

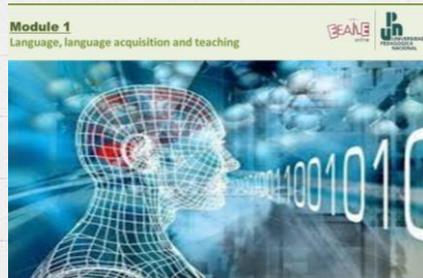
Mejorando habilidades de lengua en maestros de inglés en servicio de un grupo que cursaron la Especialización en la Enseñanza y Aprendizaje de Inglés como Lengua Extranjera. Modalidad en Línea: Problemas y Resultados."



Creada para maestros en servicio que cuentan con un nivel B1 con base en el MCERL



Desarrollo de metodología y habilidades de la lengua en los tres módulos que se imparten.



¿Cómo puedo utilizar la práctica tecnológica para mejorar ensayos descriptivos en maestros de Inglés en servicio que están cursando la Especialización en la Enseñanza y Aprendizaje de Inglés como Lengua Extranjera modalidad en línea?



Resumen

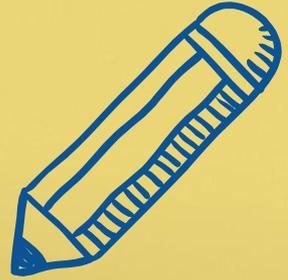
El propósito de la creación de la Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera en Línea creada en colaboración con la Universidad Estatal de Georgia se define en:

Aspectos metodológicos
Aspectos actitudinales
Aspectos tecnológicos



Objetivos

- ✓ Crear cambios de paradigmas en maestros de Inglés en servicio
- ✓ Analizar sus prácticas de enseñanza
- ✓ Mejorar el nivel de Inglés (lengua)
- ✓ Utilizar enfoques utilizados en la EEAILL como el Enfoque Basado en Contenidos
- ✓ Tareas escritas en distintos géneros académicos de escritura



Propuesta

- ✓ Implementación de objetos virtuales para mejorar la lengua
- ✓ Creación de presentaciones de Power Point para aclarar ideas que permita observar el material en línea

Palabras claves: maestros mexicanos en servicio, ensayos académicos descriptivos, objetos virtuales de aprendizaje



Tabla de contenido

Capitulo 1 Antecedentes de la investigación y justificación

- i. ¿Qué implica la escritura académica y el género seleccionado para este proyecto?

Capitulo 2 Revisión de literatura

- i. ¿Qué es escritura?
- ii. El proceso cognitivo de la escritura
- iii. Seis enfoques para la enseñanza de la escritura
- iv. Micro habilidades de la escritura
- v. Escritura académica
- vi. Tecnología en la enseñanza de la lengua

Capitulo 3 metodología y contexto situacional

i. Participantes

ii. Procedimientos

iii. Metodología

iv. Técnica de recolección de información

v. Ética

vi. Carta de consentimiento informado

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- I. fases
- II. fases y Procedimientos
- III. Interpretación de datos

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- i. Beneficios en mi práctica de enseñanza
- ii. Beneficios en el campo de la escritura
- iii. Conclusión

Por medio de correo se les pidió a los participantes que elaboraran un pre-ensayo descriptivo, solamente se les dió el nombre del ensayo y ellos lo tenían que desarrollar con sus conocimientos previos.

A continuación se analizaron los pre-ensayos para hacer la detección de necesidades. Se realizaron los materiales , se les pidió a los participantes que practicaran y finalmente se les pidió hacer un post-ensayo.



- ✓ Los maestros carecen de habilidades de escritura
- ✓ Problemas con el uso de citas

- ✓ Problemas con diferentes géneros académicos como el expositivo, poético, narrativa, persuasivo, técnico y descriptivo

Enfoque :

Detección de debilidades que maestros en servicio de Inglés de la EEAILLE tienen para poder crear materiales tecnológicos como videos y objetos virtuales de aprendizaje



Errores comunes con respecto a ensayos descriptivos:

- ✓ Falta de propósito
- ✓ Patrones organizacionales
- ✓ Falta de conclusión

Ensayos descriptivos “apela a uno o más de los cinco sentidos (detalles sensoriales), trata de crear una impresión específica o sentimiento y trabaja para ayudar a la audiencia a la cual se refiere uno”. (McWhorter: 2005; 146-150).



Thinking about what you teach when you teach "English Language"

STUDENT A:

TUTOR : Otero Sosa Alma Daniela

GROUP: 1Im1

TYPE OF ACTIVITY: Individual



How can I use technological practice to improve the descriptive essays in in-service EFL Mexican teachers that are taking the Specialization in Teaching and Learning- English as a Foreign Language ?

Introduction

In this test I am going explain how teach, but first I am going to write what is education in the context that is to say how can I try to teach because it is necessary to know how the students live in their life.

Before starting this adventure I remembered the words of Antón Semvonovich Makárenko "The young teacher understood that to educate not only needed to have great knowledge and be a good teacher, but also to understand the peculiarities of each student's life, to take into account their personal traits to influence them. "(Makarenko, 1905).¹

In this theme, I think is very important to analyze and reflect how the student learn and the teacher teach, the autor WERTSCH said that states that the aim of a sociocultural explain how human action is located in cultural, historical and institutional. So this explanation is the use of the notion of mediated action as a unit of analysis and of the person acting with mediating instruments as an adequate description of the agent of this action. Mediating instruments are inherently related to action. "It is related to the fact that users assume that certain mediating instruments are appropriate and even the only possible alternative, although in principle there are other possibilities." (Vygotsky, 1978)¹

Now the important instrument to this context is the function of language function is so important how the social culture. Jacobson is one of the principal exponent How see in the scheme below of this process of linguistic communication involves six constitutive factors.

1. Context
2. Sender
3. Message
4. Receiver
5. Channel
6. Code

Usuario de Mic... assignment

Usuario de Mic... to explain

Usuario de Mic... how I teach....

Usuario de Mic... What education is

Usuario de Mic... In my teaching context...

Usuario de Mic... Is this information taken from ▼

Usuario de Mic... I think it isto analyze and ↻

Usuario de Mic... Use AOA citations e.g. ▼

Usuario de Mic... It is so imporant

Usuario de Mic... Incomplete phrase

Usuario de Mic... In....

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Usuario de Microsoft Office
assignment

Usuario de Microsoft Office
to explain

Usuario de Microsoft Office
how I teach....

Usuario de Microsoft Office
What education is

Usuario de Microsoft Office
In my teaching context...

Usuario de Microsoft Office
Is this information taken from Makarenko or paraphrased?

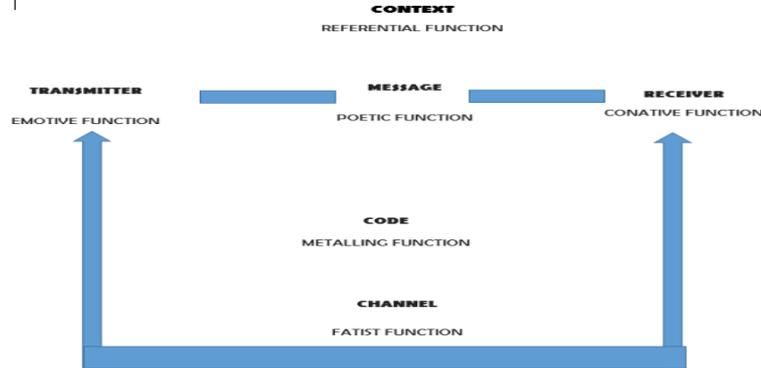
Usuario de Microsoft Office
I think it isto analyze and to reflect.... the students
....the teacher teachers, the author Wertsch states.....that the
aim of sociocultural is show human action....

Usuario de Microsoft Office
Use AOA citations e.g. Vygotzky; year of publication and
pages) The complete source comes at the end in the references.

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Model of Jakobson



TAKEN FROM <https://www.comunicologos.com/teorias/modelo-de-jakobson/>

All these indicate how the communication play a role in the context teacher, student and without these elements there is learning.

With all this, no doubt the great importance of the work of teachers.

In the New Model of Education, there is a Key Learning, how users and learners are a social agents who in specific environment have to explain the cultural environment. the speaker develop diferents competences for life. here this is the role of teacher.

Why is it the important to learn English?

Trejo says In today's world, most of the information is presented to us in english. If you learn English, you will be able to go the movies and understand films, meet people from other countries and have conversations or read about your favorite comics.

The unit one (OUR NEIGHBORHOOD) there are four lessons ,only two will be worked and one exercise for each lessson will be taken.

Usuario de Micr...
It is so important.....

Usuario de Microsoft Office
Incomplete phrase

Usuario de Microsoft Office
In.....

Usuario de Microsoft Office
plays

Usuario de Microsoft Office
teaching context

Usuario de Microsoft Office
learning does not occur.

Usuario de Microsoft Office
develops

Usuario de Microsoft Office
different

Usuario de Microsoft Office
use APA format

Usuario de Microsoft Office
learn

Usuario de Microsoft Office
to the movies and to understand.....

Usuario de Microsoft Office
one

DEVELOPMENT

The lessons that I am currently working on are from the first grade, unit 1. Our Neighborhood, lesson 1. A New Neighborhood and lesson 2 We like this school (Guadalupe, 2018)
Unit 1 OUR NEIGHBORHOOD

- Environment

Family and community

- Communicative Activity

Exchanges associated with specific purposes

- Social Practice of language

Express opinions about community services

- Expected Achievements

Exchange information about community services

Listen and revise dialogs about community services

Understand the general meaning and get the main ideas.

Final Product

Role play In this Unit (appendix1), you will perform a dialog to learn

How to ask for give information about public services.

Draw your map of school.

How beginning the class

First

-Give a list of the principals services in the community.

--Ask if they know the services

Then

-Now repeat the services orally

-Open the Student's book page15 exercise 7 (appendix 2)

-look for the instructions and do it.

Open your student's book page 18 and do exercise 8.(appendix 3)

Draw your school in a map.(Appendix4) (Authentic material)

Ask and answer the question about the school. see the authentic materials (appendix 4)

-After

-Check the exercise and rate it(appendix6)

Finally

-Read the dialogs correctly Write a dialog about your community in the neighborhood,(appendix5) and practice with a partner then visit your school and do dialogs.

Comments

In the Cycle 4. Distribution of social practices of the language by first grade and environment:

Understand and use information about goods and services.

Give and receive information for performing a community service.

Interpret and express information published in diverse media

Understand and produce oral exchanges related to leisure situations

Interpret and express everyday life instructions |

Usuario de Microsoft Office

I do consider that this information is really important, but the idea is to comment about it relating the information of the authors' seen in unit 1 with the description of the book.

Noam Chomsky's theory said, the process of language acquisition only occurs if the child deduces the implicit norms of language, such as, the notions of syntactic structure or grammar.

Chomsky argued that we all possess a "language acquisition device" in our brain. The hypothesis of the existence of this device would enable us to learn the norms and recurrences that constitute language.

Conclusion

During the realization of this work, I understood the importance of the theorists of teaching work that a priori and a posteriori form. A priori knowledge is associated with knowledge of the universal and necessary, while a posteriori knowledge is associated with the particular and contingent.

Since the sensory experience on which the justifications of a posteriori propositions are generally based is not always reliable, these propositions can be rejected without falling into contradictions. However, and especially from the work of Saul Kripke, the possibility of a priori contingent knowledge and the necessary a posteriori knowledge is currently being debated.

learning is really attached to the language and how it is communicated to the receptor. If the students clearly perform the activities, they will achieve an accurate learning and an appropriate social practice. ([https://es.wikipedia.org/wiki, --](https://es.wikipedia.org/wiki/--))

Kids between the ages of 12 and 16 falls into the category of teens. Teens of these ages may sometimes behave like adults or otherwise. So I think the students understand of the complex structure of the second language learning.

So following the Jakobson's Model are the aspects used to analyze speech events in a social setting

In my sociocultural environment, my classroom is part of the many classrooms that belong to the public system of basic education in Mexico City. It has the basic elements: tables, chairs, teacher's desk, a white board, and in my case, I have to move my class to other classroom every fifteen minutes with around 40 to 45 students, with ages ranging from 12 to 15 years old. For most of them, middle school is their first contact with English as a foreign language. The challenge is to achieve adequate communication, motivation to awaken even more interest in the language, achieving an accurate communication.

Ud Usuario de Microsoft Office use APA format, where was this information taken from?

Ud Usuario de Microsoft Office While doing this work, I understood

Ud Usuario de Microsoft Office A priori....

Ud Usuario de Microsoft Office What do you mean by universal?

Ud Usuario de Microsoft Office What do you mean by the particular and contingent?

Ud Usuario de Microsoft Office Where is this information taken from?

Ud Usuario de Microsoft Office Use APA citations please. Name of the autor, year of publication and pages where the info was taken from.

Ud Usuario de Microsoft Office ages

Ud Usuario de Micr... 17 de septiembre de 2018 my

Responder Resolver

Ud Usuario de Microsoft Office there are 45 students.....

Ud Usuario de Microsoft Office The

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Track 2

6. Listen to the conversation and perform the following tasks:

a) Answer these questions:

- Who are talking in the dialog? What are they talking about?
- Who is Nina? How old do you think she is? How do you know?
- What sounds can you hear? Where do you think they are?
- What is the policeman's attitude? What do you think about his attitude?

b) How many... are there in the neighborhood? Write the number. Then, talk about the services.

Example: There are three supermarkets in Nina's neighborhood, but there is only one mall.

_____ supermarkets
 _____ malls
 _____ schools
 _____ banks

_____ markets
 _____ hospitals
 _____ libraries
 _____ parks

7. Read the dialog and find the meaning of the underlined words in a bilingual dictionary. Then, complete the blanks with words from the box.



library want play services skateboard sports club parks said

Jim: What do you know about the _____ in this neighborhood, sis?
Nina: I asked a policeman and he _____ nice and cool things.
Jim: Really? Is it better than Georgetown?
Nina: Yeah, I think it is. There is a big _____ where we can swim and _____ basketball. There is also a _____ nearby. There should be two!!!
Jim: Are there any parks in the area?
Nina: Sure, Jim. There are two big _____, one of them with basketball courts and the other, with a pathway for skateboarders.
Jim: How cool!! I will finally have an adequate place to _____.
Nina: That's right, Jim. I think there are good services for teenagers in this neighborhood.
Jim: Let's tell mom and dad that we _____ to live here!

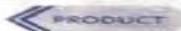


Track 3

8. Listen to Track 3 and check your answers. Then answer: Who is Jim? What is the relationship between Nina and Jim? How do you know? What's happening with them?



9. Ask some relatives for information about services for teenagers in your neighborhood as you did in Activity 5. Write a list of them. Then, exchange information about the services you found. See the dialog in Activity 7.



How can I use technological practice to improve the descriptive essays in in-service EFL Mexican teachers that are taking the Specialization in Teaching and Learning- English as a Foreign Language ?

Feedback:

Dear student;

First of all, I want to congratulate you because you have been working very hard. I really consider that it is very important to work they way you have been working. I also want to tell you that you made a great effort, but remember that the genre of the essay was descriptive, which means that you had to describe the text book that you are currently using at your school. You made some interesting comments in your essay, but one of the important things that have to be taken into account is that you quote authors taking into account information previously seen. For example; As Vigotsky (1980:22) mentioned, the zone of proximal development is important because... and in my course-book I could notice that the contents work in...

Watch the video regarding APA format, that will be sent to your email. On the other hand; your sources are well written. I really congratulate you for that.

Finally; remember that you need to always mention the author, year of publication and pages if the information was taken from a source. If you do not quote it can be considered plagiarism.

Remember that you always can improve.

Warm Regards

Daniela

Errores comunes detectados

Otros factores

Gramática

- a. Verbos modales
- b. Posesivos
- c. Errores de apóstrofe
- d. Adjetivos
- e. Uso de sustantivos
- f. Uso de pronombres
- g. Orden de palabras
- h. Uso de tiempos de verbos incorrectos

Léxico

- a. Errores de escritura
- b. Interferencia de la lengua 1

Problemas lingüísticos

- a. Discurso académico
- b. Cohesión y coherencia
- c. Carencia de jerga docente
- d. Falta de conocimiento de género de escritura académica



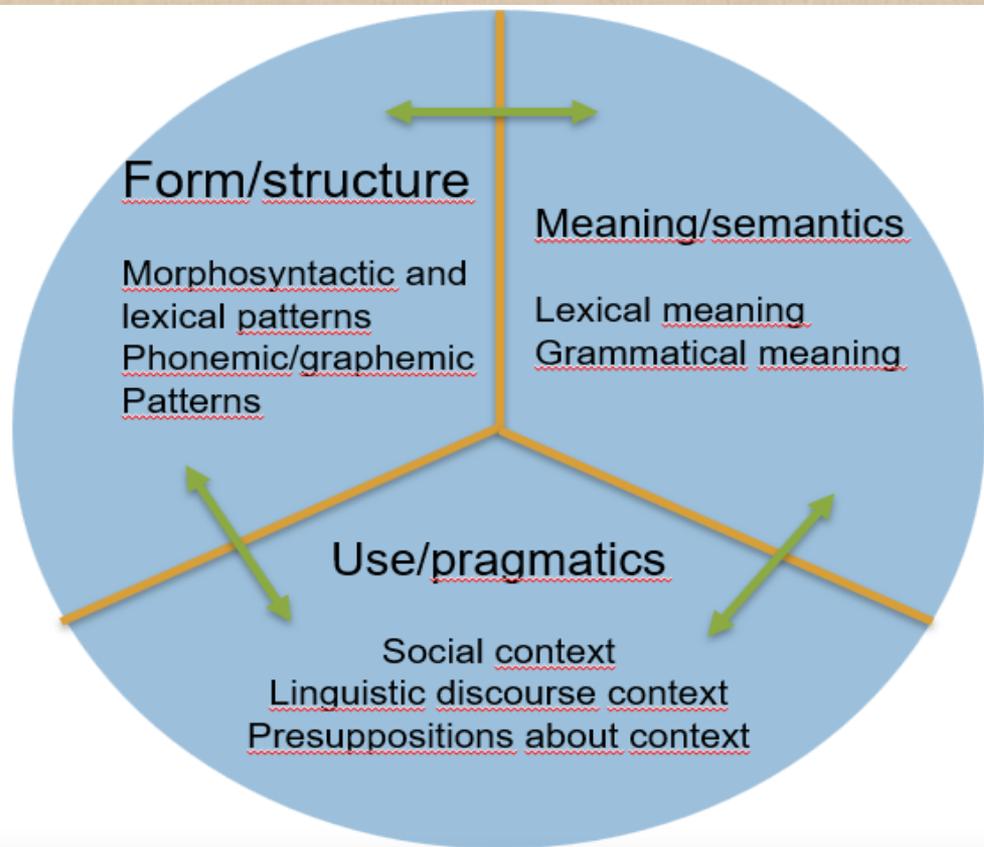
Estructuras discursivas

Establecer introducciones

Conclusiones

Citas





Larsen-Freeman, D.(2003).Teaching Language.



Personal pronouns + Verb "be"		Contracted form	
I am	} singular	I'm	} NOT
You are		You're	
He is		He's	
She is		She's	
It is	} NOT	It's	} NOT
We are	} plural	We're	} NOT
You are		You're	
They are		They're	

The verb "be" has two meanings in Spanish:
"ser" o "estar"

➤ The possessive adjective describes to whom the noun belongs.

eg. This is **my** favorite **book**

my possessive adjective

book noun

Personal pronoun	Possessive adjectives	Examples
I	my	My favourite subject is Pedagogy.
You	your	This is your classroom.
He	his	Tom has a book, his book is about History.
She	her	Susan likes her Statistics class.
It	its	Look at this book by Rousseau! Its title is "Emile or On Education"
We	our	Our university is on Picacho-Ajusco road.
You	your	Who is your online tutor?
They	their	Their LEIP tutors are Mexican

A possessive adjective modifies a noun or a pronoun to show who or what owns something.



Instructions

Activity designed

Verb to be and possessive adjectives

Read the following information about Maria Montessori and Jacques Rousseau, then fill the gaps with the correct answer

I María Montessori was born on August 31st, 1870. Montessori was an Italian physician, educator and innovator; acclaimed for an educational method that is based on the way children naturally learn.

1. is Maria, 2. last name is Montessori. She 3. a physician and an educator. 4. was Italian. 5. method is about how children naturally learn.

II Jean-Jacques Rousseau was born on June 28th, 1712. Rousseau was a Swiss philosopher, writer and political theorist; famous for novels that inspired the leaders of the French Revolution and the Romantic Generation.

2. is Jean-Jacques. 2. last name is Rousseau. 3. was Swiss. Rousseau 4. a philosopher, writer an political theorist. 5. His novels famous for inspiring the French Revolution

Check

Verb to be and possessive adjectives

Correct! Well done.
Your score is: 100%.

I María Montessori was born on August 31st, 1870. Montessori was an Italian physician and educator who developed the Montessori method of education, which emphasizes the way children naturally learn.

Correct! Well done.
Your score is: 100%.

1. **she** is Maria, 2. **her** last name is Montessori. She 3. **is** a physician and educator who developed the Montessori method of education, which emphasizes the way children naturally learn.

OK

II Jean-Jacques Rousseau was born on June 28th, 1712. Rousseau was a Swiss philosopher, writer and political theorist; famous for novels that inspired the leaders of the French Revolution and the Romantic Generation.

2. **he** is Jean-Jacques. 2. **his** last name is Rousseau. 3. **he** was Swiss. Rousseau 4. **was** a philosopher, writer and political theorist. 5. His novels **are** famous for inspiring the French Revolution and the Romantic Generation.

Check

The verb "Be"

Your score is: 83%.
Questions completed so far: 3/4.

<= 2 / 4 =>

I need a singer to sing in my sister's wedding, _____ you a singer?

A. ? am

B. Correct are

C. ? was

" You " belongs to the prural group

OK

4. My dad and my mother _____ teachers at the same school

Conclusiones

Es importante comentar que debido a problemas de tiempo, los participantes realizaron el post-ensayo pero sin ser cuidados en el sentido de rescribirlo desde el inicio.

Idealmente los participantes tenían que reescribir todo el post-ensayo para revisar si el material creado que fueron los objetos virtuales de aprendizaje funcionaron o no.

Algunas veces hubieron problemas de comunicación, especialmente cuando la comunicación fue en línea.

Los resultados pudieron haber sido más distintos si las instrucciones se hubieran dado de manera presencial y si los materiales se hubieran practicado de manera presencial también.

De alguna manera es evidente que los resultados siempre van a cambiar sobretodo cuando se cursa un programa en línea. Se puede mencionar que entrevistar a tres estudiantes que necesitan mejorar, fue de utilidad para ésta investigación, pero hay otros factores que juegan un papel principal como son: el conocimiento y experiencias previas que tienen los alumnos, nivel de inglés, actitudes y entornos culturales que juegan un papel principal en la adquisición de una lengua extranjera.

El siguiente curso de acción que necesita ser tomado en cuenta para próximas ocasiones es tener entrevistas con los participantes y encuestas para detectar otras debilidades y fortalezas. Una vez que han sido detectadas, el siguiente curso de acción es pilotear algunos pre y post ensayos tomando en consideración diferentes géneros de escritura y seleccionar ensayos más débiles para poder crear más objetos virtuales de aprendizaje.

Vale la pena mencionar que este tipo de proyectos tienen que ser contemplados como parte de la práctica de la enseñanza para maestros de inglés activos con la finalidad de mejorar la calidad del proceso de enseñanza y aprendizaje y de igual manera estos proyectos pueden ayudar a los maestros para que puedan tener un acercamiento en el campo de la investigación especialmente para la creación de materiales que pueden ser significativos para los alumnos y para otros maestros de lengua.

Finalmente vale la pena mencionar que este tipo de prácticas deben de implementarse en otras escuelas, universidades e instituciones para la mejora, y la actualización tanto de los maestros como de los materiales.

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