**ESCUELA NORMAL SUPERIOR
DEL ESTADO DE MÉXICO**

Strategies to improve the writing skill in secondary students

INFORME DE PRÁCTICAS PROFESIONALES

que para obtener el título de

**Licenciada en Enseñanza y Aprendizaje del Inglés
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PRESENTA

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AGRADECIMIENTOS

A Dios por darme el don de la vida y permitirme llegar hasta donde estoy, por darme fuerzas para concluir esta gran etapa de mi vida.

A mis hermanos, Gaby, Mari, y Manuel, por brindarme su apoyo desde ayudarme con mi material hasta darme ánimos para continuar.

A mis tías, Noemí, Isabel, la madre Nataly, porque siempre estuvieron al pendiente de mí, siempre se preocuparon durante el proceso de la carrera.

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INDEX

1. INTRODUCTION

Within the framework of professional practices, the student has the concern to experiment and know more about the reality that happens at secondary school, but mainly what happens during 50 minutes in a classroom; for that reason, in this text, you will notice experiences that are based on the observation and intervention practices.[1] One of the main ideas that were expressed during this text is the importance and the procedure to teaching a second language, in this case, English and all the experiences that happened during intervention practices with secondary students.

This project was developed in the secondary school number 11 'Cinco de Mayo' and with the students of second grade, group C that have 40 students; it is important to mention that all the things that were applied were mainly in the last semester but also were taking into accountant things around the last year and things not just of second grade also about third grade because trainee teacher had the opportunity to work with both grades.

During this process was necessary to use a methodology to get the results that the trainee teacher wanted to get at the end; for that reason, is important to mention during this process, the main methodology that was used was action research because it helped to know and analyzed the problem from our practice and everything that we developed and had was from there, taking into accountant all the elements that are important in the action-research.

In the first chapter, you will find the action plan, where at first part is the intention, which was explained the importance of being a teacher and the progress that the training practice has an impact on our learning procedure; then are the purposes, where is explained the main goal of this text, then is the theoretical background where you will find the action research, the communicative approach and some theories about the strategies that were used during this process.

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[1] De acuerdo con el Cuadernillo técnico de observación educativa del Instituto Nacional de Evaluación Educativa, *Desarrollo de instrumentos de evaluación: pautas de observación, (2017) la construcción de saberes docentes viene de la inducción sobre las maneras que aprenden los estudiantes los contenidos educativos en cuestión.*

Then in chapter number two, you will find the implementation of the strategies planned previously; here is the most important part of the text because in this part, you can see the main experiences, evidence, and results that were obtained during the classes and the implementation of the lesson plans, but this time working with the problem that was already chosen. And on the third chapter, you will find the conclusions and recommendations that talk about the experiences from the first semester until now; the experiences change a lot as the learning process.

CHAPTER ONE

ACTION PLAN

2. INTENTION

To be a teacher is not just to go at school, be in a classroom and teach any topic, the most important thing is that the teacher is the person that learns most things from each student.

"One book, one pen, one child, and one teacher can change the world."

- (Yousafzai M, 2014)

During the training practices, the trainee teacher learned things that she did not know happened in the classroom. One of the most relevant was the importance that she had when she was in the classroom, all the facts that happened in just 50 minutes but mainly the challenges that every teacher had in every class.

To be a teacher had an obligation to know herself as a teacher and also to know students, their characteristics, their likes and dislikes, and another aspect was the context of students, and finally, she knew every context and noticed that they were so different if teacher complied with this obligation it helped to use the situated learning, and as a result, the teacher could get better results.

Then to carry out the aspects that were mentioned before and if the teacher complied with that, the next step was to analyze these processes with a methodology. In this case, action research is one of the most important to get this analysis. The action research allowed them to make a reflection and analysis about their practices and search for new strategies that helped to improve or solve a problem that the teacher noticed during their practice.
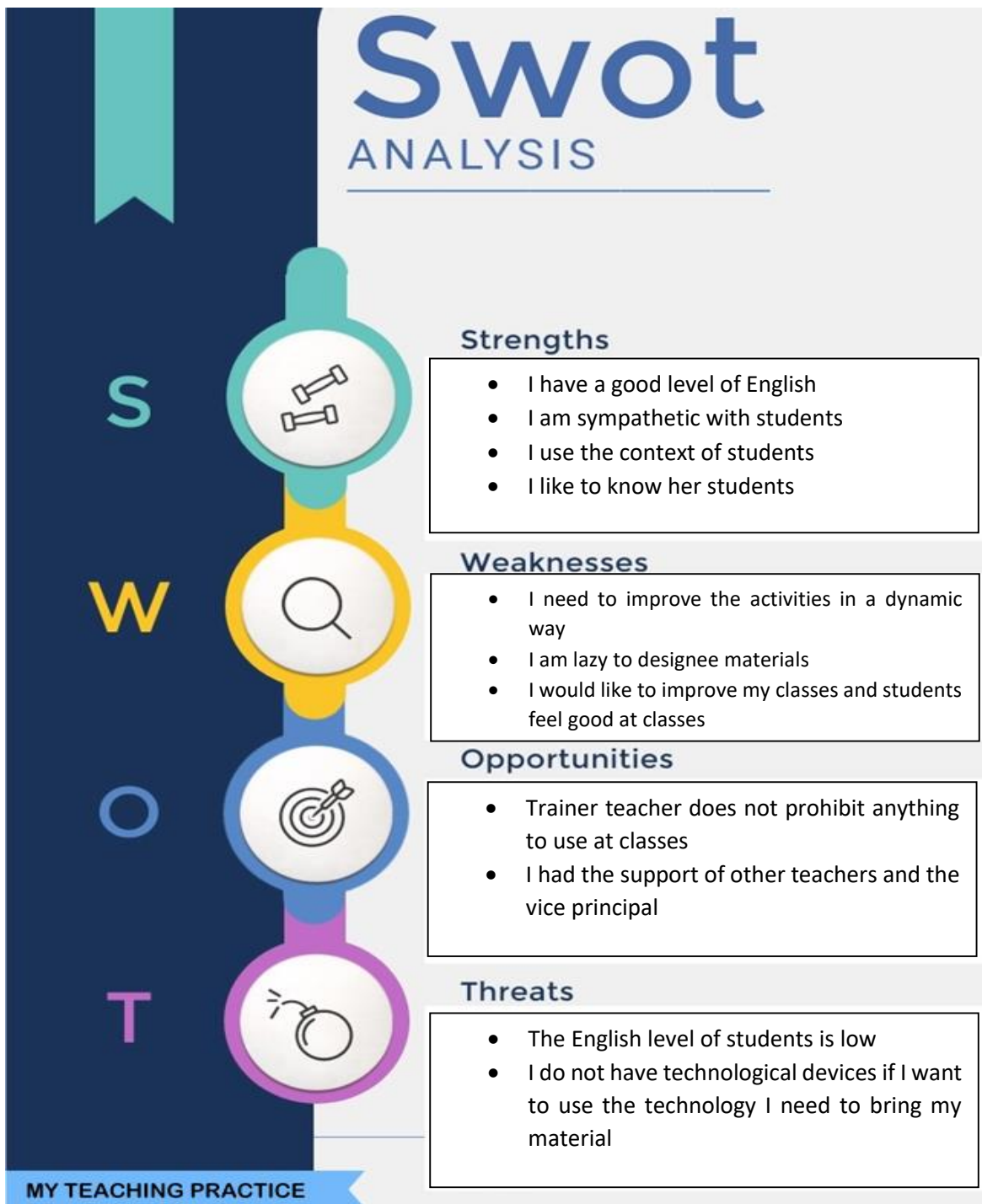
On the other hand, we have every challenge that also needs to be analyzed with the methodology previously mentioned; for example, the teacher had a lot of challenges where was at the classroom and school, but the most important thing was to identify the possible solution, the most important challenge that trainee teacher identify during this last year was to work with approximately 320 students and with the omission of trainer teacher.

Finally, every teacher needs to use reflection to improve their practice and take into account a lot of aspects, but some of the most important was the didactic that was used, knowing their strengths and weakness, the context, and the students, these aspects allowed to improve the classes and the practice.

3. **SELF-DIAGNOSIS AND IDENTIFICATION OF PROFESSIONAL COMPETENCE.**

3.1 Self- Diagnosis

Swot
ANALYSIS

Strengths
- I have a good level of English
- I am sympathetic with students
- I use the context of students
- I like to know her students

Weaknesses
- I need to improve the activities in a dynamic way
- I am lazy to designee materials
- I would like to improve my classes and students feel good at classes

Opportunities
- Trainer teacher does not prohibit anything to use at classes
- I had the support of other teachers and the vice principal

Threats
- The English level of students is low
- I do not have technological devices if I want to use the technology I need to bring my material

MY TEACHING PRACTICE

- Strengths:

The strengths were important features that needed to be developed during classes; they were the most important characteristics that the trainee teacher had and needed to be used and bolstered. All these aspects helped the trainee teacher in her classes; for example, being sympathetic with students helped to have a better learning environment, and students felt safe when they wanted to express an idea. This aspect had a relation with the trainee teacher using the context of students to catch their attention because if she made that connection to the context and was sympathetic in classes, she would get better results.

- Weaknesses:

These points are the most important because, until these, the trainee teacher could identify the problem that she would like to improve or solve; it was important to analyze these aspects because it helped to analyze yourself and try to search for solutions that helped to transform these weaknesses to strengths, for example, improve the activities to a dynamic way helped to get better results and classes, another point the trainee teacher was lazy to designee materials but if she did as a habit she not just get better results for herself also for students.

- Opportunities:

Take into account every opportunity that was presented at the training practices because they were tools that helped to improve yourself as a teacher and your classes and obtained superior results for students; in this case, the trainer teacher allowed the trainee teacher to feel free to planned classes as she wished, helped a lot because she had a big paradigm to work. On the other hand, the support that a teacher or in this case the vice principal gave was very useful and important because not everybody had the same opportunity or privilege and if that did not happen it could be also a threat.

- Threats:

These points are the ones that the trainee teacher wanted to solve, but they were not easy because they were not something that was in her hands; she needed something or someone else to solve them because they were external factors, for example, the technology is not something that she could solve, maybe she could bring her material but not solve the problem at school.

3.2 Professional Competence

"Reconoce los procesos cognitivos, intereses, motivaciones y necesidades formativas de los estudiantes para organizar las actividades de enseñanza y aprendizaje". (SEP, 2018, pag.13)

The trainee teacher selected this strategy because the heeds that the teacher had was to improve her practice taking into accountant the interests and necessities of the students to get their attention, focused mainly in their writing skills that students produce, but at the same time, they communicate something in a writing text, using their context that were involved, experiences.

On the other hand, in the lessons plans the trainee teacher tried to take these aspects to choose or develop the activities that the trainee teacher would like to develop in classes because she had already noticed if she did these things.

An important example was when a student said, 'Teacher, I liked your classes, and for that reason, I delivered everything just in your class,' and the trainee teacher talked to another teacher to confirm what the student said. The trainee teacher thought it was something obvious if students liked the activities or also the example that the teacher used. As a result, they showed more interest in classes and worked better.

Finally, something that nowadays is important in our lesson plans is that we need to contextualize the topic. "The context described in the sociocultural approach is a social one" (Hall A, 2007, pag. 97), so we need to take these aspects in our lesson plans, not just a decision also because it is an important aspect to consider, sometimes is something difficult for some teachers to did that, but if you know the context of your students, everything will be easier to plan it.

4. CHOICE OF STUDY TOPIC

There were a lot of problems that the trainee teacher would like to improve, but this time she is going to focus just on one. This was important for her because she thought this was important to improve.

The problem that the trainee teacher would like to improve was focus on the writing skill; she considered this problem important because had relation to the production of English,

sometimes we focused on that students get the grammar rules or the vocabulary, but sometimes we never checked if these elements are enough to produce their knowledge, since a simple sentence until a complete text.

the trainee teacher showed you the base of the problem that she considered as the main one and the reasons, one of them was the low English level that students had and also the lack of vocabulary and topics that they did not know because they did not saw those topics on the previous course.

5. DIAGNOSTIC

This diagnostic was applied in 2nd grade group C, that group had 40 students, it was important to mention that this instrument (See attachment 1, page 74 & 75) was applied just to 34 students because three of them change to another school, and three of them were absent. On the other hand, I applied a diagnostic exam to know the knowledge that students get in 1st grade, that diagnostic exam was taken with the topics of the previous course.

This diagnostic allowed to knew in each student the knowledge that they already acquire, the diagnostic exam allows teacher to recognize the previous knowledge that students had. "Diagnostic test assesses specific learning skills of the syllabus" (Nkechi P, 2020, pag. 179).

In the next graphic you can appreciate the grades that were obtained in this diagnostic exam.

Grades

- 10.0 - 8.0 : 24%
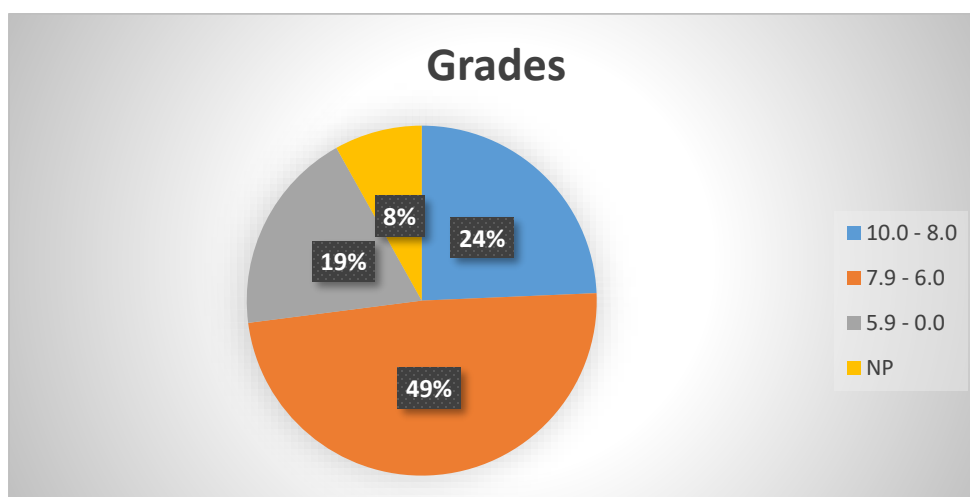- 7.9 - 6.0 : 49%
- 5.9 - 0.0 : 19%
- NP : 8%

Chart 1 DIAGNOSTIC GRADES- own elaboration

For example, the focal group is the second grade, group C and in this case teacher noticed that they didn't see the topics that are in *'Aprendizajes Clave'* (SEP,2017) according the first

grade, she perceived that the teacher of first grade give basic topics like colors, animals, part of the house, body parts but she didn't have a context or just give the topic because she thinks that are easier than the topics that are on the program.

In the next part, we can appreciate some pictures that are taking on an instrument that was applied on the focus group and that we can see the main problems that students have when they write also an easy idea.
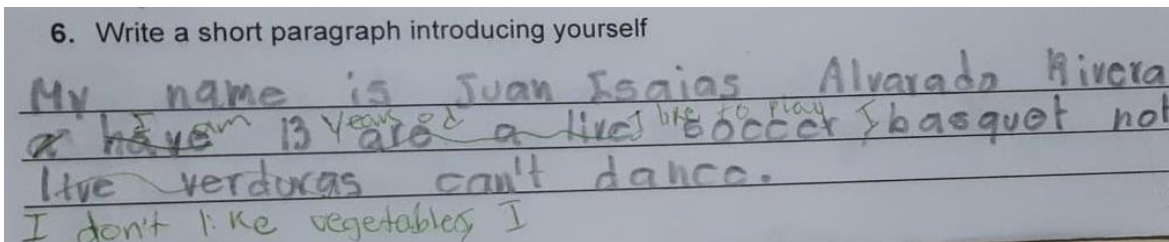
There are a lot of mistakes that students made for example and the most common was to write 'I have 11 years', when the write also an easy paragraph for that reason it is important that students learn since the basic sentences to express ideas.

For example, in this paragraph that student one wrote we can appreciate that he wrote 'I have 13 years' when the correct way to said that is 'I am 13 years old' there are important mistakes here but we can understand the idea that the he wanted to express. Also, we can see that he wrote some ideas that are incomplete but we understand the idea that he wanted to express.
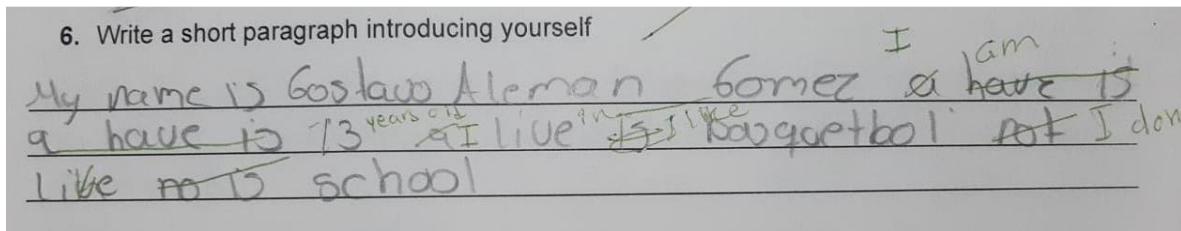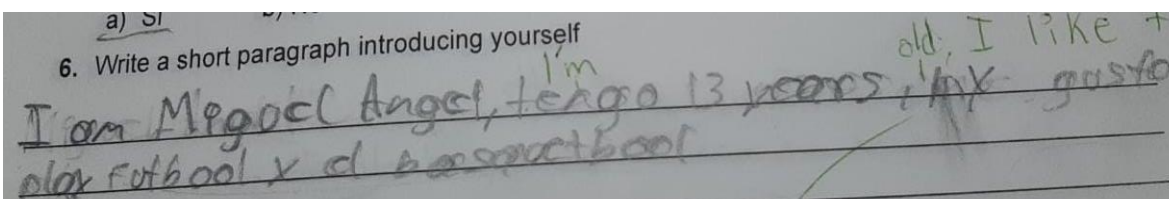

Picture 1. Student's answer one

In this picture you can appreciate another paragraph that was write by another students of the same group, and also we can see the same mistake about to express the age, sometimes students wrote in the same way as Spanish or they think in Spanish and also write it in Spanish. Another thing is that they didn't express complete ideas, they tried to write but they

didn't do it. Also they didn't use the all elements to write a complete sentence, like the noun, verb, and complement.
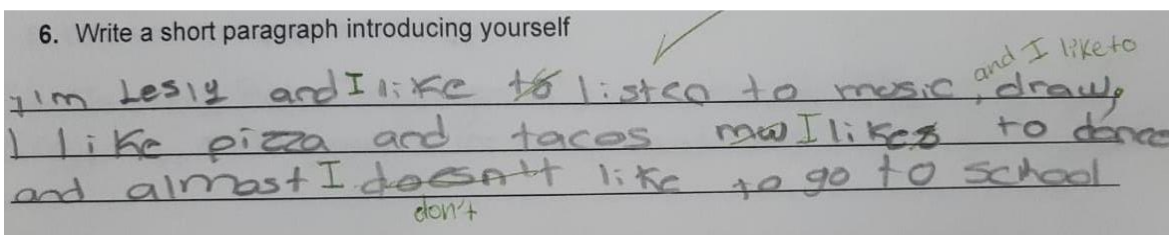
6. Write a short paragraph introducing yourself

My name is Juan Isaias Alvarado Rivera
x have 13 years a lived like to play soccer I basquet not
live verduras can't dance.
I don't like vegetables I

Picture 2. Student's answer two

In this new picture we can appreciate that the student wrote in Spanish and English, this is a very common mistake that the students make because the problem here is that they didn't know the word in English, for that reason he wrote it in Spanish, another thing that happened on the majority of the students is that they didn't have the enough vocabulary to produce complete sentences.

a) Si
6. Write a short paragraph introducing yourself
I'm
old, I like to
I am Migocl Angel, tengo 13 years, my gusta
play Futbool y el basquetbool
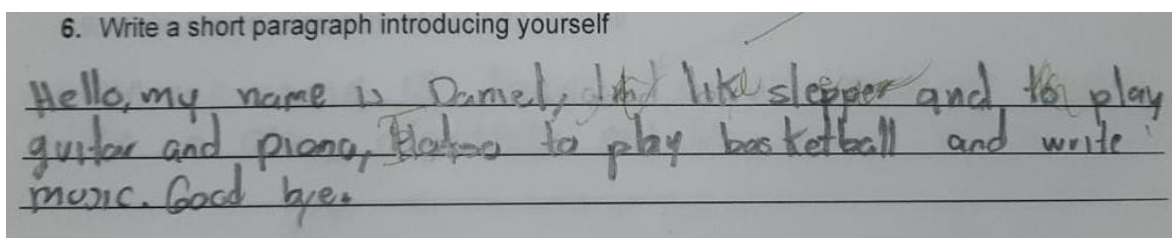
Picture 3. Student's answer three

Now, in this evidence we can see that she had the ideas and she did so good, the problem here is that students didn't know how to use the verbs or the rules, the ideas are clear but the most common mistakes are about grammar, they confused the rules and also they didn't know how to use them. For example, she wrote 'I doesn't like to…', she express the idea we can understand it, but we know that the mistake is the auxiliary 'don't'.

6. Write a short paragraph introducing yourself

I'm Lesly and I like to listen to music, and I like to draw,
I like pizza and tacos maw I likes to dance
and almost I doesn't like to go to school
don't

Picture 4. Student's answer four

Finally, we have this last example and we have the same problem, we can understand the ideas, but most of the time they didn't recognize the rules and they made a lot of mistakes,

the structure is one of the most relevant problems because students confused or mixed the subject with the verb or vice versa.

Picture 5. Student's answer five

There are different kinds of problems when students write in English

1. They don't a good order of the ideas.

2. They think in Spanish and write in English

3. They mix the ideas

4. They mix Spanish and English

5. There are a lot of mistakes of grammar

6. They didn't know the grammar rules in English

7. They omit elements of the sentences

No.	Field Problems	Indicators
1.	The students found difficulties in developing the ideas.	▪ The students seemed confused about what they should write. ▪ Some students wrote some similar text with their friends.
2.	Their organization of the text was confusing.	▪ Some students could not organize their ideas into coherence sentences. ▪ There were still jumping ideas found in their writing.
3.	The content of their writings were lacked of details.	▪ The students only wrote some sentences. ▪ There were some unclear information found in their report text.
4.	The students had limited vocabulary mastery.	▪ The diction they used in writing was not appropriate. ▪ The students often asked the teacher or

		their friends about the meanings of some difficult words.
5.	The students had difficulties in writing the text with the use of correct grammar and mechenics of writing.	▪ The students still made mistakes related to subject-verb agreement. ▪ The students did not aware with the mechanics of writing (punctuation, capitalization, spelling).

Picture 6. The Selected Problems and the Indicators (Mahmuhah I, 2016, pag. 50)

5.1 Problem

In the training practices, the trainee teacher noticed different kinds of problems that she would like to improve; most of the students showed interest in learning English, but there were a lot of problems that made their interest low; for example, some students said 'I like English, but the teacher we had teaches us in a boring way and we did not understand anything.'

Throughout the training practices, the teacher applied different instruments, and also she wrote her diary about her classes and the things that she already saw or the most relevant things that she could appreciate in general and in specific students.

For example, last year teacher applied some instruments; one of them was an estimative scale [2] that helped her to know the interest that the students have in the subject, and she got these results.

In the chart, you can see the questions that the teacher took into account, and in front of them, there were numbers from one to five, where one represented the least and five the maximum, for example in question number one, 'How much did you enjoy your English classes? most of the students answered number 3, so they enjoyed more or less their English classes.

The percentages were obtained from the answers of the students. These questions were so general about the English subject and the interest that the students have in learning it, and how they felt in their English classes.

The interest that students can have in English could be a good support to know the difficulties that they have or also the beginning of different problems that they can present when they learn it; sometimes the problem starts with the way that the class is given because sometimes they think that is boring, nowadays most of the students enjoy most the classes with games, and also they remember better the things because their brain stimulus to get better the ideas or topics.

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[2] See picture on page 16

Preguntas	1	2	3	4	5
¿Qué tanto disfrutas tus clases de inglés?	2.9%	5.8%	26.4%	41.1%	23.5%
¿ Te gusta la materia de inglés?	5.8%	0%	23.5%	35.2%	35.2%
¿Te gusta participar durante la clase de inglés?	23.5%	14.7%	26.4%	29.4%	5.8%
¿ Cuánta confianza tienes cuando hablas en inglés?	35.5%	20.5%	23.5%	14.7%	5.8%
¿Cuánto interés tienes por aprender inglés?	5.8%	0%	14.7%	29.4%	50%

Picture 7. Results obtained -Estimative scale

It is important to mention that these results were taken after the pandemic and also when their English teacher was absent for a year, and when a teacher arrived, he or she just gave classes for a month or less, and nowadays it is a big problem mainly for the students of third grade because they had a lot of problems with their English classes.

To get these results and give classes sometimes was difficult because the trainee teacher would like to have more time; in that time, she just has 2 weeks to practice or the last semester a month, but something important is that you never finish knowing each of your students, the common beginning of the subject or course was that teacher applied a diagnostic exam about their knowledge but what happened with their context, for example, one day teacher played the song of 'Hotel California by eagles' in third grade, and students mentioned oh I liked that song sometimes I listened with my parents it was something that teacher discovered around the classes, in each class, you discover new things of them like their likes and dislikes, and also their behavior at classes.

These were two of the main problems that she could notice in the students, the absence of their teacher, the pandemic, and the online classes; then they went to school but half one week and the other half the next week, and the way that they received the classes.

Throughout the training practices, the trainee teacher noticed different problems of the students that start with the way that they receive the classes, now a day as a teacher is necessary to use a context to give the classes. "The context described in the sociocultural approach is a social one" (Hall A, 2007, pag. 97) and did not give the grammar as a topic "inductive approach in which students are given examples of sentences containing a grammar

rule and asked to work out the rule for themselves" (Richards J, 2006, pag.6) we need to contextualize everything, if we do this, it will be easier for the students to understand better the topic and also they can show more interest to learn English.

On the other hand, each group was different, and as a teacher was important to use strategies according to the characteristics of each one, but she noticed something similar in every group that she had; it was important to mention that she had been working with eight groups and the production was something difficult to everyone "writing is the most difficult challenge for language teachers because students have less experience with the written expression" (Hall A, 2007, pag. 101) mainly the writing production because they said that to talk maybe they can have had support like writing but how they could write if they did not know how to do it, for that reason she focused on that, the writing production.

This problem happens because students do not have enough vocabulary to write, or if they have it, they do not know what grammar rule to use or what tense they need to use because they just want to write[3], but we know that is necessary to have and be a guide " Providing students with guided practice as they develop language skills for meaningful communication through the whole text" (Richards J, 2006) about how they need to write and also as she mentioned before they need a context to write about it, also it depends of the topic or the task that they need to elaborate.

The majority of the time, students want to write, but most of the time, they do not have their ideas so clear; for that reason, they do not know what to write or the way to write it. The teacher decided to use graphic organizers as a strategy to clarify and order the ideas.

As she mentioned before, it happens for different reasons, but she thinks the main problem was that most of the time, they did not have an English teacher; for that reason, they did not know enough vocabulary or tenses to produce a written text.

The trainee teacher focused on writing production because she would like to improve at least one of their productive skills "Writing is one of the four language skills: listening, speaking, reading, and writing. Writing belongs to productive skill besides speaking; it means both of the skills related to producing language rather than receiving it" (Mahmuhah I, 2016). In this case, writing, they needed to practice the things that they learned in their English classes.

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[3] See diagnostic, page 11

also, it helps the trainee teacher to know if the topic was clear or what doubts the students already have.

5.2 Research Question

How can I improve the writing skill, in secondary school using different kinds of strategies?

6. JUSTIFICATION

Students learn their mother tongue differently using different methods and approaches like the natural approach; at the beginning of life, students learn mainly in the context in which they grew up. Everything depended on their parents or the people who were around them; maybe they did not learn, they acquired the language according to the context that they were involved; also they acquired their mother language in different ways, although was the same language the way was different because the contexts were different.

> (Terrell, 1977 como se citó en Krashen S,1981, pag. 106) had proposed a method that he calls the "Natural Approach," in which class time essentially consisted of communicative activity, with the teacher speaking only in the target language and the students responding in their first language. Errors of students were completely ignored during this activity unless there was some communication failure. Homework was of the usual sort, grammar exercises, etc.

In the any language, there were four skills and there were divided into two, the receptive and the productive skills. "Writing is one of the four language skills: listening, speaking, reading, and writing. Writing belongs as a productive skill besides speaking; it meant both of the skills related to producing language rather than receiving it" (Mahmuhah I, 2016). The receptive skills were reading and listening, and they allowed students could learn new things or vocabulary; when they read a text, they discovered new words, also when they listened to audio, also they discovered new vocabulary; these two skills helped students could infer the vocabulary, grammar rules or acquire the vocabulary "it is hypothesized that we acquire via input, what we read and hear" (Krashen S, 1982, pag. 57)

On the other hand, we had the productive skills that were writing and speaking; they were the most important because it was a way of communication and also it was the way that students produce the language "They seek to develop students' communicative competence

through linking grammatical development to the ability to communicate" (Richards J, 2006, pag. 23) and in that way, the teacher could notice the mistakes that students made when they talked with other people or when they also wrote a short text.

This time, the trainee teacher focused on writing skills, and she could notice and analyzed the mistakes in writing way; she has also noticed the way that students wrote and what were the most common mistakes that they committed.

If the trainee teacher got to improve this problem that she proposed, she hoped for a lot of things; one was that students would show more interest in learning English because sometimes they thought it was boring and difficult. After all, every teacher must teach how to produce it, and when we asked them to did it was a problem because they said that they did not know how to make it. Another reason was that they used graphic organizers to organize their ideas, then it would be easier for them to write from a simple sentence to a complete text.

7. PURPOSES

During this project, the trainee teacher would like to get a lot of things that can help to improve the problem that she proposed; also, she would like to notice the difference in students, the way that they wrote, and the mistakes that they made they will be solved.

7.1 General Purpose

The trainee teacher would like to improve the writing skill of secondary students because it was the main problem that she noticed in students, and she would like to improve through different strategies using as the main strategy the graphic organizers.

7.2 Specific Purposes

1. Students knew how to write simple sentences.

The trainee teacher noticed that some of the students did not know how to write[4] just a simple sentence, sometimes the subject, verb, or the complement were absent, or they did not know what it was that for that reason, they thought that it was not important, on the other hand, and it was a problem that happened in any age, we thought in Spanish, and we wanted to write in English thinking to Spanish, and we knew that the structural change in Spanish to English.

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2. Students improve their receptive skills to produce.

If students did not have enough vocabulary, they could not produce; for that reason, was important that the reading, listening, or the activity that we taught for students was productive for them; if they had the base of the knowledge, it would be easier for them to wrote because they will have enough elements to wrote no just a sentence also a paragraph or a complete text.

3. Students organized their ideas to produce a text in a writing way.

Her teacher would like to use the strategy of graphic organizers because they could help students to organize their ideas, and after that, they can write from a simple sentence to complete the text.

One of the problems that teachers saw in their writings was that they have the idea, but when writing, they change everything or they mix their ideas. The most common justification that she listened to was, 'I have the idea, but I when I write, I don't know what I think, and I mix everything,' for that reason is important that they learn to have an order on the ideas, if they do it will be easier for them to write.

4. Students write a paragraph or a complete text.

The trainee teacher would like the idea that students write from a simple sentence to a complete text; she would like the students to produce something like a letter but alone; she gave them all the elements to write something like that and strategies that they can use to write it on a better way, so they can present a good text and complete using the knowledge that they already learn.

8. CONTEXT

The practice school which I went to develop my intervention practices since the fifth semester was secondary school number 11, 'Cinco de Mayo' which is located in Santa Ana Tlapaltitlan, Toluca, Estado de México, CP: 50160 and CCT: 15EES0432F.

Picture 8. Sec 11 'Cinco de Mayo'

8.1 Social Context

The school is located in a semi-urban zone; namely, the town has transport, water, light, sewer system, telephone, internet, etc. Now, the social class of families that I saw is medium, because the majority of them can buy the necessary things like books and instruments for any class and also most of them have internet.

Picture 9. Geographic location of Sec # 11 from google maps

The predominant activity in Santa Ana is the trade; in the town, there are a lot of shops for food, groceries, tortillerias, pharmacy, fast food, taquerias, paint shops, etc. And also you can see on the street some stalls of fast food, fruit, and vegetables.

The educational level of the parents is variable because, in the class, some students said that their parents have a profession, but some others said that their parents are merchants. The houses in the town are made of cement and brick, also the ceiling.

Near the school, we can see paint shops, groceries, pharmacies, taquerias, stationeries, fast food shops, chicken shops, a café, building material stores, etc. Something important here is that this town is very dangerous, a lot of people have a bad point of view, also once an armed man entered at school at the time of departure, it was so dangerous for the students and also for the teacher and the personnel.

8.2 School Context

The school is big, and also it has enough areas to develop any activity; it has an auditory, four classrooms per grade, it has a laboratory, a library, a computer room, a kitchen, one parking lot, a soccer field, and a basketball court, there are some rooms where are the counselors, next to the room meetings are the offices for secretaries, deputy director, and the principal.

Picture 10. Inside secondary school Sec # 11

Now, according to the Escolar organization, in my opinion, it is incomplete because it is missing some teachers as physical education teachers, technology teachers, and civic and ethical formation teachers. The school has approximately a teaching staff of 30 that, includes teachers and managers. In the next picture, we can appreciate the body that makes up the

institution. It is important to improve the organization in English because the English teacher was absent for a year, then like 3 months, and now she is going to retire maybe in May or before, and she is the teacher with whom I am working.

**Picture 11. Scholar organization- Sec 11**

8.3 Classroom Context

My focal group is 2nd-grade group C, which has 40 students; 20 of them are men, and 20 of them are a woman. I choose this group because I have more time with them to apply the instruments, but the strategies that I am going to apply will be for all the groups. I add the strategies to my lesson plan, so it will be easier to apply for all my groups in second grade.

I like this group because I saw that this group works faster than the other ones. I like the way that they worked because I could apply all my lesson plan using the times that I considered for each activity. In general, this group works in a good way; some students do not want to do it, but they give their best.

On the other hand, about their behavior, students are a little difficult, but I use the strategy of the five lines and count from 1 to 10; for example, the five lines consist of drawing 5 lines on the board and erasing one of them if they talk a lot or did not want to work or anything

that is not able during the class, if teacher erases the 5 lines she gives them extra work, homework or also clean the classroom.
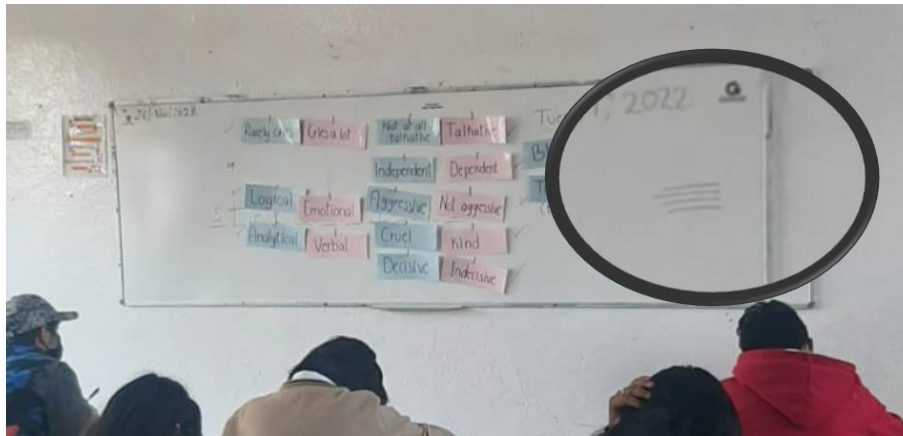
Picture 12. Five lines strategy

The other strategy that I used and was effective was to count from 1 to 10, and if I arrive at 10, then I must be quiet and work if it doesn't happen, I change to another activity, or I do not sign anything until they are quiet, I tried to use another strategy because I do not like to use a lot the behaviorism when we use a stimulus and response to get something, but sometimes is necessary or also the students ask for their five lines to have the control group.

Finally, according to their writing skill, I noticed that this group is one the most difficult when they are writing; they also organize their ideas because, as I showed you before, they write, but they mix their ideas, so their text could not clearly and one of the most important reasons in all the groups mentioned that their teacher give the topic, but she never asks them to produce oral or a writing way, for that reason they think that to write is so complicated for them because they never practice the knowledge that they already learn.

9. THEORETICAL BACKGROUND
9.1 Action-Research

During this process was necessary to had a base to build this document for that reason is important to mentioned that the main base here was the action research because it allowed to work from the practice to improve or solve a problem. The main field of study is the classroom because there was the main place where teacher developed the observation and training practice, as Elliott (1993) "defines action research as a study of a social situation in

order to improve the quality of action within"[5]. To improve a problem is a big challenge but to improve a quality of education is bigger, for that reason is important to started since ourselves and with that we can noticed better results in the practice and students.
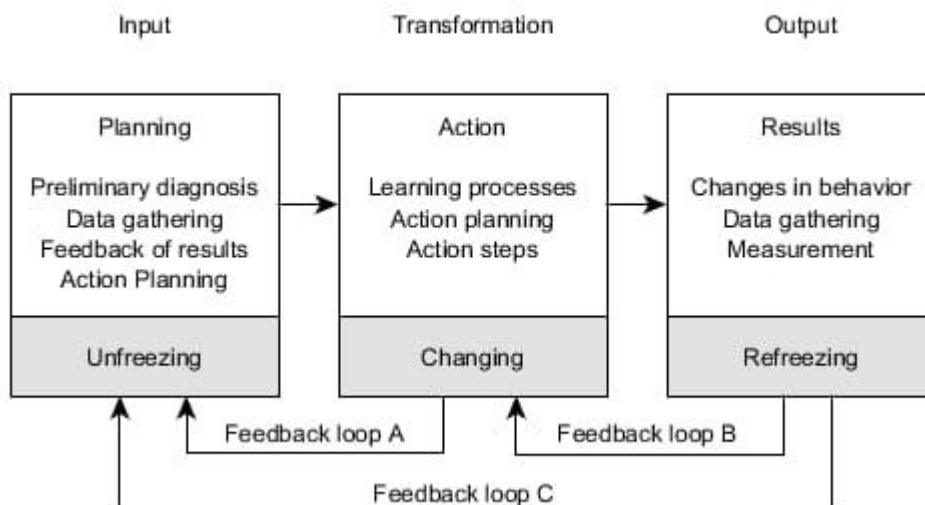
Picture 13. Action- Research by Lewin 1946
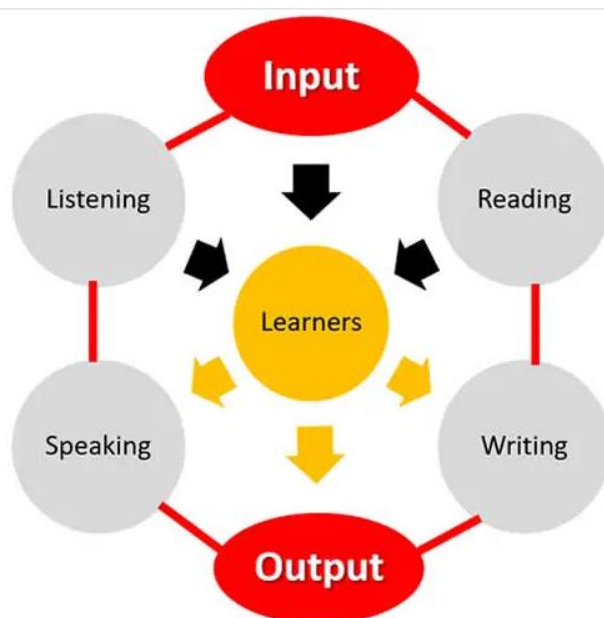
9.2 Input and Output

In English we have four skills that are reading, listening, speaking and writing "Writing is one of the four language skills: listening, speaking, reading, and writing. Writing belongs to productive skill besides speaking, it means both of the skills related to producing language rather than receiving it" (Mahmuhah I, 2016) and they must be evaluated in each English class, but sometimes we as teachers think that the time is not enough to do it, so we decided to divided the evaluation or sometimes we do not to care to evaluate the four skills and here is one reason of the problem of the production, we focus just in ones' skills but no the four of them.

As I mentioned before in English we have 4 skills and two of them are considered the receptive skills (input) and the other ones are considered the productive skills (output).

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[5] Elliott (1993) "define la investigación-acción como un estudio de una situación social con el fin de mejorar la calidad de la acción dentro de la misma." (own translation)

According to (Rhalmi M, 2019) "The input refers to the processible language the learners are exposed to while listening or reading (i.e. The receptive skills). The output, on the other hand, is the language they produce, either in speaking or writing (i.e. The productive skills)".

Now, it is important that the input that we give students was giving on the best way, because if the input is correct the output will be producing better and for the students will be easier to produce since a simple sentence to a complete text with complex sentences, every skill is connected one by one and with the students, in the next picture you can appreciate the connection that they have with students (learners).

Picture 14. The input and the output in language teaching (Rhalmi, 2019)

9.3 Communicative Approach

The main purpose of English is communicating also the approach of English is communicative (Richard, 2006) for that reason is important that students produce and tried to communicate in any way oral or also writing way, if they acquired the enough knowledge it will be easier for them to communicate. In the Classic Communicative Language Teaching mentions, "The centrality of grammar in language teaching and learning was questioned, since it was argued that language ability involved much more than grammatical competence". (Richards, 2006)

For example, sometimes they have mistakes when they wrote in English but they have the idea and us as teachers understand them because they communicate what they want to express.

"Communicative language teaching sets as its goal the teaching of communicative competence and competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language". (Richards, 2006)

According to the knowledge that students learn or acquire they can or cannot produce, depends of their knowledge to produce sentences in a different language, this ability of production must be having a base to allows to communicate and this base is the knowledge that students need to acquire in English classes, (Krashen, 1982) mentions in the Input hypothesis that this is just used on the acquisition process not in the learning process.

> Nowadays it is important to teach according the context of the students "The context described in the sociocultural approach is a social one" (Hall A, 2007, pag. 97) because if the need to inferred the things that we as teachers want to transmit them, if they did that, the grammar it is not necessary to teach, because they had already acquired the things that we want that they have. Now, it is not necessary to teach grammar rules, something that is boring for students because it is something repetitive, for example for present continuous we have first the subject + verb to be+ verb (ing) + complement, but sometimes students didn't know what is each of this aspects, the problem can start over there. (COE, 2008)

Richards show us an example of this case. "Techniques that were often employed included memorization of dialogs, question-and-answer practice, substitution drills, and various forms of guided speaking and writing practice". (Richards, 2006)

> To communicate something in any language it is not necessary to teach the grammar because this is not our main purpose, the main purpose that we have is to communicate, for example when students write they have a lot of mistakes but nowadays teacher did not care a lot the grammar mistakes while they can communicate what they want to say "The aim of this type of classroom performance is to communicate the message of the writing to the target audiences" (Mahmuah I, 2016, pag. 17)

9.4 Behaviorism

On the training practices that I already developed during my degree I have learned a lot of things that help me to understand things that I know that happen but I didn't know the reason, also things that I didn't know that they can happen. According to the things that could happen at classroom I had had the necessity to apply and develop strategies according the situation or the context that I can saw.

For example, if we focus on the control group I had had the necessity to apply strategies that allow me to have a better control of them and I like the way that this happen, these strategies were focus on the behaviorism theory (Stern, 1991) because it has relation with the stimulus-response.

"Stimulus-response theory developed from early conceptions of conditioning, a behavioral process where by a response becomes more frequent or more predictable in a given environment as a result of reinforcement". (Rogers K, 2023).

> They were based on the belief that grammar could be learned through direct instruction and through a methodology that made much use of repetitive practice and drilling. The approach to the teaching of grammar was a deductive one: students are presented with grammar rules and then given opportunities to practice using them, as opposed to an inductive approach in which students are given examples of sentences containing a grammar rule and asked to work out the rule for themselves. (Richards, 2006)

Most of the times students think that the English is boring or difficult but it depends of the way that the English is teaching, if we use common strategies to teach the language they will act boring and their attitude will be negative, but if we innovate our classes they will act interested on the topic.

For example, in my case I liked the way that students are involved on my classes because I tried to use activities that can be interested for them, for example, one day I used the song of 'Hotel California by Eagles' in third grade and I used the song of 'Perfect by Ed Sheeran' in second grade, both of them to introduce vocabulary and the past simple tense, I liked the way that they input the knowledge, because they recognize the verbs in past by themselves,

teacher just make questions and they inferred their own answer, in this case teacher just check if their answer of students are correct, they act just as a monitor in the class.

Every activity that we applied at classroom are focus on one purpose and we need to use strategies that can help us to get the purpose that we want, in this case it is important that the strategies that we are going to use have the purpose of the production on the writing way, if we apply them correctly we can get what we want to get.

Teach grammar rules is important if students discovered by themselves the rules that they need to produce a writing but if teacher gives the rules, it could be bored for them and also difficult because they prefer to work with dynamic activities than the typical activities that a teacher use. (Littlewood, 2006)

During the training practice and according the communicative approach[6] was important that students produce oral and writing way but when they did on a writing way they must produce different kinds of text, from simple sentences to a letter, summary or something that allow students communicate an idea, for example this time I would like that students write a letter about complaining for a product, so this time they need to communicate a complain that allow to express something about a technological, to get that students produce and communicate it is necessary to give them the necessary elements to get it.

For example, the enough vocabulary, the reason to complain a product, the elements to write a letter, but the main thing, they need to understand the purpose of this work that is to communicate a complain about a product and also they need to understand that that it could happen at real life or maybe for some of them it already happened, and teacher need to use that to contextualize the topic and students understand better and it could be easier for them (Stern, 1991), an important element to get this is to use the communicative competence as (Richard J, 2006) mentioned on his book *'Communicative Language Teaching Today'*, to use the grammar and use the communicative competence is something that teacher need to

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[6] Since the 1990s, the communicative approach has been widely implemented. Because it describes a set of very general principles grounded in the notion of communicative competence as the goal of second and foreign language teaching, and a communicative syllabus and methodology as the way of achieving this goal, communicative language teaching has continued to evolve as our understanding of the processes of second language learning has developed. (Richard J, 2006)

clarify not just for students mainly for her and thinking what is the main purpose that she want to express.

> While grammatical competence was needed to produce grammatically correct sentences, attention shifted to the knowledge and skills needed to use grammar and other aspects of language appropriately for different communicative purposes such as making requests, giving advice, making suggestions, describing wishes and needs, and so on. What was needed in order to use language communicatively was communicative competence. (Richards, 2006)

To learn a new language could depend of a lot of aspects for example one of these aspects is the age, we are going to focus on secondary students but if we think on primary students or older students, on the learning process could happen a big difference because depending of the age could depends the learning process of students. On the other hand, we have another important aspects and are the styles and strategies that teacher uses are one reason to students acquire the knowledge to communicate and produce a text on a writing way.

Now, if we talk about the context of the students we can understand the behavior and learning process of the students (SEP, 2017) for that reason is important that in the lesson plan teacher take into accountant the context of the students, "We also use context, our knowledge of the world, our extra-linguistic information to help us understand language directed at us" (Krashen S,1982, pag.21) if teacher did that, the learning process of the students will be easier and better for them to understand because is something that they recognize, live and had in their environment. Teacher can take into account the way that they live, for example if teacher need to present the topic of the family she can use the example of the families that students have and no the common family where there is a father, mother and siblings and everything is okay. (Littlewood, 1981)

Nowadays is important to make a diagnostic of the students "Diagnostic testing is the process adopted to locate and identify students' areas of learning difficulties/weaknesses in a subject or skill and the cause" (Nkechi P, 2020, pag 178) not just to know about their knowledge also about the context that they have because teacher can use all these characteristics (SEP, 2017) to give and uses during the classes and it help students land their knowledge in their real context and not the context that the book or a program gives.

As a teacher is necessary to make a reflection about her practice and ask if she really is using the students' context, to know that is important to ask her a sequence of questions that Brown show us in her book *'Principals of language learning and teaching'.*

> Are the learners attempting to acquire the second language within the cultural and linguistic milieu of the second language, that is, in a "second" language situation in the technical sense of the term? Or are they focusing on a "foreign" language context in which the second language is heard and spoken only in an artificial environment, such as the modern language classroom in an American university or high school? How might the sociopolitical conditions of a particular country or its language policy affect the outcome of a learner's mastery of the language? How' do intercultural contrasts and similarities affect the learning process? (Brown, 2006)

9.5 Writing Skill

On the writing skill we can find and discovered a lot of things because this is one of the best way to communicate something that students want to express, everything could happen according to the kind of text that they write for example if we ask that they write a letter expressing the feelings that they had been feeling, teacher can discover a lot of things that happen with students.

"Writing is one of the basic skills used and fostered in educating students. In this respect, it can be employed both as a means of learning and of persuading others" (Graham, Gillespie, & McKeown, 2013 como se citó en Cer E,2019).

Writing in our lives and at school is a way to express what we want to say but we can do it in oral way, but at school everything is depending of the purpose that teacher have for the class and what she want that students express on their writing, this writing skill is basic as (Graham, Gillespie, & McKeown, 2013 como se citó en Cer E,2019) mentioned before but most of the time and most of the teacher did not care about it and don't they do not take this skill into accountant for the evaluation, for that reason student think that write is difficult and something that they can get because they never have the practice of this and when a new teacher ask them to do it they do not want to do it because they think that if they do it everything will be wrong.

For example, one day a student mentioned at class 'Si no puedo escribir bien en español menos en inglés' this comment it could be the root of the problem because they have a bad idea of the writing skill sfrom their mother language and if they have the problem from there this same problem could happen on the second language.

"Writing is a complex process as it is one of the necessary skills to generate the symbols and signs required to express our emotions and thoughts. It is also a problem-solving activity" (Hayes & Flower, 1980 como se citó en Cer E,2019). As writing skill is basic and important at the same time this is a process that could be complex for the problems that it can presents, teacher needs to teach not just the vocabulary or the knowledge that they need to write a text also the intention that the text need to have, everything depends of the intention that teacher wants that students express at their texts.

On the other hand, the writing is considered as a problem- solving activity because on a writing they can express the problem that it is happening, the possible solutions but the most important thing that they can express at their writing are the emotions that they are feeling at this moment, for that reason this is considered as a problem solving, this can be used as a strategy at classroom and it helps teacher to know students on a better way and recognize the feelings of them at the same time the mistakes that students commit when they write a text and what kind of mistakes they are.

> First of all, writing skills help the learner to become independent, comprehensible, fluent and creative in writing, important abilities which help learners put their thoughts in a meaningful form and to mentally tackle the message in a proper manner. (Monica S, 2010).

Writing helps students to express what they feel on a writing way, most of the times students prefer to express their emotions on a writing way than an oral way because they think is easier and they have less probability that their classmates or someone else said something bad about them. For that reason, is important that every writing that teacher put on their lesson plans be meaningful and it has a specific purpose to develop during the classes.

Finally, teacher notices that the writing skill is not a basic one also and important skill that allows that students express on them at the same time that teacher know them, she evaluates

them. On a writing teacher can meet better their students and students can be creative to write their job, this skill allows teacher to evaluated different aspects for example:

- Creativity
- Vocabulary
- Drafting
- Fluency

- Content
- Syntax
- Analysis
- Description

To have a rubric is a necessary instrument to evaluated any product of students, you can use another instrument to evaluate but the previous aspects could be to take into accountant to evaluated the writing skill. You can use a writing rubric taking those aspects and another ones as are presented by Jacob 1981. (See attachment 2 page 76)

All these elements can be evaluated but at the same time it depends of teachers and the main thing that they would like to evaluated, but nowadays it is more important that teachers evaluate what students want to communicate than their grammar mistakes because the main purpose to improve the writing skill is that student communicate more than just write without any purpose. Have you ever asked you what is a graphic organize? We have used a lot of times this strategy in our classes as a teacher and also as a student, to take notes or also to study for an exam.

If teacher wants to improve the writing skill is necessary that she decide the strategies that will be used to get the purpose that she had, but also it is important that before to choose the strategy know students and their context because maybe she cannot use the same strategy for one grade to another, in this case teacher cannot use the strategy of graphic organizer on second and third grade or maybe it could happen but she cannot get the same results for one grade to another or for the same grade but one group to another one.

This time teacher noticed that students cannot write because they mixed their ideas and it is difficult for them to write a text because they do not have idea how to make it, what write at the beginning, after that and at the end, for that reason teacher decides to apply graphic organizers as a strategy to improve this skill because she thinks that it can helps to organize their ideas and write on a better way.

9.5.1 Stages of writing

To elaborate a writing text is important to follow steps if you want to get good results, since to choose a topic until to produce the text about it, sometimes teachers just said write about it but some of them have the mistake to do not teach how to do it. To have a production is necessary to possess a process that contains steps that are necessary to follow.

According to (Steele, nd, citado en (V Satya Sri Durga, 2018), Process Approach involves eight stages - Brainstorming, Planning/Structuring, Mind mapping, Writing the first draft, Peer feedback, Editing, Final draft and Evaluation and teachers' feedback.

- Stage-1: Ideas are generated by brain storming and discussion in Stage-I
- Stage-2: Learners extend their ideas into a note form and judge quality and usefulness of ideas.
- Stage-3: This stage helps learners make the relationship of ideas understandable organizing their ideas into mind map or linear form.
- Stage-4: In this stage, students prepare first draft in the classroom usually in pairs or groups.
- Stage-5: Then drafts are exchanged for students' reading and responding from each other's works. In this way, students develop an awareness of the fact.
- Stage-6: Considering the feedback of other students, drafts are improved with necessary changes. • Stage-7: Finally, students prepare the final draft with necessary changes.
- In Stage-8, the final draft is evaluated by the teachers providing a feedback on it.

9.6 Graphic Organizers

The graphic organizer allows that students have a better organization of ideas, but also to make something like a draft to produce a text when they can express what they feel or a situation that they can communicate on a writing, if students organize the ideas, writing will be easier because now they know what to write and the order about how to do it.

"Graphic organizers are visual representation of knowledge". (Mahmuhah I, 2016). As Mahmuhah mentioned the graphic organizer allows to represent the knowledge of the

students, teacher chooses this strategy because according the observations that she already made on the classroom she noticed that students think that take notes is boring and the majority like to decorated their notes mainly women, once she decided to give the notes of the topic on a graphic organizer and when she tried to returned the topic everybody remembered it because they said 'Ah si el apunte que hicimos en un mapa mental' teacher noticed that they remember more the information according the way that they receive the information.

> A graphic organizer, also commonly referred to as content or concept organizer, map, or web, has been defined as visual representation of knowledge. It is a way of tructuring information, or arranging important aspects of a concept or topic into a pattern using labels (Bromley, Irwin-DeVitis, and Modlo, 1995 como se citó en Mahmuhah I, 2016).

To use strategy is important to know the students because according the learning style that they have this strategy can or not be successfully, this strategy could help more the visual students because the graphic organizers are a visual representation of the knowledge, teacher thinks that if students are visual this strategy could be more effective than if students have another learning style.

"The graphic organizers will help both the teacher and the students writing skills in writing class and improve students writing skill" (Mahmuhah I, 2016). Students are not the ones who learn at classroom and she is not the only who teaches the class, sometimes teacher learn more of her students that student of their teachers.

This time happen the same the graphic organizers help teacher and students with the writing skill, for teacher it helps with her class it will be better if she uses this strategy because it allows that students understand better the ideas that teacher wants to transmit.

On the other hand, we have the students if students use the graphic organizers they have a better and clearer idea of what teacher is taking, [7] now according the writing skill they can
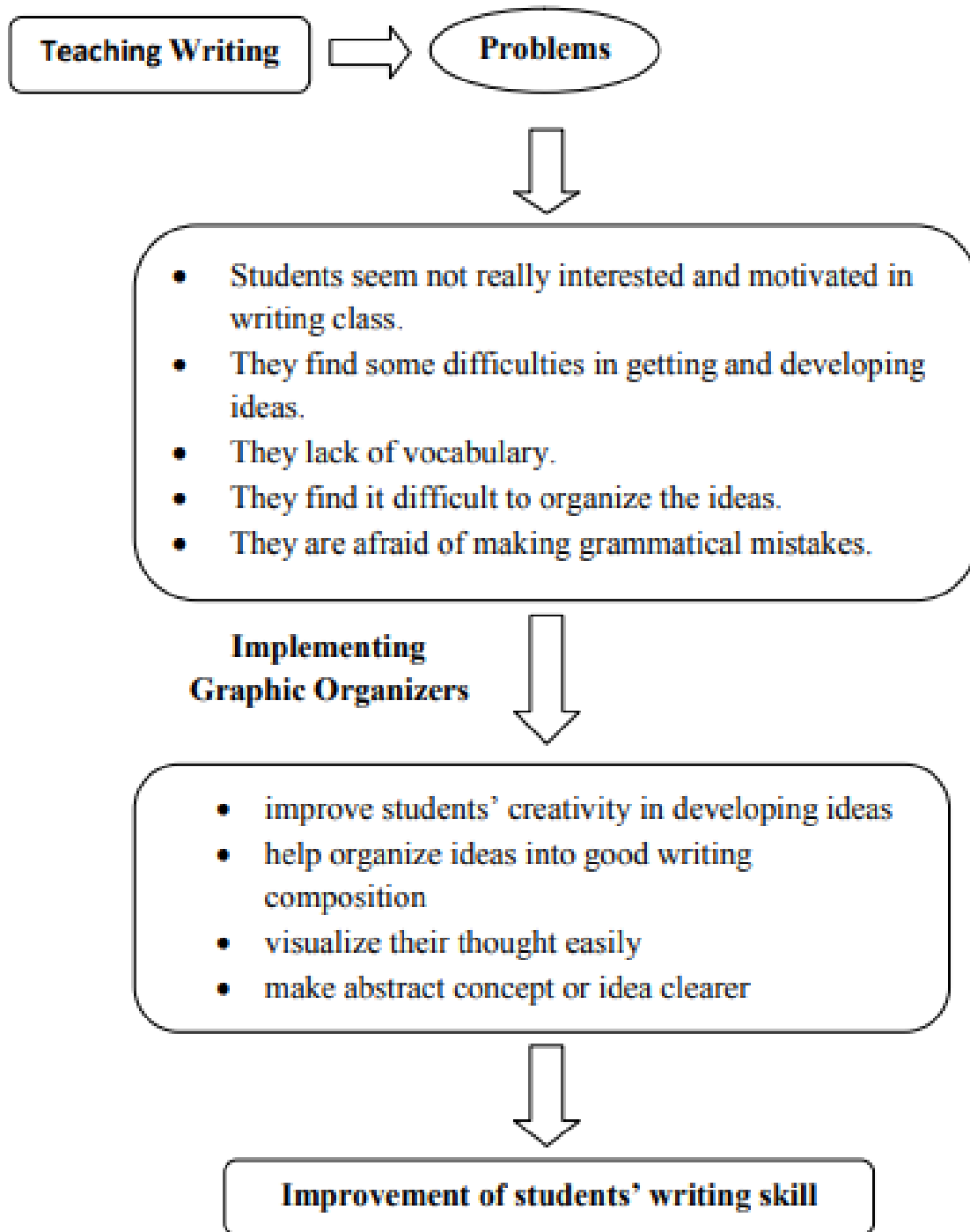
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[7] ACCORDING TO THE RESULTS OF THE DIAGNOSIS, IT CAN BE PERCEIVED THAT STUDENTS MAY BENEFIT FROM THE USE OF GRAPHIC ORGANIZERS.

organize their ideas and when is time to write their text it could be easier for them to develop the text because they have their ideas organized and know what they want to talk about.

"The use of graphic organizers as media for teaching writing can also help the students to be aware of the organization of the text that will make the composition coherently correct" (Mahmuhah I, 2016). The graphic organizers have more advantages than disadvantages because they are not just easier to use also are a good strategy to implement, they can help to organize the ideas and if the ideas are organized the text that students produce will have coherence because the text was organized previously.

So, the graphic organizers allow to improve the writing skills but also allows to understand on a better way the topic, if we have clear the idea of any topic that we want to develop with a good base of knowledge the writing production will be easier and clearer not just for students also for teachers because they allow to make like the skeleton of our text.

Here we have the process to use graphic organizers to improve the writing skill, this scheme was purpose by Mahmudah, 2016.

Teaching Writing ⟹ Problems

⬇

- Students seem not really interested and motivated in writing class.
- They find some difficulties in getting and developing ideas.
- They lack of vocabulary.
- They find it difficult to organize the ideas.
- They are afraid of making grammatical mistakes.

Implementing Graphic Organizers ⬇

- improve students' creativity in developing ideas
- help organize ideas into good writing composition
- visualize their thought easily
- make abstract concept or idea clearer

⬇

Improvement of students' writing skill

Picture 15. Implementation of graphic organizers in the teaching of writing. (Mahmudah, 2016)

10.THE ACTION

10.1 Lesson Plan One[8]

Didactic sequence from February 20th, 2023 to March 15th, 2023

Social practice of the language: Express complain about a product

Environment: Familiar and community

Expected learning:

- Listens and check complaining about a product
- Interprets general meaning, main ideas and details of complains
- Composes writing complains (SEP, 2017)

During this class, the main purpose will be for students to produce a letter where they can express a complaint about any product that they already buy, but before doing that, they need to have enough elements and lexis to can produce the letter.

For that reason, the trainee teacher is going to give first the vocabulary that students are going to use. In this case, the trainee teacher needs to use technology, and she is going to give all the vocabulary according to this topic; then, the trainee teacher is going to do a review because it is so important that the vocabulary will be very clear. After all, students need to use that vocabulary during the future process of that lesson plan. After that, the trainee teacher is going to give the characteristics of the technological devices because, after the characteristics, students need to know the possible complaints that they can use to produce when they have a problem.

Match the vocabulary on the right to the definitions on the left.

1. _____ An electronic machine. You use it for going on the internet, storing information and playing games.
2. _____ An electronic letter.
3. _____ You can play this on the computer for fun
4. _____ You use this to write on a computer. It has letters or characters on.
5. _____ A computer that you can travel with.
6. _____ Your personal telephone.
7. _____ You use this to move and click on a computer.
8. _____ The part of your computer where you see the pictures or words.
9. _____ Google, YouTube and Wikipedia are types of...
10. _____ Internet connection without wires or cables.

a) laptop
b) game
c) keyboard
d) mobile
e) email
f) screen
g) computer
h) website
i) Wi-fi
j) mouse

Picture 16. Technology vocabulary from British Council

[8] **See attachment 3, on page 78**

In the next class, the trainee teacher is going to show a comparison of old technology and new one then she is going to give a reading about the old one, the purpose of the reading will be that students try to compare and discover the characteristics of the old devices if they can do it with the old ones, maybe they can do it with the other ones.[9]

After that, the trainee teacher is going to focus on situations that students have lived when they have problems with a product since they bought a product; all the problems that they face in this kind of situation will help to catch the attention of students and to teach from their experiences and context; using their context help to analyze the possible expressions that they use and with the information shared, the trainee teacher will be able to rescue the most important of students.

After that, the trainee teacher will be able to present the information on a mind map by doing a review of that topic. This time she would try to use the strategy that she wanted to implement. Then, the teacher showed a conversation that students needed to complete with expressions that they may use when they buy a product. After that, they need to analyze the expressions and elaborate a mind map, writing the expressions that they found.

Picture 17. Mind map- Expressions own elaboration

Next, the teacher is going to use the context of the students to give them the possible reason to complain about a product, the purpose here is that students will be able to share their bad experiences that they already had "Sociocultural theories also propose that learning is an

[9] See reading attachment 4 page 83

active process and that the context has an important role in learning" (Hall A,2007, pag.96) when they have bought a product online or also on a physical shop, maybe they had faulty problems, delivery problems or poor customer services.

Those three categories students are going to recognize, and after that, students need to classify the reasons that the teacher gave. This activity will allow students to acknowledge the categories and the possible reasons that any person could happen when they buy or also when they sold a product.

After that, the teacher is going to show an example of a letter complaining (See it on picture number #) about a product, and students need to recognize the basic element to write a letter; the main purpose is that students will be able to identify the basic elements, this review was so general because the main purpose was that they produced the letter using the reason for complaining, the elements of a letter are general.

Picture 18. Example of complaining

Finally, the main point is that students write a letter, here they need to produce everything that they already learn before the trainee teacher uses the strategy of graphic organizers to improve the writing; students need to elaborate a mind map, first, choose a technological device, then choose between 3 or 5 reasons to complain and finally, the possible expressions that they may use to write their letter.

After they are ready with all these elements and with the example that the trainee teacher is going to show them to write a letter, now is the turn of the students to write their letter using every element seen in previous classes.

10.2 Lesson Plan Two[10]

Didactic sequence from March 13th, 2023 to March 29th 2023.

Social practice of the language: Read plays

Environment: Playful and literary

Expected learning:

- Select and review short plays for young people.
- Reads shorts lays and understand general meaning, main ideas and details.
- Participate in dramatized readings. (SEP, 2017)

The main purpose here is that students will be able to recognize the general elements of theater plays, and after that, they are going to elaborate a graphic organizer and explain it in an oral exposition.

Picture 19. Example of final product, own elaboration

At first moment, the trainee teacher need to know if they like or not the theater plays but mainly take into accountant their previous knowledge about it, what they know about it for

that reason, the trainee teacher is going to give the vocabulary about the main elements of the theater play for example:

- People
- Places
- Props
- Parts of the story

After that, they already have this vocabulary; then the trainee teacher needs to check if the lexis is successfully learned; next, it is time that students are going to classify the vocabulary on a chart, but this time, they will have a new category that is

- Famous plays

These kinds of activities allow students can identify and familiarize themselves with the vocabulary that they will use. On the other hand, is going to do a review to know if students have questions or doubts about the topic, but also the activities must be innovative and dynamic because if the trainee teacher uses the common activities, students feel bored, for this time the trainee teacher is going to use 'hot potato' activity and who catch the ball students are going to answer a question about the vocabulary that they had seen in previous classes.

Then, it is time that students will produce according to the vocabulary that they already know, and then they need to contextualize them on their experiences, then students are going to answer some questions about theater plays that they know, but they must answer them in English, this activity can be easy because some answers will be in Spanish because there was no translation for them, but the most relevant is that students will be able to understand the questions and try to answer them in English using the previous vocabulary.

Then, students are going to identify and order the elements of a theater play. In this case, it is about the play of 'Peter Pan and the elements are the same that they already saw in their previous classes:

- Title
- Playwriting

- Characters
- Cast
- Setting
- Stage
- Directions
- Dialogues

Juicy English.com

Parts of a play script 1

Put in order the parts of a play script.

By **Frederick Gaines**
From Books by
J.M. Barrie

[The dog barks, but it is WENDY who emerges from the bathroom.]

Characters

Michael   Peter Pan   Panther
Wendy   Tootles   Smee
John   Nibs   Hook
Liza   Curly
Nana   Tiger Lily
Mrs. Darling
Mr. Darling

Peter Pan

Act One
The nursery, early evening. We hear MRS .DARLING playing the piano as she and JOHN sing a Christmas carol. The carol lasts for a few moments and then we hear a dog barking with great determination. MICHAEL appears.

MICHAEL   I won 't go to bed. I won't, I won't. Nana, it isn't six o'clock yet. I shan't love you anymore, Nana. I shan't. I tell you I won't be bathed. I won't, I won't.

WENDY   Michael, you are being such a crocodile! And you needn't complain to Nana about it, for I am your mother tonight and I say you shall have a bath.

Picture 20. Peter Pan activity- from Juicy English

Students must identify these parts of a story because it helps to know not just the parts of the story but also the elements that contain each part, and students know what each element is.

The review is something important that the trainee teacher is going to implement in classes because it allows them to know if there are questions about the topic. For that reason, the trainee teacher is going to use another similar activity, but this time students need to choose the element and write what the element is; maybe for the ones that the topic is already clear, it could be easy, but for the ones that are not clear yet it could be difficult.

Next, that the topic is clear, students will be able to produce through a mind map their final projects that consist of identifying the elements of a theater play, and they need to make a mind map to, after that, make an exposition of them.

At this time teacher is going to focus on production skills because students need to elaborate on short writing as a guide for their exposition, and it helps them to have a better organization of their ideas. After that, they will expose, here, the trainee teacher is going to apply the communicative approach because the main purpose is that students speak well or badly but expressing what they want to communicate.

10.3   Lesson Plan Three[11]

Didactic sequence from April 26th, 2023 to May 25th, 2023

Social practice of the language: Discuss own experiences and those of others in conversation.

Environment: Familiar and community

Expected learning:

- Listen and review conversations about personal experiences.
- Understands general meaning, main ideas, and details.
- Share personal experiences in a conversation. (SEP, 2017)

In this lesson plan, students will be able to infer the simple past tense, but they need to understand by themselves; for that reason, the trainee teacher decides to focus on a topic, this time she decides to use music because if she teaches the grammar rules students will act boring and she notices during classes students sometimes ask her if they can play music, so for that reason she decided to use the music as a strategy to catch the attention and interest of students.

In the first class, the trainee teacher is going to present the song 'Perfect' by Ed Sheeran, where they must identify regular and irregular verbs until they just will work with regular verbs they need to identify a regular verb and an irregular verb, the purpose of this is when the trainee teacher will ask students to change any verb to past they know how to do it, but identify when they need to add 'ed' for the regular ones or change the complete verb when is an irregular one.

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[11] See attachment 6 page 89

Students must perceive the meaning of the vocabulary that the trainee teacher gave in classes; if the purpose of the will is that students produce an important aspect; they identify what each word is.

In second grade, the level of English is a little bit low; for that reason, the trainee teacher will just give them the regular verbs where they just need to add 'ed' at the end of the verb, but also in the regular verbs have some rules for that reason, the trainee teacher gave them a worksheet where they will be able to pick out the rules that are necessary for example:

- Base form: add +ed
- Verbs that end in –e add +d
- Verbs that end with vowel and consonant, double the consonant (2x) add +ed
- Verbs that end in 'y' remove and add +ied

After that, the trainee teacher must do a review to know if there are questions for the students, mainly on the rules that will be used in the regular verbs; for this review is important to use dynamic activities, for example, in this case, the trainee teacher is going to use the game '40 students said,' and this game allows that students understand better the verbs and express their questions if they have.

Next, that the verbs will be clear, the trainee teacher needs to introduce the topic of 'Past Simple,' but before that, it will be important to take into account the previous knowledge of students to continue until that. For that reason, the trainee teacher will be planning some questions to perceive how much they know about the topic that they are going to learn; it will be considered as a group diagnostic, and during this process, students share their knowledge with their other classmates, and everyone also learns during the diagnostic process, and also the trainee teacher learns about students.

Then, the trainee teacher is going to activate the attentiveness of the students through a song; in this case, she plans a song by Michael Jackson using the past simple, and after that, she is going to present a reading about Michael Jackson where students can identify the structure of past simple and the way that they may produce a text.

After that, as a review, the trainee teacher is going to use a song by Selena Quintanilla in English where also they can identify the same tense but this time by themselves; the previous

one will be used mainly by the teacher, and the other one will be used by students they need to apply what they had already learned. For that reason, the trainee teacher decides to use the same activity with different purposes first, a song and then a text by the same singer, and they may discover the use and how to write in past simple.

YOU ARE NOT ALONE- MJ

Did x3	Said	Heard	Could

Another day has gone
I'm still all alone
How _____ this be?
You're not here with me
You never _____ goodbye
Someone tell me why
_____ you have to go?
And leave my world so cold

Every day I sit and ask myself
How _____ love slip away?
Something whispers in my ear and says

That you are not alone
I am here with you
Though you're far away
I am here to stay
But you are not alone
I am here with you
Though we're far apart

You're always in my heart
But you are not alone

'Lone, 'lone
Why, 'lone

Just the other night
I thought I _____ you cry
Asking me to come
And hold you in my arms
I can hear your prayers
Your burdens I will bear
But first I need your hand
Then forever can begin

Every day I sit and ask myself
How _____ love slip away?
Something whispers in my ear and says

[CHORUS]

Picture 21. You are not alone- Michael Jackson own elaboration

DREAMING OF YOU- SQ

Sleeping/ thinking/ dreaming x4/ looked/ See/ Hold/ wait/ holding x2

Late at night when all the world is _____
I stay up and think of you
And I wish on a star
That somewhere you are _____ of me too
'Cause I'm _____ of you tonight
'Til tomorrow
I'll be _____ you tight
And there's nowhere in the world I'd rather be
Than here in my room
_____ about you and me
Wonder if you ever see me (see me)
And I wonder if you know I'm there (am I there? Am I?)
If you _____ in my eyes
Would you _____ what's inside?
Would you even care?
I just wanna _____ you close
But so far
All I have are dreams of you
So I _____ for the day and the courage to say
How much I love you, yes I do!
I'll be _____ of you tonight
'Til tomorrow
I'll be _____ you tight
And there's nowhere in the world I'd rather be
Than here in my room
_____ about you and me

Picture 22. Dreaming of you- Selena Quintanilla own elaboration

The final product will be that they write a biography about their favorite singer using all the elements that they already saw and learned, but before that, students need to organize their ideas to could produce their final product. To get that is necessary that students write the main elements, for example:

- Name of the person

46

- Why is this person important?

- Birth information

- Two important events

- What were his accomplishments?

- Quote

- Personal Information or facts

Picture 23. Biography worksheet from Live worksheet

Finally, if they have all this information they will be able to write the biography as a writing production including the knowledge and vocabulary that they learned at previous classes.

CHAPTER TWO

DEVELOPMENT, REFLECTION AND EVALUATION

During the training practice that the trainee teacher developed in the secondary school #11 'Cinco de Mayo,' everybody learned new things, not just students; the trainee teacher also learned new things and not just about English the main learning is about students and about each of them, their characteristics, their experiences and also the knowledge that they already had.

The first lesson that the trainee teacher took in accountant was about complaining about a product, and the results were so good. In the first step, the trainee teacher gave the vocabulary; students needed to know the lexis that they needed to use to produce. For that reason, this time teacher decided to use technology as the main vocabulary of the topic.

This time, the trainee teacher taught the vocabulary using flashcards and writing the vocabulary in English, and she noticed that students learned better when they saw pictures; this time teacher when showing the picture, maybe they did not know their names in English, but they can have recognized them because they appreciate the picture, they could understand better about the trainee teacher was talking.

Picture 24. Technological devices at classroom

This strategy that the trainee teacher used to present the vocabulary was very effective for the students because the trainee teacher may continue with her class without any problem; sometimes, some students asked, 'Teacher, what is that? Because I do not remember for that reason, the trainee teacher decided to write their names in English and then did a review in English and Spanish; this was just like a review to know if students had questions about the vocabulary that they were going to use.

On the other hand, the trainee teacher did not just want that students recognized and understand the vocabulary; she also wanted that they recognized the characteristics because

when they face with real situations in English, maybe the other people did not mention the name because maybe he forgot the name and he started to explain with the characteristics of the technological device, the most important thing here is that they can communicate with Mexican and foreign people, sometimes they don't have enough vocabulary or also their security to communicate low, but if they have the information, maybe it could be easier for them to produce in an oral and writing way.
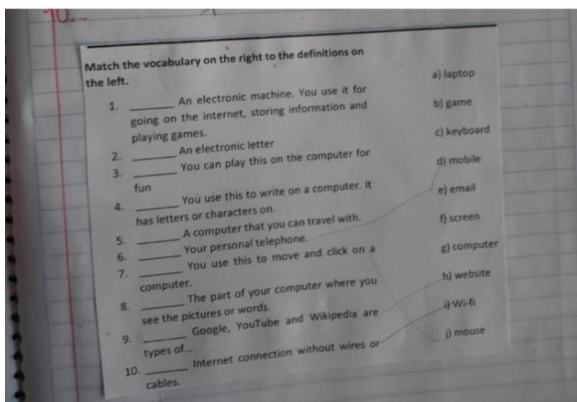
Picture 25. Evidence student two
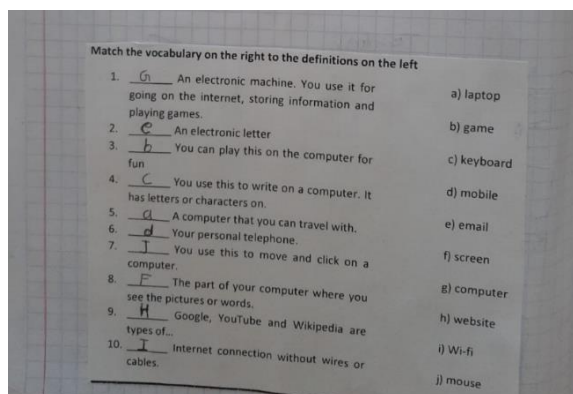
Picture 26. Evidence student one

To keep the attention and interest of the students is necessary for the trainee teacher caught their attention; for that reason, she applied an activity that consisted to compared old and new technology; students had a reading about the old technological devices that were used before like: the telephone, camera, radio, etc. It was a good activity because they showed interest, and also they shared some ideas and experiences that they already had with those devices; for the majority of students, the activity was interesting, and the trainee teacher could catch their attention.

Now that students already had the vocabulary, clear is time to focus on their context and share the experiences that they had when they bought or also sold a product; for that reason, the trainee teacher asked them Have you ever bought something and you had problems? And with that questions, they said, yes, once I buy… and they started to share their ideas; maybe they answered in Spanish, but the purpose here is that the teacher can use all these experiences to focus the topic and if the trainee teacher used their experiences, students showed more interest because they were the protagonist of that story.

Here was something important, teacher had already saw the topic 'how to buy and sell a product' here is important that students use all their previous vocabulary "Providing learning that corresponds with previous acquisition has its advantages" (Krashen S,1982,page 120) as a teacher you save a lot of time, but is necessary to know if students know yet or remember the vocabulary, for that reason teacher applied a diagnostic exam to know how much they remembered the lexis of that topic.

In general, the results were good but the main point here is that students remembered the topic for the way that teacher gave it, teacher had used realia as a strategy to learned the vocabulary and buy a product, she focused on clothes, for that reason they started to remembered, because some of they said 'ah si ya me acorde, cuando puso el tendedero de ropa' 'si, cuando trajo vestidos, calcetas, faltas, ya me acorde'.
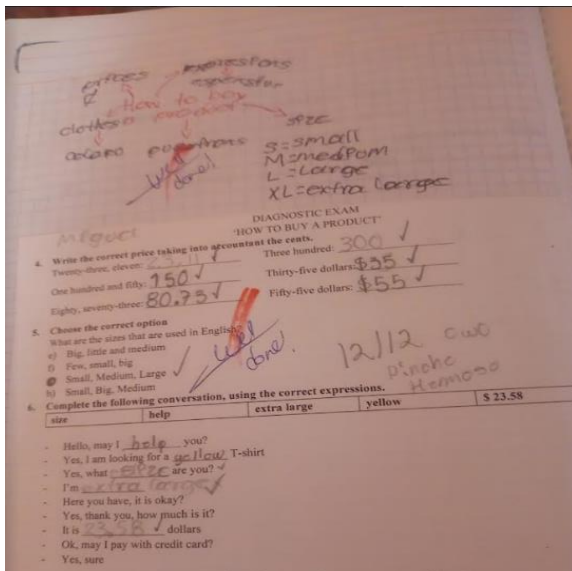
Picture 27. Diagnostic exam- Student one

Picture 28. Realia activity

After to remembered the vocabulary, teacher applied an activity to taught possible expressions that they may use when they buy a product and after that they shared their ideas to compare their answers and to find out if they use those expressions or if they used other ones.

Now that students had found the expressions, they made a mind map with the expressions that they had; the purpose of this mind map was that students could remember the topic better

and use them when will be necessary but also to write a conversation to start to produce on a writing way.

It is time that students recognized the reasons to complain and relate to their own experiences; the trainee teacher presented three categories of faulty problems, delivery problems, or poor customer services; it helped students to understand better the reasons and identify each of them of the three categories when they had that it was better to understand the reason because they recognize the category.
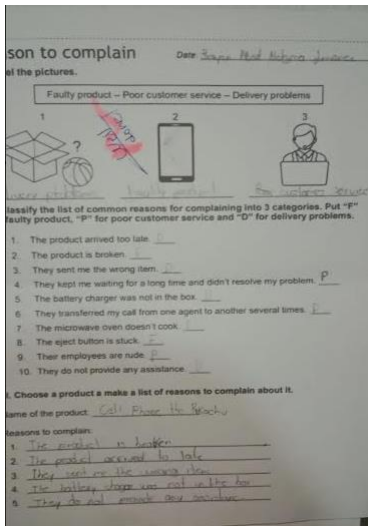
| Picture 29. Student one | Picture 30. Student two | Picture 31. Student three |
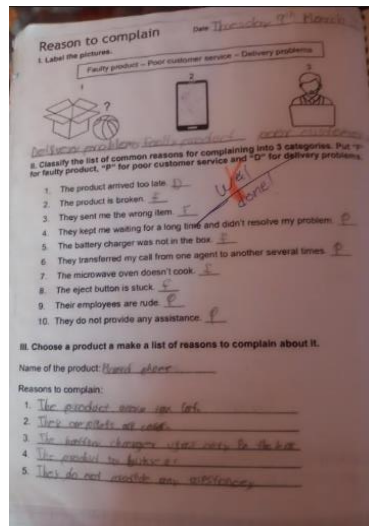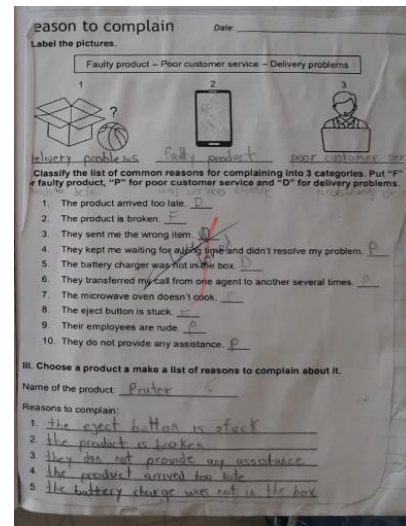
Then the trainee teacher gave the reasons to complain about a product, and students compared them with their own experiences; the trainee teacher tried to give them the most common reason to be easier the topic, and students understand better the ideas; this activity was good the way that teacher contextualized the topic because they understood better the ideas; teacher though that is necessary that students know the meaning in English assimilate with a word or meaning in Spanish, for that reason she tried to give examples in English they explained them in Spanish, the most important point here is that students understood the topic with good communication between teacher-students, students- teacher and also students- students.

After they had all the elements of the topic, that is, the vocabulary of technology, the reason to complain about a product, and the possible expressions that they use when they buy or sell a product, now it is time that they produce their final product that is to write a letter

complaining for a technological device, but to get that is necessary that teacher teach the basic element or the structure of writing a letter and if they had that now is time to write.

Before to wrote, the trainee teacher show the elements of the letter, the basic elements that need to had in their final product like:[12]

- Date
- Destination name and address
- Salutation
- Subject
- Body
- Your signature
- Name

The trainee teacher showed the general elements because the main purpose here was to complain about a product, not the element of a letter, but the letter that they wrote needed to contain the basic element to send it.

After the trainee teacher shows all the elements, now is necessary that students write their letter to complain about a product using all their previous knowledge that they had already seen in their previous classes; the trainee teacher is going to grade mainly the body of the letter because it was the purpose of the letter.

Before writing their letter, the trainee teacher asked students to elaborate on a graphic organized in which they choose a technological device as the main topic and the secondary ideas will be the reason for that they want to complain about that product, the trainee teacher asked them that they choose at least 3 reasons, but if they want to add another one they can do it, also they can add as a third idea the possible expression that they wanted to write to express the situation that they already lived as an experience.

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[12] See picture 18 page 40
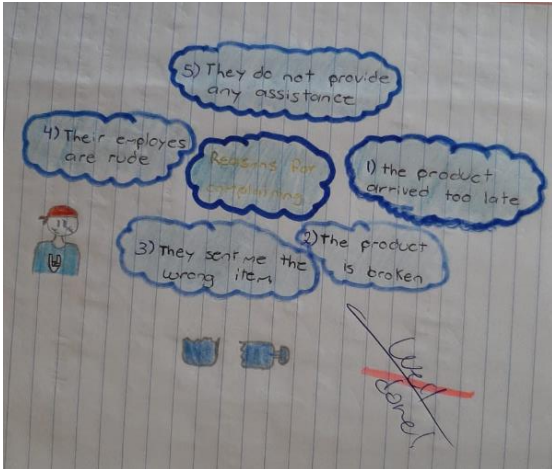
Picture 32. Evidence student one

Picture 33. Evidence student two

While the trainee teacher explained the activity, she wrote an example on the board because it helped students to understand the idea better; she noticed that if they had an example, they produced better ideas because they followed the example that the trainee teacher already gave them and is easier for them to follow it and write their letter.

It is important to mention that the strategy of the teacher was to explain the elements, give all the instructions to write the letter, present them with an example of what they need to do, and after that, they wrote their letter because if the trainee teacher asked them that they elaborated at their house, they may use the translator or also asked another person that did it for them, so the trainee teacher did not know if the product was elaborated by them or by another people and she wanted to know if there are more problems of the writing skill.

On the other hand, the trainee teacher wanted to know if the strategy that she implemented to improve the writing skill was effective or not, if it worked or not with students; for that reason, she planned a class to explain their final product and the characteristics that it had to have.

Now, during the elaboration of the letter, students showed some doubts, but they were about how many reasons or something like that, but they tried to give the best they wrote their letter; also some of them asked: 'Teacher, how do you say that word? or how may I say when something is…? They had between 35 to 30 minutes to write their product; they did not show

a lot of questions because they recognized and knew all the vocabulary and structure that they may be using.

On the other hand, the trainee teacher noticed that the use of a graphic organizer helped them to organize the ideas because they did a previous review about what they needed to do; one of the problems that students showed when they wrote was the disorganization of their ideas because they mixed their ideas or the most common reason that they said it was difficult to write was 'I had the idea, but when I wrote I forgot what I had wrote.'

The results of this activity using this strategy were good because they produced their letter expressing the complain about a product, using all the previous knowledge that they saw in their previous classes, the trainee teacher was surprised with some of the results because also she found a letter that did not have mistakes, had all the characteristics that she asked and their writing was perfect.

The majority of the letter was good because students followed the instructions of the teacher; one of the problems that the trainee teacher might catch was that students did not listen and follow the instruction, and some of them wrote the reason like a list of them, but one of the most important purposes here was that students could communicate their reason to complain a technological device that they had bought.
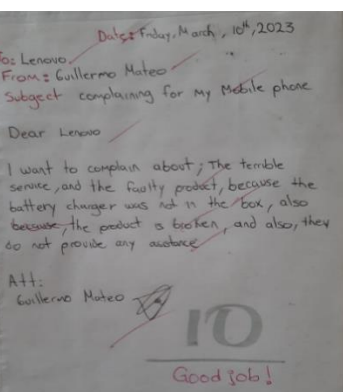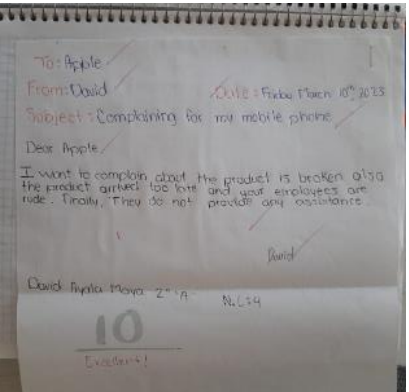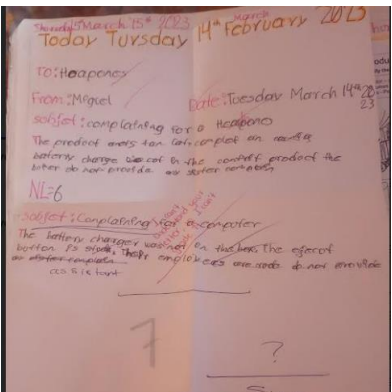
Picture 34. Letter student one   **Picture 35. Letter student two**   **Picture 36. Letter student three**

During March teacher developed the social practice of the language that was about theater plays. The main purpose here was that students read and identify the main elements of different plays; for that reason, as the first step teacher wanted to know the previous
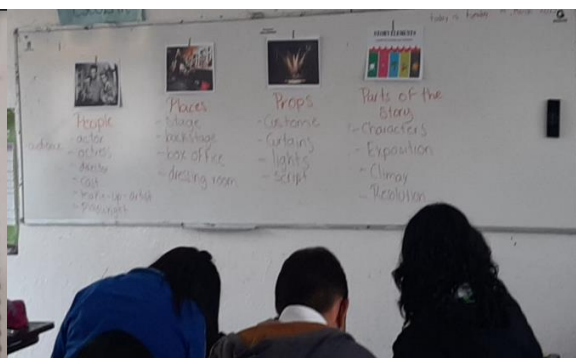
knowledge that students already knew and shared the experiences that they had with this topic.

After students had shared their experiences, the trainee teacher started to ask about the elements that are necessary to develop a play; then, they needed to know the vocabulary in English, so the trainee teacher presented the vocabulary throw a chart using flashcards showing the general categories that the elements were divided and giving the most common words that they may use and can identify easier on a play, and the result was something like this.
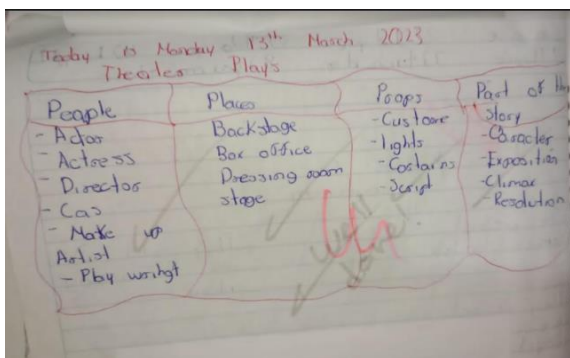
| Picture 37. Student's evidence | Picture 38. Teacher's evidence |

The review was important for the teacher for that reason; she tried to implement it mainly when she taught vocabulary; the base of the knowledge needed to be everything clear; for example, in this case, she made a review the vocabulary that she gave before to students, the last chart did teacher and students, but the next activity students needed to make by themselves.

The next activity was an introduction to theater plays, mainly their elements; students classified the elements, they did by themselves, but if they had questions, they could use their notebooks toils, but also using their notebooks they have questions because they have a new category, which was famous plays.
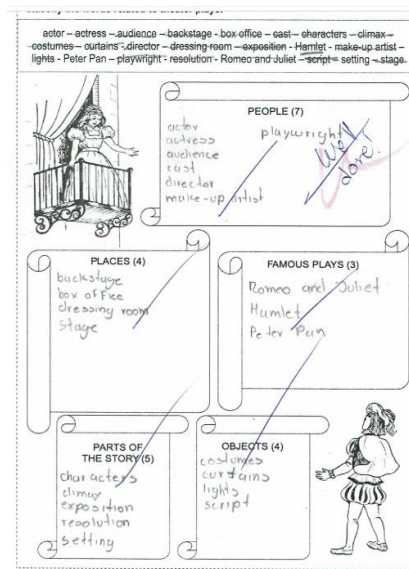
About famous plays, they mentioned a lot 'Romeo and Juliet' and 'Peter Pan,' and when they saw 'Hamlet,' which was a play by William Shakespeare, they did not recognize it, they asked a lot of teachers about it, because they thought that it was an element and also mentioned 'teacher we did not see that word before.'
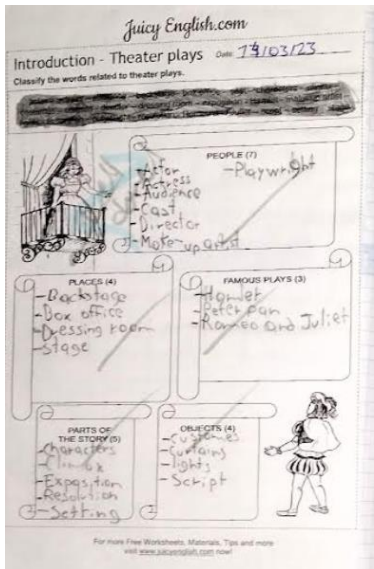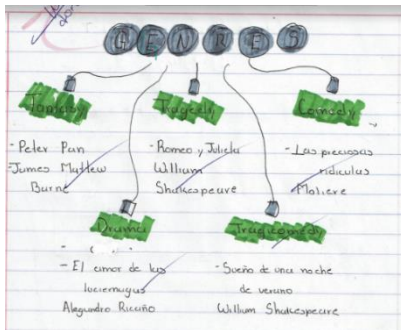
Picture 39. Student one
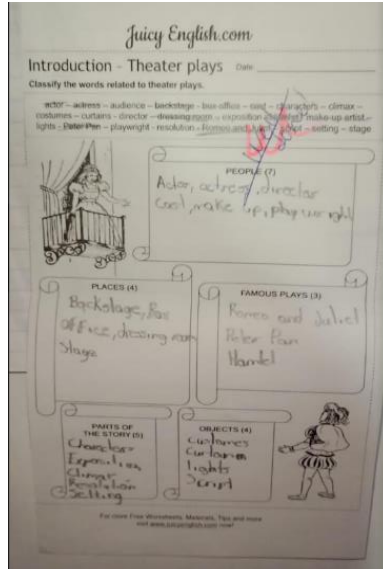
Picture 40. Student two

Picture 41. Student three

After that the next part that teacher gave them was the most common gender that were used in theater but as the main strategy was the graphic organizers teacher decided to give that vocabulary through this because they remembered and recognized better the vocabulary, teacher noticed that most of the students were not so creativity but the way that they did was a good strategy to learned better the lexis.

Picture 42. Student one

Picture 43. Student one

Picture 44. Student one

To made mind maps or any graphic organize help students not just to remind better the vocabulary or the things also to improve their writing skills, in this case teacher used this strategy to familiarized students with the graphic organizers, and started to woke up their creativity, she thought that if they made them with creativity they understood and remind better the lexis of that topic.
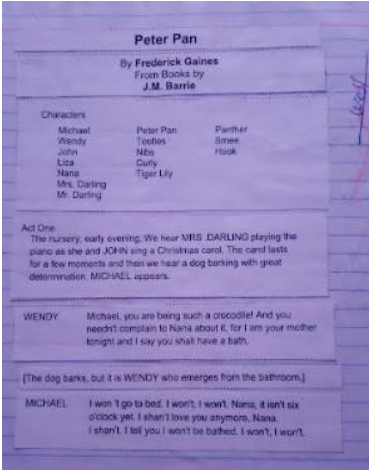
Then, students answered some questions according to the experiences they already had about theater plays; for example, in this case, they answered some questions that the trainee teacher wrote on the board; the questions were in English, but this time teacher gave the option to answer them in English or Spanish as they wished, the trainee teacher made that because here the purpose was how much students could understand about the questions, so the trainee teacher just wrote the questions explained what they need to do and they tried to answer by themselves.

The trainee teacher noticed that the majority of students could answer the questions by themselves, but some of them asked their classmates, for example: 'What were the characters?' 'What was written?' the trainee teacher noticed that their questions to understand the question it was just simple words, and if their classmates told us what the meaning they understood the questions, the students inferred the meaning of the questions or also a text was the best idea to they learned by themselves also they acquire the language as they can.
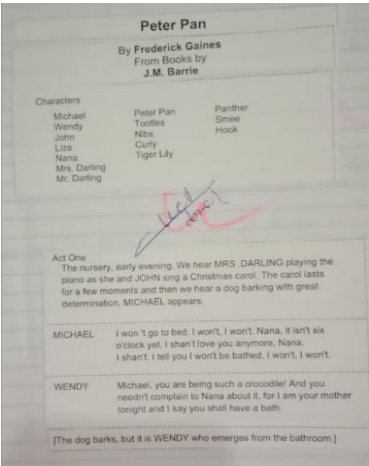
After that, it was time for students to put into practice what they had already learned, and now that they knew the elements of a theater play, is time that they identify them but now on a script of a real theater play, this time teacher used a famous play that was about Peter Pan and in this activity students order the parts of the story follow the order that teacher gave: name of the play, playwriting, characters, cast, setting, directions, dialogues, some students were confused because some of them confuse the setting with the cast or something like that, but they gave their best, and these were the results.
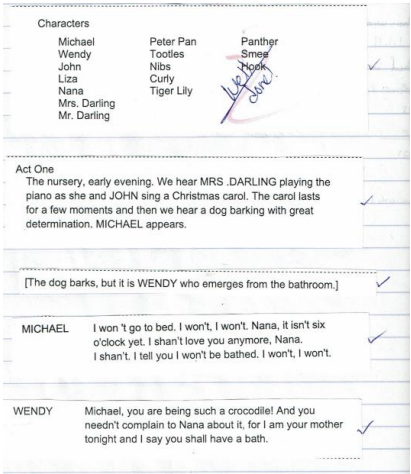
| Picture 45. Evidence student one | Picture 46. Evidence student two | Picture 47. Evidence student three |

After that, the trainee teacher did a review and read a short part of the story with the students; the majority of them knew 'Peter Pan play, and after reading a little bit teacher asked some questions about what they already saw, for example, who are the main characters? Where the play took place? What is the name of the play? etc. This activity was developed for everybody, students and teacher, but now was the time that students did it by themselves, and the trainee teacher just checked if they had questions yet.

Now, students made a similar activity as the previous one, they needed to identify the main elements, but this time about 'Romeo and Juliet' play and write what element corresponded to each part; they did better because they said that now is easier because they did the previous one and now that they know every element and vocabulary they can did this faster.

Next, they needed to prepare their exposition to present a theater play that they chose; the trainee teacher asked them to final product elaborate any graphic organizer to organize their ideas, and after that, they could expose the play that they chose, but in their exposition, they presented the main elements that they saw in classes, but now according to the play that they choose, the trainee teacher gave them time to choose one play, research about their play, prepare their materials, etc.

One class teacher gave time to students to present their products; they presented their graphic organizes and explained what the play was about; teacher expected that they did decide to explain in English or Spanish because the most important here was their graphic organize that was in English but the trainee teacher was surprised. After all, students explain in English also when they had the opportunity to explain in Spanish, they took more time that the trainee teacher planned, but the results were so good; also, they had a lot of creativity when they prepared their exposition.

In this exposition, students presented the play 'Three little pigs,' and they presented everything in English; it was important to mention that one of the members had a very good level of English, and he helped the rest of the team to explain and speak in English and they did very good.
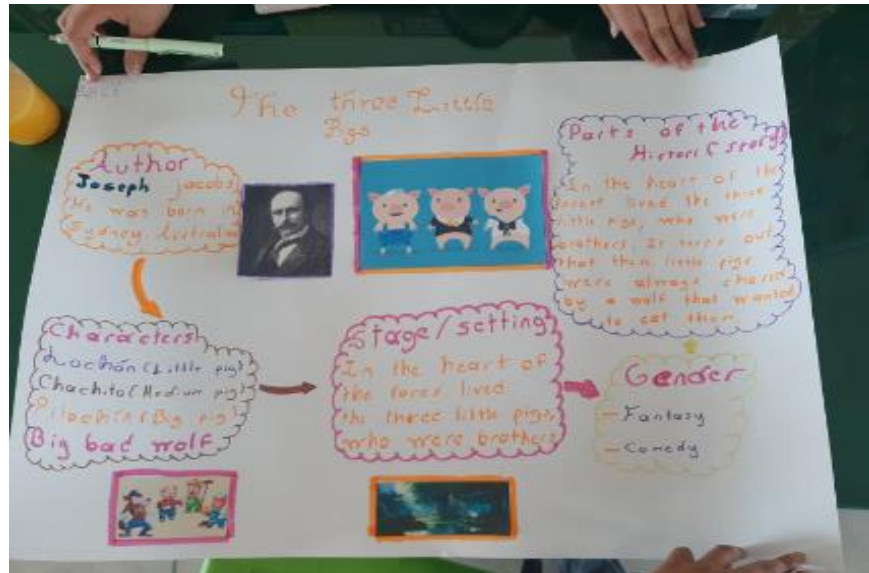
Picture 48. Students' exposition 'The three little pigs'

In this exposition, students present 'Hansel and Gretel' as the play that they already choose, and also here they present it in English, they speak in English, they asked to the teacher if they can use some papers as a guide to expose and she said yes, also they presented like a summary about what is the play.
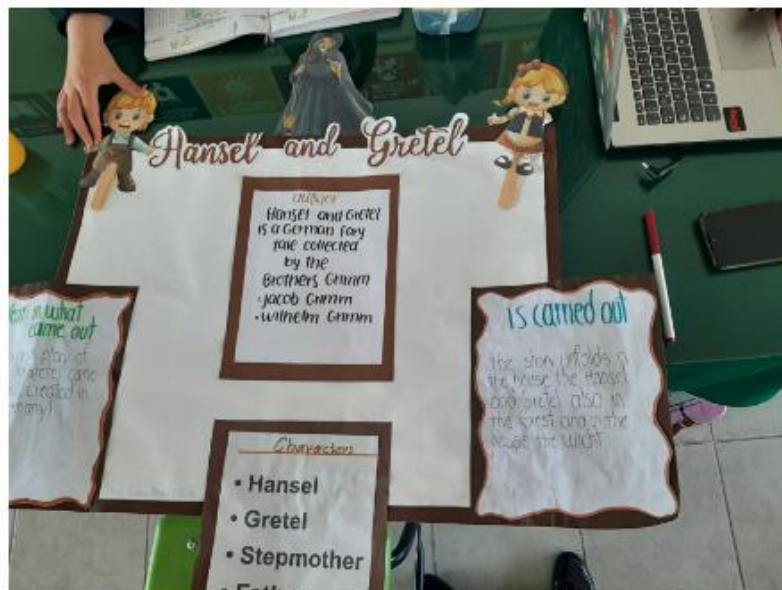

Picture 49. Students' exposition 'Hansel and Gretel'

This play was 'The Nutcracker' and this team prepared very good their exposition, as you can see in the next picture they had a lot of imagination and creativity to prepare their material for their presentation. In this team they presented their play in English and they did very good although they used like a script to know what they needed to said.

Picture 50. Students' exposition 'The Nutcracker'

In this other exposition students presented 'Romeo and Juliet' and this team tried to give their best because they prepare their material and they worked very good as a team, but when they come in front to present the play, teacher noticed that they were so nervous and they started their presentation in English but then they mix the both language, the explain in English and Spanish and teacher said 'it is okay' the most important here is that you did your best and you tried to explain in English.
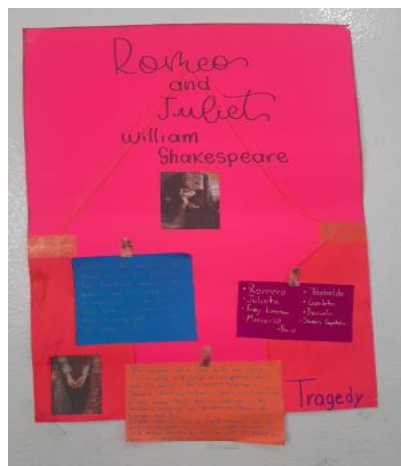
Picture 51. Students' exposition 'Romeo and Juliet'

Then in this next example, students presented the play 'Los amigos no traicionan' In this exposition were just girls because the team was incomplete, but it was so interesting because they gave a summary of the story, and some students identified themselves with the story or with some parts of it.

On the other hand, girls read their material, but they did n in English; they were nervous because they said that their pronunciation was not the best or the correct. The trainee teacher noticed that the majority of the students because they feel afraid when they speak English; they do not know the pronunciation, and they feel that way because they think that their classmates will laugh at them.


Picture 52. Students' exposition 'Los amigos no traicionan'

Finally, it was important to mention that the absent students must be evaluated, but the trainee teacher did not have the tools to do it; for that reason, the trainee teacher asked them that they elaborate on their graphic organization alone, but they must be creative and wrote all the elements because it was part of their evaluation, and teacher received very good results because here is broke the stereotype about the girls are more creative than the man, here there was two classwork that students elaborated and they complied as the trainee teacher asked their work.

In this first example, you can appreciate a cover when the student presented the name of the play; after that, she presented a heart that, if you opened it, was a flower where she wrote the

elements of the play, and after that on the other paper she wrote a summary of the play of course in English.
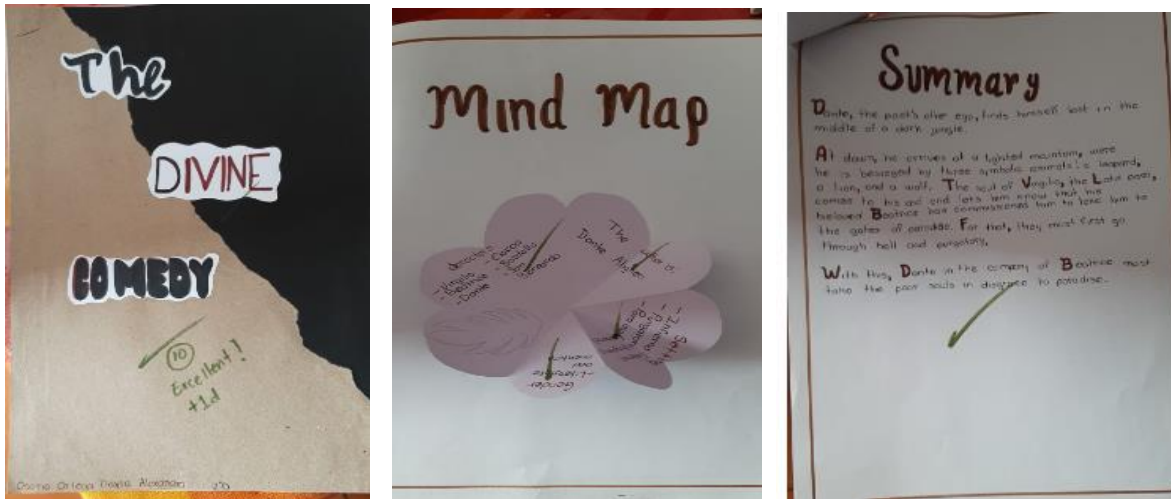


Picture 53, 54, 55 Individual evidence student one

In this other example this student presented a play about 'Peter Pan', he presented a cover with a draw did by himself an if you opened it he elaborated a graphic organized with all the elements that teacher asked them, he did this work with a lot of creativity.
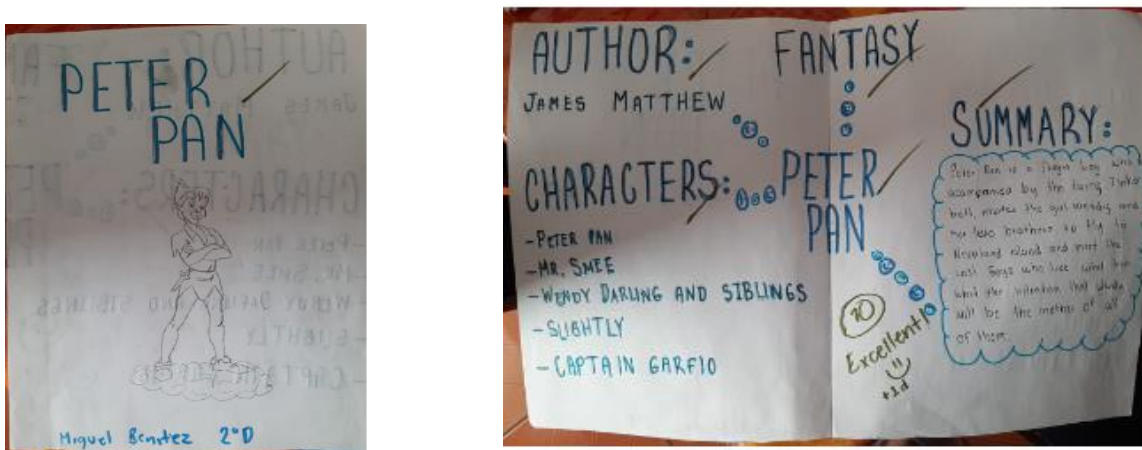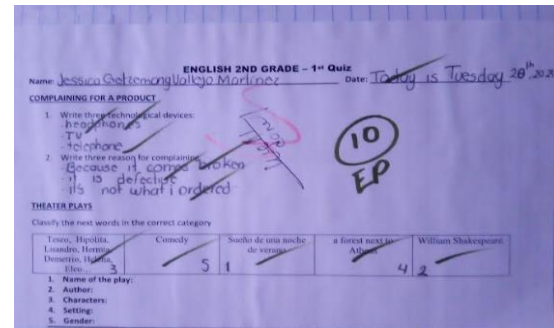

Picture 56 & 57 Individual evidence student two

The trainee teacher had done an agreement where she is going to apply an exam, that you can see in the next pictures, per two topics that they already seen, for that reason is time to apply their first exam, it helped to know if there are questions or doubts about the last two topics but also to evaluated them the last part of the school cycle.
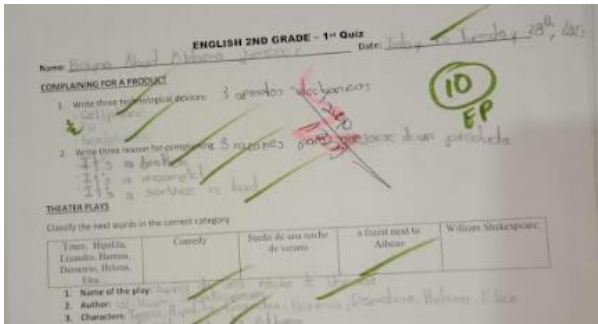
Picture 58. First exam, student one   **Picture 59. First exam, student two**

In the pictures you can see as an example how was made, but it is important to know the progress that each student have, and also perceive the advance that all the group is achieving to identify the possible problems in the topics that students had. Now, you can appreciate the results that were obtained according the grades that students get.
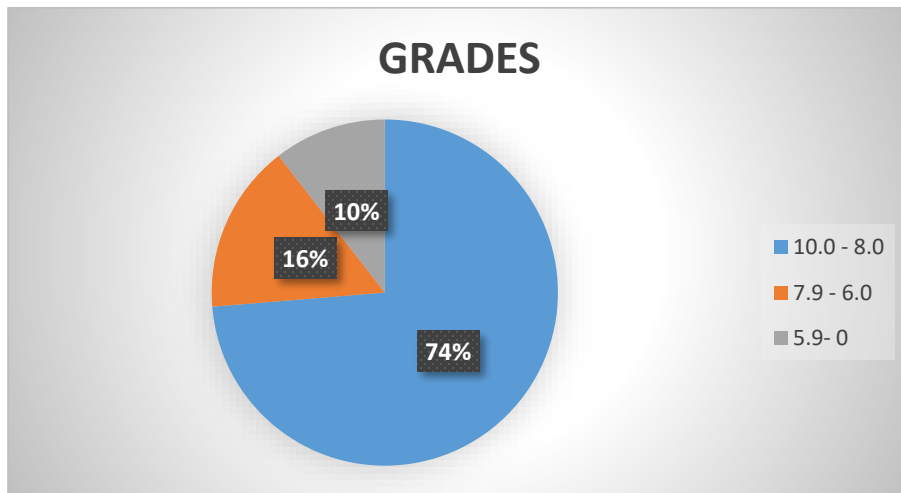

Chart 2 Intermediate evaluation- own elaboration

During this last period of training practice, the main topic was that students had the opportunity to share their experiences, and talking grammar tense was necessary that they used the 'Past Simple' to get the purpose.

In this case, the trainee teacher tried to catch the attention of students. For that reason, she focused the topic with a song that talked about experiences and used regular and irregular

verbs; she tried to choose a famous song that may like all the students; the song was 'Perfect' by Ed Sheeran, and the assumption of the teacher was correct because students liked the song also some of them relate the song with an experience that they already had, for example, one student said: 'Ay esa canción la bailo mi hermana en sus XV' another one 'Un día mi ex me dedicó esa canción.'

Using this song, students could acquire the vocabulary and mainly the verbs that the trainee teacher was to use in the next classes; the song was divided into different parts because the exercises were different and good for the level of students; in this case, the trainee teacher used the input using the listening as a strategy to produce (output) in a writing way.

Picture 60. Song- student one
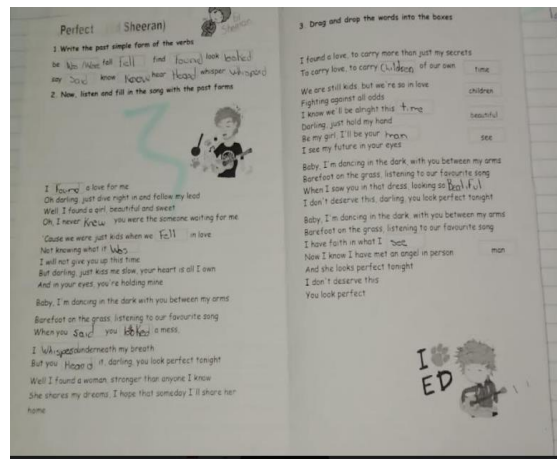
Picture 61. Song- student two

After that, the trainee teacher explained the verbs past that we used in English, the regular and irregular verbs, and also explained what happens when we have a regular verb that was to add 'ed' at the end of the verb. On the other hand, irregular verbs changed the complete verbs; students understood better the regular verbs because they mentioned that they were easier because they just added the 'ed' at the end of the verb, and the verb changed to past tense.

The next activity was mainly about the regular verbs; students said that they are easier, but they did not imagine that there are different rules to change the verbs, for that reason teacher gave them a worksheet that contained all these grammar rules, and it could be easier for them to identify them.

The trainee teacher explained in a general way what they needed to do to answer the worksheet, and she thought that everything was clear, and so it was, but just for some students, maybe the student that had a little higher level than the other ones.

The rules were the following:

1. Base form: add +ed
2. Verbs that end in –e add +d
3. For verbs that end with vowel and consonant, double the consonant (2x) and add +ed
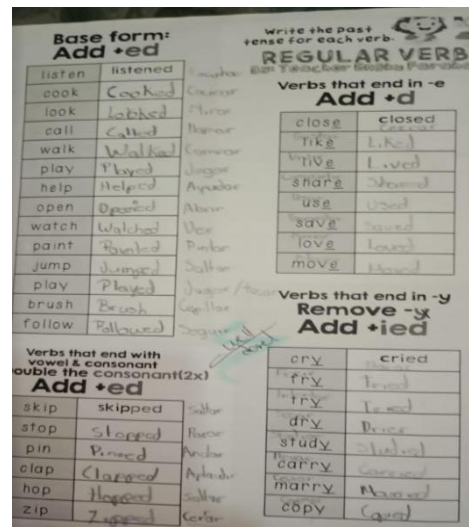4. Verbs that end in 'y' remove and add +ied

And here, the main problem that the trainee teacher found was with the 3rd and 4th rules. In the 3rd one, students did not identify what a consonant was; they knew the vowels but not the consonants. For that reason, the trainee teacher took more time to explain it because it was necessary to change the verbs that end with consonant+ vowel+ consonant.

On the other hand, it was the 4th one, and that rule was a surprise for the teacher because she explained that when we had 'y griega,' we change to an 'i Latina,' and it was surprised when the trainee teacher discovered that some students did not recognize what each of them was, so they took more time to explained what is each of them.

And the rest of the columns of the worksheet were easier; some students had questions, but just a few of them asked something like what we need to add here.
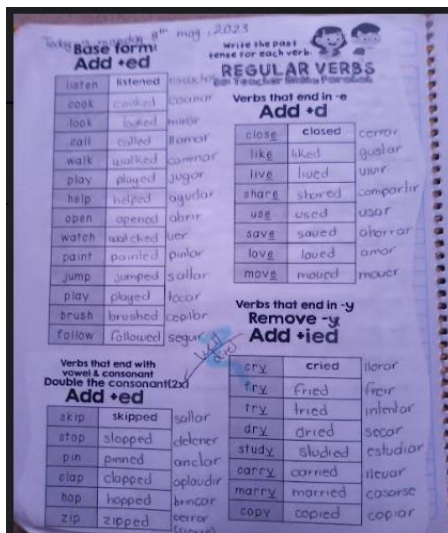
Picture 62. Regular verbs- student one   Picture 63. Regular verbs – student two

The next activity was the game '40 students said', and this activity was used by the teacher to do a review; the trainee teacher used this game because she thought that every teacher

needed to use dynamic activities and improve their classes. This activity had good results because the trainee teacher applied a strategy to have a control group that consisted of drawing five lines; if they did not respect the rules or if they cheated teacher erased one line, and if she erased the five lines, she stopped the activity and continue with the class, this was a good strategy because it had good results.

Here is important to mention that the trainee teacher had to change her lesson plan because she noticed that students had problems to also with the regular verbs in her lesson plan. She planned to give them irregular verbs, but she talked about it with a teacher, and she mentioned that it was more important that they learned regular verbs that were easier than the other ones.

For that reason, the trainee teacher decided that students could be started to produce, and she gave them some clues to identify when we were talking in simple past tense and she gave them the next expressions:

- Yesterday

- The last week

- The last weekend

- The last month

- The last year

And she explained that if students found these expressions, they could be inferred that it was about a text in the past; after that, the trainee teacher asked students that they positively write five sentences using a regular verb that they decided on and the expressions that they already saw; teacher gave them some examples that they could notice the order of the sentences, she did not explain as the typical explanation: this is the subject, this is the verb, then we have and a noun or a complement because sometimes students confused the elements to tried to follow the grammar rules.
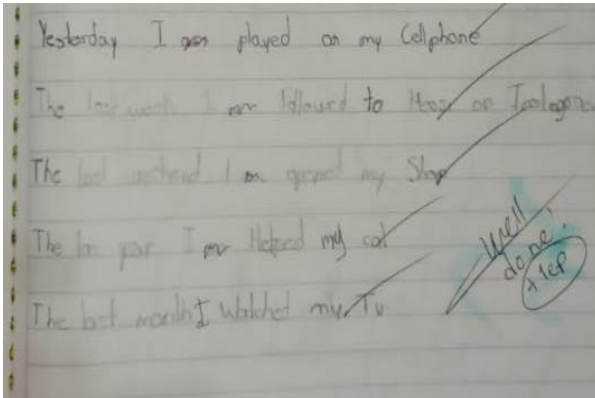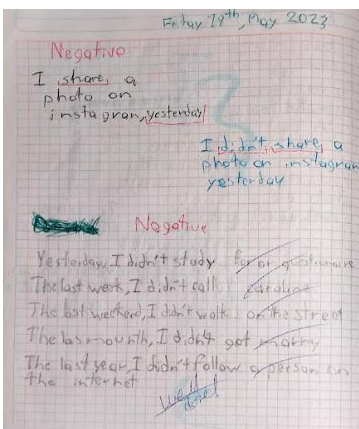
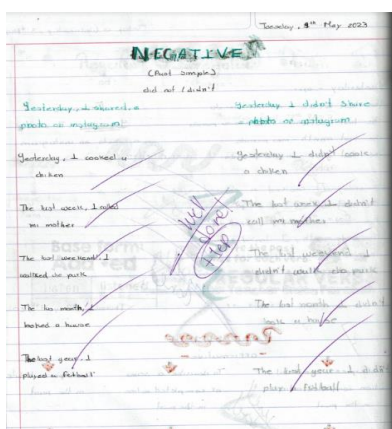**Picture 64. Affirmative sentences student one**
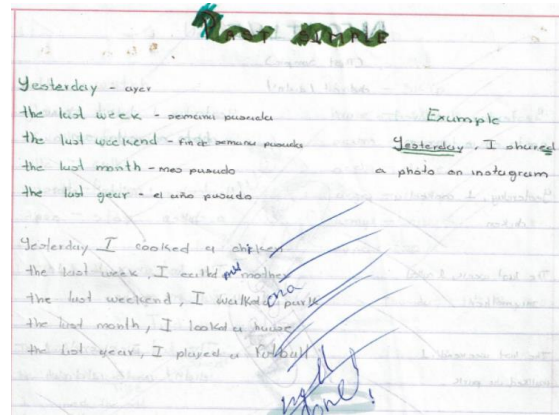
Picture 65. Affirmative sentences student two

Remind that the main purpose was to share experiences, and that was the purpose that students got when they wrote their five lines; on the other hand, the other thing was that they used the simple past tense.

For that reason, the trainee teacher explained a story with examples that she did but knew she explained in a negative form; for example, she saved money for a trip the last year, and then she said she did not save money for a trip, but now the last month, the trainee teacher asked students that they did the same, they must write their five sentences that they already wrote in affirmative but now in negative.

Picture 66. Negative sentences student one

Picture 67. Negative sentences student two
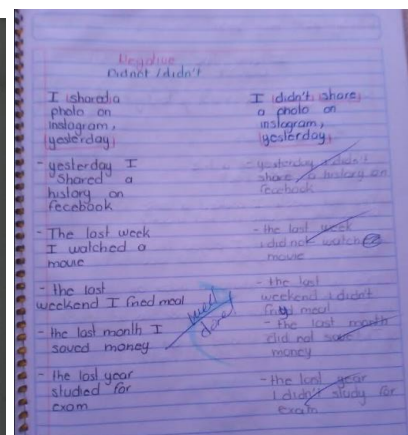
Picture 68. Negative sentences student three

Then students needed to write their sentences, but now as a question, the trainee teacher explained the way that they could do when they change a sentence in an interrogative way,

and after that, they did that, they needed to ask them with a classmate and answer the questions that they already prepared.

This time teacher had a lot of days' suspensions, so she needed to apply strategies or activities that allowed students to continue to learn as a review but did not stop their learning; the trainee teacher applied these extra activities because she wanted that all the groups of second grade had the same sequence of the topics.
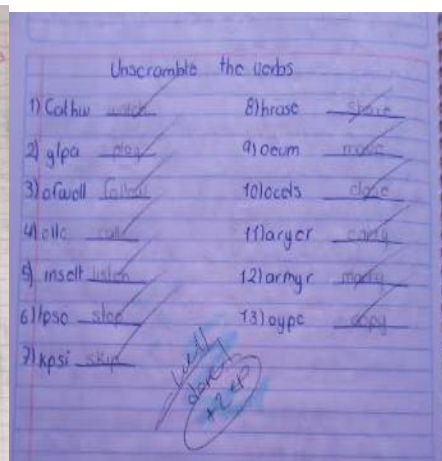
She applied activities that were according to the simple past tense, like finding the mistake, ordering the sentences, and also unscrambling the verbs, and she tried to apply them as a game to give students extra tenths for their third grades.
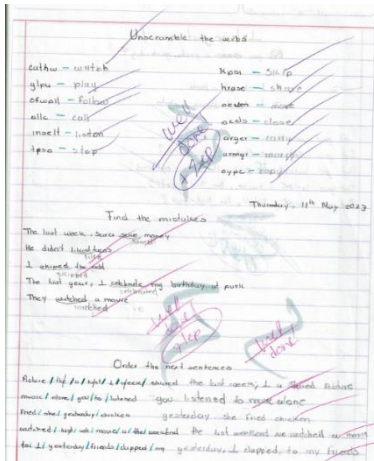
Picture 69. Student three   **Picture 70. Student two**   **Picture 71. Student three**

Finally, the last activity that the trainee teacher applied with all the groups was about the affirmative, negative, and interrogative way in the simple past tense, but this time students needed to do it by themselves, and they needed to identify if the sentences were in affirmative negative or interrogative, while teacher registers their activities students answer the worksheet, but it was a good activity because I noticed that the majority of them could answer the activity by themselves, so those results said that teacher explained in a good way because students could identify what way was each of them.

The training teacher had the opportunity to evaluate the last part of the students, and the results were good for some of them because they worked better and got superior results than before; also, it was important to mention that the previous results that students got were not

the correct ones, because the trainer teacher made some mistakes with the grades; and finally, these are the last results that students get.
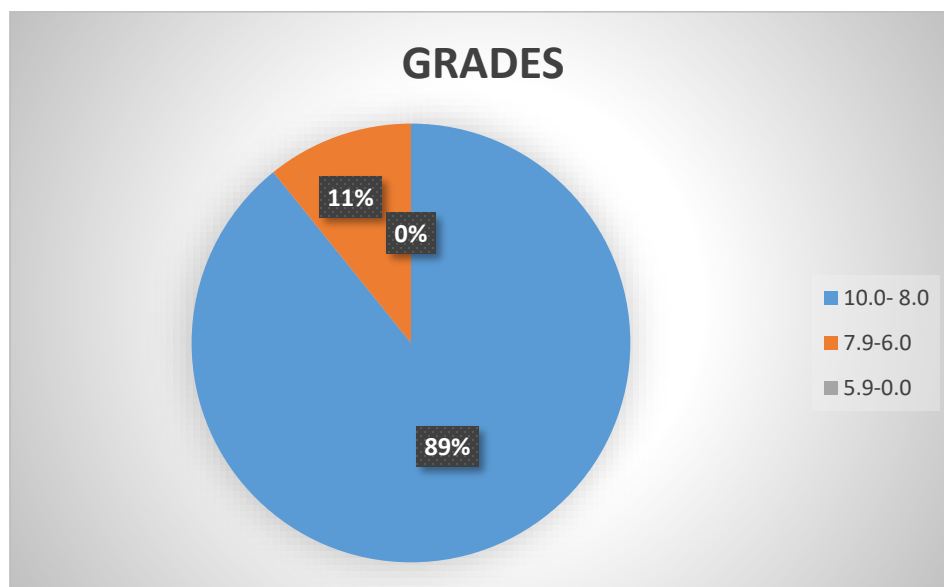
Chart 3 Final evaluation- own elaboration

As you can see, the progress of students was so good because if you returned to analyze the diagnostic grades, the intermediate grades, and the final grades, you can appreciate the difference and advance that the focal group gets.

CHAPTER THREE

CONCLUSIONS AND RECOMMENDATIONS

Based on the experience and the analysis that trainee teacher realized, mainly during this last year was important to mentioned the results that were obtained in this process. The writing skill was an important way to produced, but students did not know how to do it, on the other hand, the challenge of the trainee teacher was to get that students produce about a topic in a writing, but to get that was necessary to follow steps and that procedure had strategies that needed to be come after.

The strategies that were implemented during these process had an specific purpose that was to improve the writing skill, the main strategy that was developed was the used of graphic organizers, where students could order their ideas to after that elaborated a writing text, trying to communicate something.

About the results, the trainee teacher got good ones and also, the classes were better because students participated a lot when the teacher used the context, interests or likes of students they paid more attention because it was something that they liked and the result was better. According the writing skill, the trainee teacher could improve in a good way their production because during and at least students could produced a writing text on a topic of interest.

According the professional competence that the trainee teacher already choose was an interested process because, it was completed and get in the better way, during the classes it was taking into accountant because in a general aspect it had relation with the context that students were involved, because were considered different aspects, like interests, motivations, needs, and cognitive process; all these things to organized and planned activities to get a good process of teaching and learning.

Finally, each activity, strategy, class, etc, that were applied and realized during the training practice had a purpose and tried to get it, but as everything it had good but also bad results that were to be analyzed to improve it, the trainee teacher could have an analysis and considered each aspect to tried to solved the problem, mainly about the writing skill. Students could produce since a simple sentence as in the objectives were embodied until a letter about to complain for a product, using different strategies but mainly following the steps that the procedure contain to obtain the main object.

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ATTACHMENTS
Attachment 1

GOBIERNO DEL
ESTADO DE MÉXICO

EDOMEX

ESCUELA SECUNDARIA OFICIAL N° 11
"CINCO DE MAYO"
SECOND GRADE
DIAGNOSTIC EXAM

Name: _____

Group: _____ Date: _____ Score: _____

I. **Match the professions with the correct place where they work.**

- Post office   - Firefighters

- Police station   - Police officer

- Library   - Postal workers

- Fire station   - Librarians

II. **Read and match the picture with their description.**

1. This tale is about a girl who eats a poisoned apple and falls asleep.
2. This tale is about a boy whose wishes come true.
3. This tale is about a girl who visits her sick grandmother.

4. This tale is about a servant girl who goes to a dance.

III. **Listen and complete the sentences with the correct sequence adverb**

Next	Finally	First	After that	then

1. _____ mix flour and water
2. _____ make the base of the pizza
3. _____ cut ham and green pepper into slices
4. _____ put the ham and green pepper on the base
5. _____ put the pizza in the oven and bake it for 30 minutes.

IV. **Circle 'F' if the sentence is a fact or circle 'O' if it's an opinion**

1. Penguins are black and white   F   O
2. Elephants are big   F   O
3. Birds have feathers   F   O
4. The sky is blue   F   O
5. Purple is the prettiest color.   F   O

V. **Reorder the next sentences**

1. Will/ I/ it/ rain/ think _____
2. Will/ are no/ sunny, there/ be/ clouds/ it _____
3. Tomorrow/ It/ be/ will/ windy _____

VI. **Identify and match the body parts**

Ear		Hair
Eye		Neck
Mouth		Nose
Hand		Arm
Leg		Foot

VII. **Write 3 sentences about your likes and dislikes**

1. _____
2. _____
3. _____

VIII. **Match the pictures with the vocabulary**

a. Street-working children
b. Homeless child
c. Child studying

IX. **Write the correct word to the sign below the picture**

Stop	Walk	Women's	Don't walk	Exit	Men's

Attachment 2

Aspects of writing	Level	Score	Criteria
Content	Excellent to very good	30-27	Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	Good to average	26-22	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail
	Fair to poor	21-17	Limited knowledge of subject, little substance, inadequate development of topic
	Very poor	16-13	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	Excellent to very good	20-18	Fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	Good to average	17-14	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	Fair to poor	13-10	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	Very poor	9-7	Does not communicate, no organization, or not enough to evaluate
Vocabulary	Excellent to very good	20-18	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	Good to average	17-14	Adequate range; occasional errors of word/idiom form, choice, usage but *meaning not obscured*
	Fair to poor	13-10	Limited range; frequent errors of word/idiom for, choice, usage; *meaning confused or obscured*
	Very poor	9-7	Essentially translation; little knowledge of English vocabulary, idioms, word

			form; or not enough to evaluate
Language use	Excellent to very good	25-22	Effective complex construction; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	Good to average	21-18	Effective but simple construction; minor problems in complex construction; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions *but meaning seldom obscured*
	Fair to poor	17-11	Major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; *meaning confused or obscured*
	Very poor	10-5	Virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate
Mechanics	Excellent to very good	5	Demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing
	Good to average	4	Occasional errors of spelling, punctuation, capitalization, paragraphing *but meaning not obscured*
	Fair to poor	3	Frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; *meaning confused or obscured*
	Very poor	2	No mastery of conventions; dominated by errors of spelling, punctuation capitalization, paragraphing; handwriting illegible; or not enough to evaluate

Attachment 3 -Lesson Plan 1

ESCUELA NORMAL SUPERIOR DEL ESTADO DE MEXICO
DEPARTAMENTO DE FORMACIÓN INICIAL
APRENDIZAJE EN EL SERVICIO
LESSON PLAN

Trainee teacher:	Andrea Alcántara Morales
Trainer teacher:	Liliana Velazquez García
School:	Secondary School # 11, 5 de Mayo
Teaching modality:	On line ( ) face-to-face (x) Hybrid ( )

		Grade	Group	Number of students
Social practice of the language:	Express complaints about a product.	2°	A, B, C, D	40
Environment:	Familiar and community			

Expected learning
- Listens and check complaining about a product.
- Interprets general meaning, main ideas, and details of complains.
- Composes written complains.

Session number: 1 **Date:** Monday February 20th, 2022 **General objective of the session:** Identify vocabulary about technology

# of Act. & Time	Procedure	Skills	Aids	Interaction	Language to be used Structures	Vocabulary
1 5 min	- Take attendance - Play hangman that the students get and know the topic. (technology)	Speaking	List whiteboard	Lockstep	---	Alphabet
2 10 min	- Play with a balloon who has the ball answers a question - Who has a mobile phone? - Tell me a technological object in English (3) - Do you know how do you say bocinas in English?	Speaking	Balloon	All the group	Present simple	Technology
3 15 min	- Teacher presents some pictures that the students identify the device. And give the vocabulary - Students take notes and draw some of them	Speaking and writing	Pictures **Annexed 1**	Lockstep	Present simple	Technology
4 10 min	- After I have presented the vocabulary teacher divided the group into 2 teams. - teacher describes a device in order students guess it - A student per team match the picture of the device with their names according the description (5)	Listening	Pictures and names **Annexed 1**	2 teams	Present simple	Technology devices
5 10 min	- Teacher checks that students have the vocabulary on their notebooks.	Speaking	Notebooks	Student per student	Present simple	Technology devices

| | - Teacher ask if students have questions about vocabulary | | | | | |

Session number: 2 **Date:** Wednesday February 22nd, 2022 **General objective of the session:** Recognize the characteristics of some devices

# of Act. & Time	Procedure	Skills	Aids	Interaction	Language to be used	
					Structures	Vocabulary
1 5 min	- Take attendance - Make question about the vocabulary that they remember about technology using the pictures	Speaking	List sticks	Lockstep	---	Technology
2 20 min	- Teacher plays an audio about technological vocabulary - Students listen 10 words about technology and they write them on their notebook - they exchange their notebooks to check	Listening and writing	speaker	Alone	---	Technology
3 10 min	- Teacher shows an example about her technological device and explain why Students answer the next question: - My favorite technological device is: And they need to describe why they choose it	Writing	Notebook	Alone	Present simple	Technological devices
4 15 min	- Students answer an activity, matching the devices with the characteristic of them	writing	Activity **Annexed 2**	Alone	Present simple	Technology devices characteristics

Session number: 3 **Date:** Friday February 24th, 2022 **General objective of the session:** Recognize the vocabulary on a reading and use it to write

# of Act. & Time	Procedure	Skills	Aids	Interaction	Language to be used	
					Structures	Vocabulary
1 5 min	- Take attendance - Make question about the vocabulary saw last class using the sticks	Speaking	List sticks	Lockstep	Present simple	Technology
2 20 min	- Students read and answer some questions about how was use the technology and the comparison with the modern technology	reading	Reading **Annexed 3**	Alone	Present simple	Old and modern technology

# of Act. & Time	Procedure	Skills	Aids	Interaction	Structures	Vocabulary
3 20 min	- Teacher assigned a device per student and they need to write about it - Students need to find their team describing the device and the other ones try to guess	Writing and speaking	notebook	All the group	Present simple	Technological devices
4 5 min	- Teacher ask students about the things that they already see at classes	Speaking	Notebook	Lockstep	Present simple	Technology devices characteristics

Session number: 4   Date: Monday February 27th, 2022   General objective of the session: Activate their previous knowledge of the students

# of Act. & Time	Procedure	Skills	Aids	Interaction	Structures (Language to be used)	Vocabulary (Language to be used)
1 10 min	- Take attendance - Make question about the previous knowledge that we saw previously 'how to buy a product' - Do you remember the topic to buy a product? - What do you remember about it? - Teacher make a mind map according the ideas that they remember	Speaking	List	Lockstep	Present simple	Prices Sizes Questions to buy a product
2 25 min	- Teacher is going to apply a test kind of diagnostic, to know what the students remember about the topic 'how to buy a product' - Students exchange their test and check their answers	Reading Writing	Test **Annexed 4**	Alone	Present simple	Questions Sizes Prices Answers
3 15 min	- Teacher register the result of the test, while she asks questions about the mainly doubts that the students had. - Make a review of the topic to students remember the topic	speaking	Results of the test	Lockstep	Present simple	Questions Sizes Prices Answers

Session number: 5   Date: Wednesday, March 2nd, 2022   General objective of the session: Make a conversation to buy a technological product

# of Act. & Time	Procedure	Skills	Aids	Interaction	Structures (Language to be used)	Vocabulary (Language to be used)
1 15 min	- Take attendance - Divided the group in 4 teams	Speaking	List notebook	4 teams	Present simple	Prices Sizes

	Procedure	Skills	Aids	Interaction	Structures	Vocabulary
	- Teacher makes questions about the previous knowledge - Count the points per team according the right answers and give a participation					Questions to buy a product
2 15 min	- Students answer an activity about their previous knowledge - Students compare their answers	Reading Writing	Worksheet **Annexed 5**	Alone	Present simple	Questions Sizes Answers to buy
3 20 min	- In pairs, students make a conversation using the last example but now buying a technological object - Teacher use 3 sticks to choose who can present their conversation	Writing	Notebook Sticks	Pairs	Present simple	Technology Questions Answers

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Session number: 6 **Date:** Friday, March 4th, 2022 **General objective of the session:** Students practice how to buy a technological product using new expressions

# of Act. & Time	Procedure	Skills	Aids	Interaction	Language to be used	
					Structures	Vocabulary
1 10 min	- Take attendance - Teacher makes a review of the last topic, like the expressions that they use to buy something asking the students	Speaking	List Whiteboard	Lockstep	Present simple	Expressions
2 20 min	- Students complete a new conversation using expressions when we have problems with the product - Teacher register the classwork	Writing	Conversation **Annexed 5**	In pairs	Present simple	Expressions
3 20 min	- Students make a mind map about the expression that they can use to buy a device mainly when there is a problem with the product.	speaking	Mind map **Annexed 6**	Alone	Present simple	Expressions

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Session number: 7 **Date:** Monday, March 6th, 2022 **General objective of the session:** How to write a complain about a device

# of Act. & Time	Procedure	Skills	Aids	Interaction	Language to be used	
					Structures	Vocabulary
1 10 min	- Take attendance - Teacher makes questions about the new expressions that they saw then previous class using the sticks	Speaking	List Sticks	Lockstep	Present simple	Expressions

81

# of Act. & Time	Procedure	Skills	Aids	Interaction	Structures	Vocabulary
2 25 min	- Students complete an activity about complain a product - Everybody check their own answers	Writing	Worksheet Annexed 7	Alone then all the group	Present simple	Expressions Reasons to complain
3 15 min	- Teacher presents an example of how to write a complain on a letter - Students take notes about the example of letter	Speaking and writing	Letter Annexed 8	Lockstep	Present simple	Parts of the letter Complain expressions

Session number: 8   Date: Wednesday, March 8th, 2022   General objective of the session: Write a letter complaining about a problem with a device

# of Act. & Time	Procedure	Skills	Aids	Interaction	Language to be used	
					Structures	Vocabulary
1 10 min	- Take attendance - Teacher make a review using the letter of the last class, making a faster explanation	Speaking	List Letter	Lockstep	Present simple	Parts of a letter
2 30 min	- Students write a letter choosing a device, expressing a complaint with that product	Writing	Notebook	Alone	Present simple	Expressions Reasons to complain Parts of the letter
3 10 min	- Teacher make a review about the topic - Teacher ask if students have questions about how to write and express a complaint - Teacher register the missing work	Speaking	List	Lockstep	Present simple	Questions

Attachment 4

READING COMPREHENSION

1 Read and listen. ▶●▭

TECHNOLOGY IS GETTING SMALLER

Cameras

The first cameras were very big. You couldn't carry them around. They were also very expensive. Not many people could buy a camera.

Today we have cameras that we can carry around with us. They are also cheap. Today most cameras are digital. This means we can save thousands of photos on the camera's memory card. We can also change the images.

Telephones

The first telephones needed cables and electricity. You couldn't move them around. The first phones without cables needed enormous batteries. They were used by the military, police and ambulance men. The first real mobile phone was also very big, with a big battery.

Now mobile phones are much smaller. They still use batteries and you have to charge them, but they can take photos and videos, and you can connect to the internet and watch TV!

Music

At first people listened to music on vinyl records. These were big and fragile. Then there were cassette tapes, and later there were CDs. Now you can put thousands of songs on an MP3 player and listen to your playlists wherever you are.

All this:
vinyl records
cassette tapes
CDs

now fits on this:
MP3 player

(Page 57. Student Book)

Yes or No

2 Read the sentences and choose **YES** or **NO**.

		YES	NO
1.	Were the first cameras small?	YES	NO
2.	Can we save more photos on modern cameras than on the first cameras?	YES	NO
3.	Could you carry the first telephone around?	YES	NO
4.	Did the first mobile phone have a small battery?	YES	NO
5.	Did vinyl records exist before cassette tapes?	YES	NO
6.	Can you listen to a playlist anywhere today?	YES	NO

ATTACHMENT 5

Trainee teacher:	Andrea Alcántara Morales
Trainer teacher:	Liliana Velazquez García
School:	Secondary School # 11, 5 de Mayo

	Grade	Group	Number of students
	2°	A, B, C, D	40

Social practice of the language:	Read plays
Environment:	Playful and literary

Expected learning	• Select and review short plays for young people. • Reads short plays and understands general meaning, main ideas, and details. • Participate in dramatized readings.

Session number:	1	Date:	Monday March 13th, 2022	General objective of the session:	Identify general vocabulary about plays

# of Act. & Time	Procedure	Skills	Aids	Interaction	Language to be used	
					Structures	Vocabulary
1 5 min	- T takes attendance - Ss play hangman that the students get and know the topic. (theater plays)	Speaking	List Whiteboard	Lockstep	---	Alphabet
2 20 min	- T presents vocabulary about theater plays, like: people, places, props and parts of the story - Ss make a chart about people, places, props, parts of the story, about plays.	Speaking	Images **Annexed 1** Whiteboard	Lockstep	---	People Places Props Parts of the story
3 5 min	- T makes question about the vocabulary that we saw previously using the sticks. - What category does Juliet Capulet belong to? - What category does make-up-artist to? - What category does exposition belong to? - What category does script belong to? - What category does stage belong to?	Speaking	Questions	Lockstep	Present simple	People Places Props Parts of the story

# of Act. & Time	Procedure	Skills	Aids	Interaction	Structures	Vocabulary
4 20 min	- T gives them an activity to review the vocabulary and to be classify. - Ss answer the activity about it, they need to classify the vocabulary into 5 categories: People, places, famous plays, parts of the story, objects	Writing	Worksheet **Annexed 2**	Alone	Present simple	People Places Famous plays Parts of the story Objects

Session number:	2	Date:	Wednesday March 15th , 2022	General objective of the session:	Recognize the genre of plays

# of Act. & Time	Procedure	Skills	Aids	Interaction	Language to be used	
					Structures	Vocabulary
1 10 min	- T takes attendance - Ss play hot potatoe. The student who has it will answer a question about the topic that we saw last class. - QUESTIONS: - What category does 'Peter Pan' belong to? - Tell me an example of place - What category does director t to? - Tell me an example of people - What category does resolution belong to? - Tell me an example of a play	Speaking	List sticks	Lockstep	---	People Places Famous plays Parts of the story Objects
2 20 min	- T makes questions about the plays that students know. - Do you like theater? - What plays have you seen? - Have you ever participated in a play? How? - What genres of plays do you know? - Have you read the script of a play? - What equipment do you need to make a play? - T presents some examples of plays and presents the genres that there are to classify them. (Tragedy, Comedy, Drama, Tragicomedy, Fantasy)	Speaking and writing	Flashcards **(Annexed 3)**	Lockstep	---	Genres: Tragedy Comedy Drama Tragicomedy Fantasy
3 20 min	- T makes questions to know if there are questions about the genres	Writing	Notebook	Alone	Present simple	Genres: Tragedy

						Comedy
	- Ss make a mind map about the genres using examples of plays to complement it					Drama Tragicomedy Fantasy

Session number:	3	Date:	Wednesday March 22nd , 2022	General objective of the session:	Read and analyze a play

# of Act. & Time	Procedure	Skills	Aids	Interaction	Language to be used	
					Structures	Vocabulary
1 5 min	- T takes attendance - T asks Ss about their favorite play. Ss answer the following questions: - What's your favorite play? - Who are the main characters? - Who wrote the play? - What's it about?	Speaking	List sticks	Lockstep	Present simple	People Places Famous plays Parts of the story Objects Genres
2 25 min	- T hands out jumbled texts of a play script, and Ss to put them in order - T explains to Ss the main parts of the play script (Title, author/playwright, characters, cast, setting, stage directions, dialogues)	Reading	texts **(Annexed 4)**	All group	Present simple	Title, author/playwright Characters Cast Setting stage directions dialogues
3 20 min	- T asks Ss to label the parts of a play script. - Ss answer the activity in pairs	Reading and writing	Play script **(Annexed 5)**	Pairs	Present simple	Title, author/playwright Characters Cast Setting stage directions dialogues

Session number:	4	Date:	Friday March, 24th , 2022	General objective of the session:	Identify the elements on a play

# of Act. & Time	Procedure	Skills	Aids	Interaction	Language to be used	
					Structures	Vocabulary
1 10 min	- T takes attendance - T makes a review about the topic of the last class	Speaking	List	Lockstep	Present simple	Title, author/playwright Characters Cast Setting stage directions dialogues
2 30 min	- T explains the activity that is according the last topic to noticed if students have questions yet - Ss answer the activity of T (true) or F (false) according the statements - T and Ss play hot potatoe using the elements of the play (People Places, Parts of the story, Objects, Genre)	Reading Writing	Activity **Annexed 6**	Alone	Present simple	People Places Parts of the story Objects Genre
3 10 min	- T divides the group into 5 teams and give each of them a play that the saw in previous classes T gives the instructions. Ss need to make a mind map about the play that they have, they need to identify the elements of it. (People Places, Parts of the story, Objects, Genre) - T asks Ss to bring material to make their mind map	speaking	Material for the exposition	Lockstep	Present simple	People Places Parts of the story Objects Genre

Session number:	5	Date:	Monday, March 27th , 2022	General objective of the session:	Present the elements of the 'Peter Pan' play

# of Act. & Time	Procedure	Skills	Aids	Interaction	Language to be used	
					Structures	Vocabulary
1 15 min	- T takes attendance - T repeat the instruction. Ss need to make a mind map about the play that they have, they need to identify the	Speaking	Material for the exposition	5 teams	Present simple	People Places Parts of the story

	Procedure					Objects Genre
	elements of it. (People, Places, Parts of the story, Objects, Genre) - T asks Ss if they have questions about the work that they need to do					
2 20 min	- Per team Ss make their mind map according the elements of the play (People, Places, Parts of the story, Objects, Genre) - T registers the classwork per Ss while they are working on their mind map	Writing Reading	Mind map Clothes	5 teams	Present simple	People Places Parts of the story Objects Genre
3 15 min	- T asks per team present their mind map and the elements that they identify in the play that they have	Speaking	Mind map	5 teams	Present simple	People Places Parts of the story Objects Genre

Session number:	6	Date:	Wednesday, March 29th, 2022	General objective of the session:	Review of theater plays

# of Act. & Time	Procedure	Skills	Aids	Interaction	Language to be used	
					Structures	Vocabulary
1 15 min	- T takes attendance - T makes a review about the presentations that Ss do about their plays	Speaking	List Grades	Lockstep	Present simple	---
2 35 min	- T applies a quizz about the theater plays and complaining of a product to identify if the topic was clear - Ss answer the quiz while T register classwork	Reading	Quizz	Alone	Present simple	People Places Parts of the story Objects Genre

ATTACHMENT 6

Social practice of the language:	Discuss own experiences and those of others in conversation.
Environment:	Familiar and community
Expected learning	• Listen and review conversations about personal experiences. • Understands general meaning, main ideas, and details. • Share personal experiences in a conversation.

Session number:	2	Date:	Wednesday April 26th, 2023	General objective of the session:	Star to identify the verbs in past tense

# of Act. & Time	Procedure	Skills	Aids	Interaction	Language to be used	
					Structures	**Vocabulary**
1 10 min	- T takes attendance - T introduce the topic through a game - A Ss has the word **MUSIC** and the rest of the group try to guess the topic through the hangman game.	Speaking Writing	List Whiteboard	Ss- Ss	---	Alphabet
2 25 min	- T explain the next activity that consist to change verbs in present to past - Ss need to check if their answers are correct after to listen the song - Ss complete the song using the verbs that they change the tense before	Listening Writing	Song **Annexed 2**	Lockstep Alone	Past simple	Verbs Nouns adjectives
3 15 min	- Ss need to complete with some extra words the second part of the song - T play the song and Ss check their answers to know if are correct or incorrect - T start to make a review about how to change or use the verbs in past simple	Listening Writing	Song **Annexed 2**	Lockstep	Past simple	Verbs Nouns Adjectives

Session number:	3	Date:	Wednesday, May 3rd, 2023	General objective of the session:	Identify the endings of the verbs in past

# of Act. & Time	Procedure	Skills	Aids	Interaction	Language to be used	
					Structures	Vocabulary
1 15 min	- T takes attendance - T makes a review using the song of the last class through a game - Ss play hot potatoe and who have the ball answer one question - T makes questions to review the meaning of the verbs and also how is the correct way in past - What is be? - What is fall? - What is find? - What is look? - What is say? - What is know? - What is hear? - What is whisper?	Speaking	List Ball	All group	Past simple	Verbs
2 30 min	- T explains how to identify verbs in past when they are regular verbs - T explains the endings of the verbs in past simple - Ss takes notes of it - T explain the next activity that is about to make a practice of the endings of the verbs in past simple - Ss answer a worksheet that help to understand better the verbs in past	Writing Speaking	Notebook Worksheet **Annexed 3**	Lockstep	Past simple	Verbs
3 5 min	- T signs the work - T asks if there are questions about how to identify or write verbs in past	Writing	Notebook	Lockstep	Past simple	Verbs

Session number:	4	Date:	Monday May 8th, 2023	General objective of the session:	Check general aspects of past simple

# of Act. & Time	Procedure	Skills	Aids	Interaction	Language to be used	
					Structures	Vocabulary
1 20 min	- T takes attendance - T make a review through a game '40 students said' - Ss need to write on the board the correct way of the verb in past who do it faster and write on the correct way won the point and the team who won more points get an extra participation	Speaking Writing	List Whiteboard Buttons	2 teams	Past simple	Verbs
2 20 min	- T makes questions to know what Ss know about past simple - What do you know about past simple? - Do you know the verbs endings? - Do you know the auxiliary? - What is a verb? - How can we identify a verb in past? - T explain rules about the past simple, like to give Ss clues about how to identify the past simple - T explain affirmative and negative way of the past simple	Speaking	List Notebooks Whiteboard	Lockstep	Past simple	Verbs
3 10 min	- Ss takes notes on a graphic organize to have the information - T asks what are their likes of music to introduce the next topic	Writing	Notebooks	Lockstep	Past simple	Characteristics of past simple

Session number:	5	Date:	Friday May 12th, 2023	General objective of the session:	Ss identify general aspects of a singer

# of Act. & Time	Procedure	Skills	Aids	Interaction	Language to be used	
					Structures	Vocabulary
1 5 min	- T takes attendance - T makes a fast review about the answers that Ss said the last class according the music that they like	Speaking	List	Lockstep	---	Music
2 25 min	- T catches the attention of the Ss with a song to introduce the topic - T plays the song 'You are not alone' by MJ and ss answer a worksheet - Ss answer a worksheet about a song by Michael Jackson- You are not alone - Ss answer five questions with True or False about what they know about Michael Jackson's life	Listening Writing	Worksheet **Annexed 4** **Annexed 5**	Alone	Past simple	Verbs Questions
3 20 min	- T gives the instructions for the next activity that is a reading to know if the answers of the students were correct or incorrect - Ss compare their answers with a pattern	Reading	Reading **Annexed 5**	All group	Past simple	Questions

Session number:	6	Date:	Wednesday May 17th, 2023	General objective of the session:	Students identify the mainly parts to write a biography

# of Act. & Time	Procedure	Skills	Aids	Interaction	Language to be used	
					Structures	Vocabulary
1 5 min	- T takes attendance - T catches the attention of the students with a curious fact about Michael Jackson- the 'Moonwalk'	Speaking	List Curios fact **Annexed 6**	Lockstep	Past simple	Characteristic about the singer
2	- T makes a review about what they talk in previous class - Ss write and organize some sentences about the organization of the text, the activity will be answer in pairs.	Writing	Sentences	Pairs	Past simple	Verbs in past

30 min	A) His life during his childhood B) Why he is an interesting person to talk about C) His professional life D) The end of his life E) His personal lfe in adulthood - Ss identify verbs in past on the text and underline with color <mark>yellow</mark> - T explain on a mind map what the linking words are - Ss write on their notebook the notes about the linking words		Whiteboard Notebook	Lockstep Alone		Linking words
3 15 min	- T ask if there are questions and solve the doubts of the Ss - Ss identify linking words in the text about Michael Jackson of the previous class with color <mark>green</mark>	Writing and reading	Book	Alone	Past simple	Linking words

Session number:	7	Date:	Friday, May 19th , 2022	General objective of the session:	Students practice the linking words

# of Act. & Time	Procedure	Skills	Aids	Interaction	Language to be used	
					Structures	Vocabulary
1 10 min	- T takes attendance - T makes questions about the linking words topic - Ss play hot potatoe and who get the ball answer a question about the last topic	Speaking	Ball	All group	Past simple	Linking words
2 35 min	- T makes a review of the inking words explaining what are used for addition and contrast - T introduce the activity catching the attention of the students using a song by Selene Quintanilla - Ss complete a song by Selena - Ss identify some verbs to change in past - T explain the next activity that is about the Selena's life - Ss need to order the information follow a sequence according the linking words	Writing	Song **Annexed 7**	Lockstep Alone	Past simple	Verbs

			Skills	Aids	Interaction	Structures	Vocabulary
	- Ss complete the text using linking words						
3	- T asks Ss how are the answers to check if are correct or incorrect	Writing	Reading	Lockstep	Past simple	Verbs
5 min	- T ask students that they make a research about their favorite singer		**Annexed 8**	Alone		Linking words

Session number:	8	Date:	Monday, May 22nd, 2023	General objective of the session:	Ss research general aspects to their favorite singer

# of Act. & Time	Procedure	Skills	Aids	Interaction	Language to be used	
					Structures	Vocabulary
1 10 min	- T takes attendance - T checks the homework that ask the last class, that is about their favorite singer of the students	Speaking Writing	List Homework	Lockstep	Past simple	Verbs in past Linking words
2 30 min	- T present the main elements that are necessary to write a biography - Ss need to answer a worksheet (graphic organizer) about the elements that are necessary to write the biography of their favorite singer	Writing	Worksheet **Annexed 9**	Lockstep Alone	Past simple	Verbs Linking words
3 10 min	- T chooses some Ss to present what they wrote and who they choose - T explain what will be the product of this topic that is to write a biography	Speaking	Notes	Lockstep	Past simple	Verbs Linking words Characteristics

Session number:	9	Date:	Wednesday, May 24th, 2023	General objective of the session:	Ss write a biography of their favorite singer

# of Act. & Time	Procedure	Skills	Aids	Interaction	Language to be used	
					Structures	Vocabulary
1 10 min	- T takes attendance - T explain how to write a biography and ask if there are doubts	Speaking	List Whiteboard	Lockstep	Past simple	Verbs in past Linking words
2 30 min	- Ss write a biography o about their favorite singer that they already choose, they can use the worksheet where write general aspects to write a biography	Writing	Biography Worksheet **Annexed 9**	Lockstep Alone	Past simple	Verbs Linking words Characteristics
3 10 min	- T registers their work, signs classwork and check that everybody be working	Writing	Notebook List	Lockstep	---	---

Toluca, Estado de México, 30 de junio de 2023

ANDREA ALCÁNTARA MORALES
ESTUDIANTE DEL OCTAVO SEMESTRE DE LA
LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL
INGLÉS EN EDUCACIÓN SECUNDARIA
PRESENTE

Quien suscribe, Mtro. Julio Cesar Rodríguez Bazán, en su calidad de asesor, y en atención al cumplimiento en tiempo y forma de los procedimientos de construcción, asesoría, dictaminación y acreditación de su trabajo de titulación que la normatividad vigente marca, se dirige a usted, con respeto, para expedirle la presente

CARTA DE LIBERACIÓN DE SU TRABAJO DE TITULACIÓN

en la modalidad de Informe de prácticas profesionales que lleva por título: Strategies to improve writing skill in secondary students.

Por lo anterior, se le informa que, puede continuar con los trámites correspondientes para la programación de su examen profesional.

Sin otro particular, le desea éxito.

ATENTAMENTE

Mtro. Julio Cesar Rodríguez Bazán.

c.c.p. Mtro. Inocencio Montoya Escobar. Responsable del Área de Exámenes Profesionales.
c.c.p. Lic. Cindy Yareli Gaxiola Camacho. Jefa del Departamento de Control Escolar.
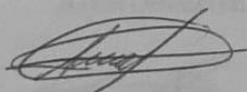
Toluca, Estado de México, 30 de junio de 2023

MTRA. MARÍA DEL SOCORRO ARREDONDO ZÁRATE
DIRECTORA DE LA ESCUELA NORMAL SUPERIOR
DEL ESTADO DE MÉXICO
PRESENTE

Quien suscribe Andrea Alcántara Morales, estudiante del octavo semestre de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria, en atención a la normatividad vigente para el proceso de titulación, se dirige a su persona con respeto, para informarle que asume plena y conscientemente la responsabilidad total en la autentificación, originalidad, estructura y formato del trabajo de titulación que presentará en su examen profesional, en su modalidad de Informe de Prácticas Profesionales, con el título: Strategies to improve writing skill in secondary students, para proceder al trámite correspondiente.

Asimismo, le refiere que se han atendido las recomendaciones realizadas por el asesor y las sugerencias de los dictaminadores asignados; por lo que asume el compromiso de llevar a cabo el proceso de réplica establecida en el protocolo conveniente.

Sin otro particular por el momento, le envía un cordial saludo.

ATENTAMENTE

Andrea Alcántara Morales

"2023. Año del Septuagésimo Aniversario del Reconocimiento del Derecho al Voto de las Mujeres en México"

ESCUELA NORMAL SUPERIOR DEL ESTADO DE MÉXICO

SECCIÓN: SUBDIRECCIÓN ACADÉMICA
No. DE OFICIO: DIR/SAC/AEP/0349/2022-2023
ASUNTO: Se autoriza la edición de trabajo de titulación

Toluca, Estado de México, 30 de junio de 2023

ANDREA ALCANTARA MORALES
ESTUDIANTE DEL OCTAVO SEMESTRE DE LA
LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN SECUNDARIA
PRESENTE

La Dirección de la Escuela Normal Superior del Estado de México, se dirige a usted, respetuosamente, en atención al cumplimiento en tiempo y forma de la normatividad vigente del procedimiento de elaboración, construcción, dictaminación, liberación y acreditación del trabajo de titulación en su modalidad de INFORME DE PRÁCTICAS PROFESIONALES, con el título: STRATEGIES TO IMPROVE WRITING SKILL IN SECONDARY STUDENTS, asesorada por el MTRO. JULIO CÉSAR RODRÍGUEZ BAZAN; para informarle que se le AUTORIZA la edición correspondiente.

Sin otro particular, le exhorta a dar continuidad al procedimiento para el logro de su examen profesional respectivo.

ATENTAMENTE
"FORMEMOS HOMBRES QUE FORJEN PUEBLOS"

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MTRA. MARÍA DEL SOCORRO ARREDONDO ZÁRATE
DIRECTORA

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