripulation was name Apolo II. Saturn V..
Pop Artist gives benefit concerts.

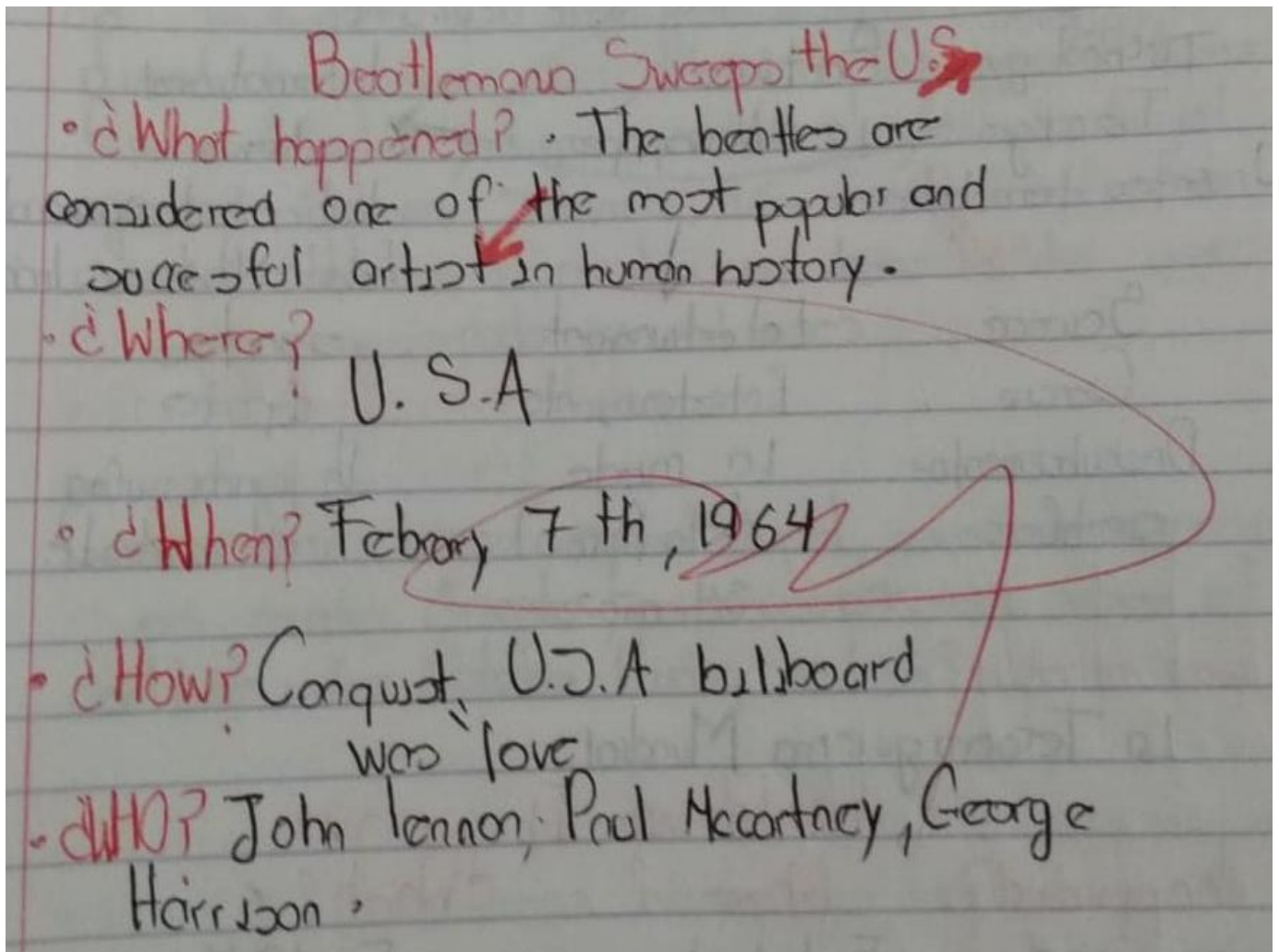
~~When?~~ ..On July 16th 1969..
Not gibenn

~~Who?~~ ..Neil Astrone, Michael collins y Buzz Aldrin..
Diana Jance

Student C



Student D



SITUATION IV

Student A

MY FAMILY

I'm the old son in My family

I have one sister, I have one brother, I live with My dad and My mom, My mom has 37 years, mi dad has 35 years old, mi dad is an employee, My mom is clothes desynar .I have three pet, his name is masha, Max, peluchin.

With My dad I play the soccer every Saturday, with My mom I talk about school every dinner, with My sister I go to play soccer the every Sunday, with My family I dad, mom, sister, brother Monday eat is granfader, grandmother.

And sometimes we carry out many activites, with My family sometime we go to the movies. I lije it when vue all me et as a family, My mom supports me whe I'm a hundred sad, My dad helps me or is there when I need it like My mom, and well that's my family.

Student B

of MY FAMILY

- I am 14 years old
- I am a student at Secondary School
- I live with my mom, my brothers, grandmother, grand dad, my cousing
- We are 9
- My sister is ^{ten}10 years old
- I am oldest son in my family
- My cousin is chemical engineer ^{painting}
- My ^{he is 19}mom is ^{thirty}30 years old
- My mom is a housewife
- My grandmom is ^{sixty-eight}68 years old
- My grand dad is ^{seventy-two}72 years old
- I house two pet
- My pet is are dog an cat
- His name is ROCKY
- Her name is FELINA
- I live with my family in the CONCEPCIÓN DE LOS BAÑOS
- With my mom i cook everyday
- Withmy sister i student everiday
- My family lived on Saturdays
- Every week we will visit a relative
- We play some board games
- Sometimes we play with the wii

Perfect!

cheer a good pal

Student C

MY FAMILY

I am the little kid in my family I have one sister she is older than me and one brother, I live with my dad and my mom.

My mom has 40 years old and my dad has 38 years old, my sister has 19 years old and my brother has 17 years old, my dad is an worker and my mom in an woeker.

I have one pets, my pet is a rabbit, and his name is tambor

With my dad, I play soccer every sunday

With my dad, I watch TV every thursday

With my dad, I go with my grandmothrer every sunday

With my dad, I go for a walk friday every

With my mom, I cook everyday

With my mom, I go with my grandmothrer every friday

With my mom, I como everyday

With my mom, I go for a walk every wednesday

With my sister, I eat everyday

With my sister, I pick up the house every sunday

With my sister, I go to the cinema

With my sister, I cook every saturday

With my brother, I play soccer every sunday

With my brother, I eat everyday

With my brother, I play videogames everyday

With my brother, I sleep every sunday

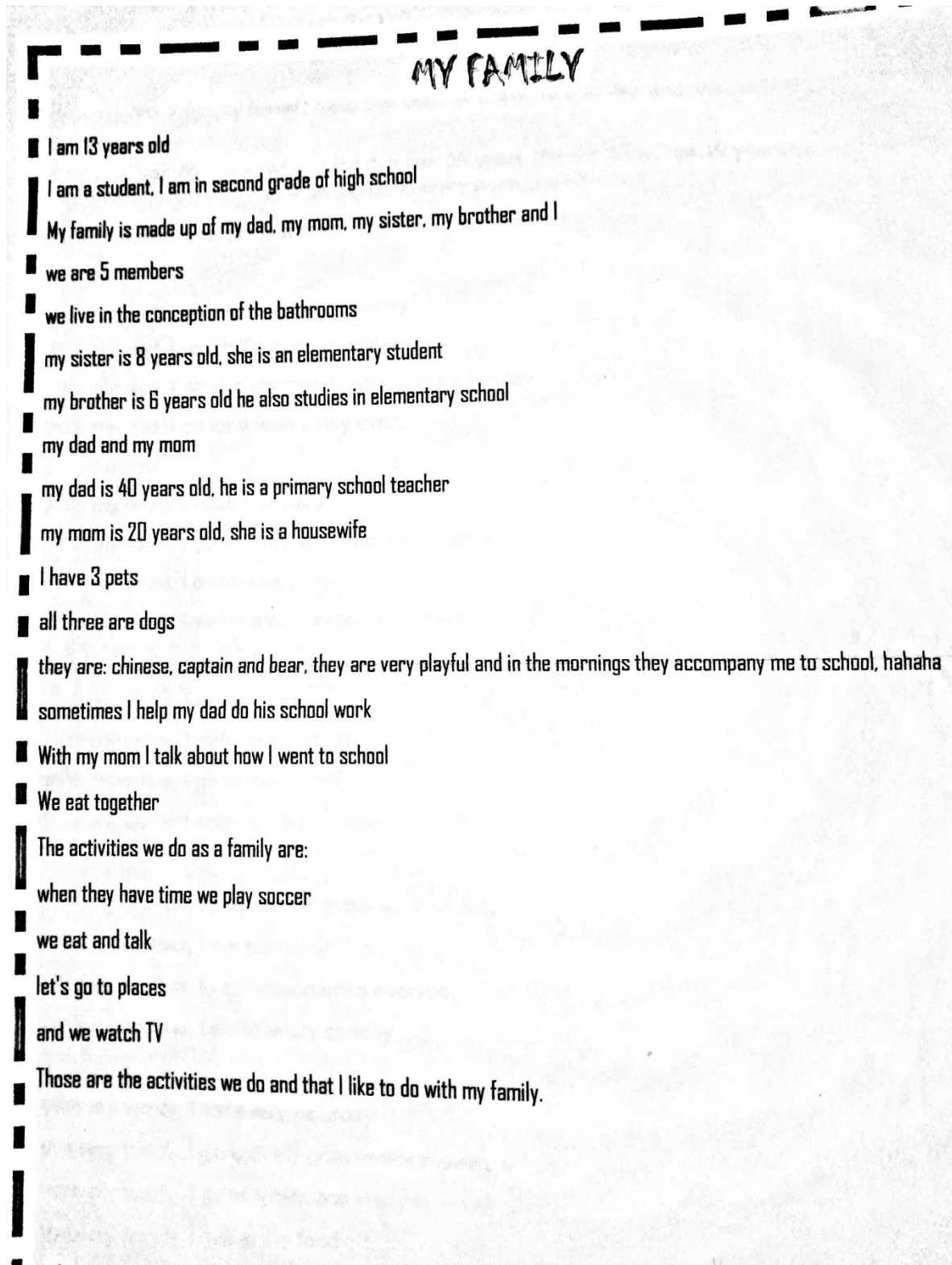
With my family, I eat every saturday

With my family, I go with my grandmothrer every sunday

With my family, I go to ixtlahuaca every monday

With my family, I talk in the food

STUDENT D



ASUNTO: Autorización de Documento Recepcional

Atlacomulco, México., a 15 de junio de 2020.

**C. MTRA.
ALEJANDRA VELÁZQUEZ MONROY
PRESIDENTA DE LA COMISIÓN DE TITULACIÓN
PRESENTE**

La que suscribe **Dra. Yedid Monroy Segundo**, tiene a bien informarle a usted, que el Documento Recepcional titulado "**Contextualized activities to foster writing with second graders**", del **C. Agustín Islas Fernández**, egresado de la Licenciatura en Educación Secundaria con Especialidad en Lengua Extranjera (Inglés), del cual se me nombró Asesora, ha sido concluido conforme a los criterios establecidos por la normatividad vigente.

Sin otro asunto que tratar, le reitera las muestras de su consideración.

ATENTAMENTE



Dra. Yedid Monroy Segundo

ASUNTO: Se asume responsabilidad

Atiacomulco, Méx., 7 de julio de 2020.

MTRA. ALEJANDRA VELÁZQUEZ MONROY
PRESIDENTA DE LA COMISIÓN DE TITULACIÓN
P R E S E N T E

Quien suscribe **C. Agustín Islas Fernández**, asume de manera total la responsabilidad de haber estructurado el trabajo conforme al REGLAMENTO DE EXÁMENES PROFESIONALES vigente y bajo la dirección del Asesor del Documento Recepcional titulado: "**Contextualized activities to foster writing with second grades**".

Así como haberlo adecuado conforme a los dictámenes hechos por los especialistas del área y finalmente defenderlo suficiente y argumentativamente ante el HONORABLE CUERPO DE SINODALES, de tal forma que demuestre mis saberes categóricamente ante ellos, a través del diálogo académico que tenga lugar durante el desarrollo del Examen Profesional.

Agradezco ampliamente el interés y el apoyo que siempre brinda a sus estudiantes y egresados.

Atentamente

Agustín Islas Fernández

