

Catálogo de las Buenas Prácticas



Utilización del process approach en la práctica de la producción escrita: una experiencia personal

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Resumen

El objetivo de esta práctica es que los estudiantes se familiaricen y utilicen el *process approach* cuando escriben composiciones en el Curso Avanzado de Producción Escrita. Los estudiantes usan esta estrategia como una manera no lineal de analizar sus propios textos y los de sus compañeros, escribiendo varias versiones, poniendo atención a las ideas presentadas y su organización, al estilo particular de la composición y al uso de vocabulario apropiado y correcta gramática. Ellos aprecian lo útil que resulta ser esta herramienta cuando escriben en inglés y en español.

Palabras clave: process approach, escritura, organización, ideas.

Abstract

These activities intend to familiarize the students with the use of process approach when making a composition in the Advanced Writing Course. Students use the strategy as a non-linear way to analyze their classmates' and their own texts, making different drafts, paying close attention to the ideas presented and their organization, the style of the particular composition, and the use of appropriate vocabulary and correct grammar. Students have found this as a very useful tool when writing in English and in their native language as well.

Key words: process approach, writing, organization, ideas.

Características generales de la buena práctica

Está diseñada para un curso curricular, modalidad presencial, el objetivo que persigue es "propósitos académicos" y el nivel de dominio de la lengua requerido al inicio del curso es B2 de acuerdo con el Marco Común Europeo de Referencia para las Lenguas (MCER).

Contexto

1. Nombre del curso: Curso Avanzado de Producción Escrita

2. Tipo de curso: curricular

3. Modalidad del curso: presencial

4. Objetivo que persigue el curso: mejorar la producción escrita

5. Duración en horas: 96

6. Distribución del tiempo: 16 semanas, 6 horas por semana

7. Nivel de dominio de la lengua al inicio del curso: B2 del MCER

Contexto de la práctica

Número promedio de alumnos: 20-25

Habilidad(es) comunicativa(s), académicas o digitales a las que responde su BP: Producción escrita y compresión lectora.

Necesidades, dificultades y/o particularidades académicas que lo llevaron a decidir que era conveniente implementar la intervención didáctica: Después de haber realizado algunos ejercicios de escritura me percaté que la mayoría de los estudiantes presentaron los siguientes problemas al escribir:

1. no eran muy claras sus ideas, lo cual no tenía que ver con sus errores gramaticales,

2. no argumentaban adecuadamente las ideas que presentaban,

3. no incluían ni un thesis statement ni tampoco topic sentences,

4. no organizaban su texto de manera lógica,

5. no lograban terminar de redactar en el tiempo que se les asignaba que era el típico que se les exige en *tests* como el *TOEFL iBT*.

Factores afectivos que incidieron en el diseño/implementación de la BP: Al principio del curso les pregunte a los alumnos qué esperaban del curso y recibí una gran variedad de respuestas incluso, que querían escribir una ¡tesis!. Destacaron tres puntos: en primer lugar, los estudiantes deseaban expresar sus ideas de manera adecuada, es decir, de tal manera que su texto en inglés fuera fácilmente entendible; en segundo lugar, también querían que sus composiciones tuvieran los menores errores gramaticales posibles; y en tercer lugar, los alumnos deseaban estar preparados para escribir una composición en el contexto de un *test* como lo es el *TOEFL iBT* ya que algunos afirmaron quiere estudiar un posgrado en el extranjero. Dado lo anterior, considero que este grupo desde un principio mostró no solamente interés por aprender, sino también gran motivación

Objetivos:

Mis objetivos fueron que los estudiantes:

• Lograr que se familiarizaran con el *process approach*.

Procurar que aplicaran el process approach al momento de planear sus escritos.

 Hacer que evaluaran el trabajo de sus compañeros y el de ellos mismos en las diferentes versiones de cada una de las composiciones que realizarían durante el semestre. Conseguir que crearan hasta una tercera versión de cada una de las composiciones que realizarían durante el semestre.

Descripción de la Buena Práctica

Procedimiento

Detectados los problemas enunciados con anterioridad, a lo largo del semestre los estudiantes hicieron diversas prácticas de composiciones, textos o ensayos que aunque variaron en temática y duración de tiempo para su ejecución, todas siguieron los pasos a continuación:

- 1. De manera grupal, los estudiantes conocieron los temas a desarrollar en dicha práctica e hicieron breves ejercicios para la generación de vocabulario pertinente.
- 2. Cada alumno escogió uno de los temas y comenzó por una lluvia de ideas sobre el tema a desarrollar a través de una de las tres técnicas que previamente se practicaron en clase, las técnicas fueron: lluvia de ideas, mapas mentales y escritura libre.
- 3. Cada alumno redactó un thesis statement conforme a las características que anteriormente se habían visto. La thesis statement es una oración que resume la idea principal del ensayo/texto, para redactar un thesis statement sólido es necesario que éste refleje la opinión del autor o exprese una idea importante acerca del tema, que no exprese hechos que no son debatibles, y que no se contradiga al expresarse simultáneamente a favor y en contra de un punto en particular.
- **4.** A partir de dicho *thesis statement* se generó un *outline* o esqueleto del futuro texto donde se consideraron las *topic and supporting sentences*, es decir, los argumentos que fundamentaban su *thesis statement*, pero a nivel párrafo.
- **5.** En parejas se intercambió el trabajo realizado y se hicieron comentarios constructivos para mejorarlo; es aquí donde se hizo énfasis en la organización de ideas y en su argumentación.
- 6. Se regresó el trabajo realizado a sus respectivos autores y después de tomar en cuenta los comentarios de sus compañeros y hacer las modificaciones pertinentes, lo entregaron al profesor, quien comentó y/o corrigió de manera individual. Nuevamente el énfasis fue en la organización de ideas y en su argumentación.
- 7. Cada alumno procedió a escribir la primera versión de su composición.

- 8. En parejas se intercambiaron las composiciones y se hicieron comentarios constructivos para mejorarlas; el énfasis a la hora de revisar los textos fueron las ideas, la organización y el estilo del texto. A propósito se ignoraron los problemas con la gramática y la ortografía, a menos de que estos obstaculizaran el entendimiento del texto por parte de quienes lo revisaban.
- **9.** Cada estudiante escribió una segunda versión de su texto ahora en formato digital, la cual fue entregada al profesor.
- **10.** El profesor revisó y comentó cada texto, enfocándose no sólo en las ideas, sino también en el vocabulario y la gramática.
- 11. Considerando los comentarios y correcciones del profesor, cada alumno realizó los cambios necesarios al archivo digital para así obtener una tercera versión de su composición.
- 12. El profesor revisó y comentó la tercera versión de los textos y los regresó a los estudiantes, haciendo hincapié en que los revisaran y tomaran nota de sus errores, a pesar de que ya no era necesario hacer otra versión de la composición.

Generalmente, los pasos 1 al 8 se realizaron dentro del salón de clase y como no se contaba con una computadora para cada alumno, las primeras versiones casi siempre fueron hechas a mano. En algunos casos, la primera versión del texto no fue escrita en clase y se le pidió a los estudiantes que la hicieran de manera digital.

Cabe señalar que al principio se tuvo que trabajar más en los pasos 3 y 4 *outline, thesis statement, topic and supporting sentences*, y que en las últimas prácticas se enfatizaron las mejoras en la introducción y conclusión de los textos.

La idea de considerar a los futuros lectores de los textos de los estudiantes fue tomada en cuenta tanto a la hora de organizar sus ideas y argumentarlas debidamente, como en el momento de redactar una introducción que enganchara al lector y lo transportara al mundo del escritor, y luego escribir una conclusión que le permitiera a los lectores regresar a su mundo con un nuevo entendimiento del tema que se había tratado.

Efectos en los estudiantes

La Buena Práctica (BP) tiene un impacto tangible ya que al ir revisando el trabajo de los alumnos, éstos pudieron ver de manera muy detallada cuáles fueron sus fortalezas y sus debilidades. Así, los estudiantes pudieron seguir manteniendo el nivel en los aspectos en los que eran fuertes y esforzarse más en aquellos en los que eran más débiles; y no sólo eso, en sus comentarios acerca del curso al final del semestre, los estudiantes comentaron sentirse más seguros cuando se trata de organizar sus ideas.

Fundamentos teóricos y metodológicos

Desde que hice el Curso de Formación de Profesores en el Centro de Enseñanza de Lenguas Extranjeras (CELE) de la UNAM, he utilizado lo que en términos generales, se ha denominado el *process approach* para la enseñanza y el aprendizaje de la producción escrita. En realidad, este enfoque que implemento en clase no solamente se enfoca en el proceso mismo de escritura, sino también en el texto producido y en sus futuros lectores.

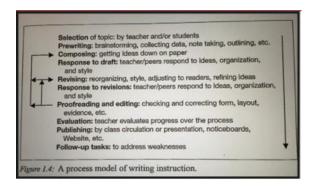
Hyland (2016) resume lo anterior cuando habla sobre tres acercamientos o abordajes a la escritura y a su enseñanza: el primer acercamiento se enfoca en el texto, es decir, el producto de la escritura al estudiar elementos tales como: la gramática y el vocabulario o su estructura discursiva; el segundo acercamiento se enfoca en el escritor a través del estudio de los procesos que se utilizan para crear textos; y el tercer acercamiento se enfoca en los lectores y en su rol, añadiendo así una dimensión de interacción entre el escritor y su público.

Es necesario diferenciar la práctica de la producción escrita más tradicional en la cual los estudiantes escriben un texto, el profesor lo revisa y los devuelve corrigiendo únicamente los errores gramaticales y de ortografía, con la del *process approach* en donde se le da una gran importancia a quien escribe en este caso los alumnos como productores independientes de textos y lo que esto implica para nosotros como profesores en la enseñanza de la escritura.

En una práctica más tradicional de la producción escrita no hay mucho énfasis en las ideas ni tampoco se observa si existe una tesis central y/o si la misma está bien fundamentada, se produce únicamente una versión del texto y tanto el profesor como los alumnos se olvidan del mismo después de haberle sido asignado alguna calificación generalmente basada en la cantidad de errores gramaticales y ortográficos.

En el *process approach* se recurre a varios procesos cognoscitivos que son imperativos en el ejercicio de la escritura, aquí se enfatiza la necesidad de que el estudiante desarrolle habilidades para planear, definir un problema retórico, proponer y evaluar las soluciones (Hyland, 2003). Según este autor, el modelo que es más aceptado por los profesores de producción escrita de L2 es el que fue originalmente propuesto por Flower y Hayes en la década de los años 80 y que consta de un marco de trabajo compuesto por planeación-escritura-revisión.

A continuación reproducimos el modelo del *process approach* para la enseñanza de la producción escrita, tomado directamente de Hyland (2003):



Como se puede observar en la figura, en primer lugar, el profesor o los estudiantes eligen el tema, después viene la etapa de pre-escritura en la que se lleva a cabo la lluvia de ideas o se reúne la información pertinente, o bien se toman notas y se hace un *outline* o esqueleto del futuro texto. A continuación sigue la fase de escritura como tal en la que se ponen las ideas en papel, a esta fase le sigue una primera respuesta por parte de los compañeros de clase o del profesor, en la que el énfasis se coloca en las ideas, la organización y el estilo. En seguida el estudiante hace una segunda versión de su texto, una revisión, tomando en cuenta los comentarios que se le hicieron; es así como el alumno reorganiza el texto, verifica el estilo, hace los ajustes pertinentes para sus lectores y refine sus ideas. Esta segunda versión del texto es nuevamente puesta a consideración de los compañeros de clase o del profesor, quienes de nuevo ponen la mira en las ideas, la organización y el estilo; sigue la fase en la que se revisa la 'forma' del texto, es decir, la gramática y la ortografía. Después el profesor hace una evaluación del progreso a lo largo del proceso de escritura de ahí el nombre de *process approach*, se publica el texto haciéndolo circular, presentándolo en clase, en algún tablero de anuncios o en un sitio web. Por último se realizan tareas de seguimiento que atienden las debilidades que el profesor ha identificado.

Zamel (citado en Hyland, 2016), subraya la importancia de que *process approach* no es lineal, sino es un proceso exploratorio y generativo, sobre todo en las fases de escritura y revisión; este proceso se ve reflejado en la descripción de la buena práctica que aquí nos compete.

Materiales y recursos

Se pidió a los alumnos que hicieran la segunda y tercera versión de cada práctica sobre la composición, texto o ensayo de manera digital, siguiendo ciertos lineamientos para así facilitar tanto el trabajo del profesor a la hora de comentar y corregir los textos, como del propio alumno al ir mejorando de versión a versión. Estas prácticas se hicieron en casa, en algún laboratorio de cómputo o en un café Internet, ya sea a través de una *desktop*, una *laptop* o un dispositivo móvil, dependiendo de cada alumno.

Características de su BP

Sostenible

En el CELE de Ciudad Universitaria hay profesores que en mayor o menor medida realizan esta práctica no solamente en los cursos avanzados, sino también en los cursos regulares y en varios idiomas. En mi caso, he

utilizado el *process approach* en dos semestres, en ambos obtuve resultados positivos y esta BP fue utilizada a lo largo de todo el curso.

Replicable

He realizado esta práctica en los cursos trimestrales de los Centros de Extensión del CELE y con grupos muy diferentes a los del CELE. La población en esos centros es muy heterogénea y no tiene como prioridad escribir textos académicos, sino más bien narraciones y correos electrónicos; aun así la práctica ha funcionado bien. Ahora ya he aplicado el *process approach* en dos ocasiones pero en un contexto universitario, con un grupo de estudiantes más homogéneo y que mostraba gran interés para poder expresarse por escrito de manera óptima en un ambiente académico, por lo que solicité que se me volviera a asignar el Curso Avanzado de Producción Escrita para el semestre que comenzó en agosto de 2016, porque quiero realizar esta práctica por tercera vez, adecuarla según las necesidades del nuevo grupo y constatar nuevamente que el *process approach* es en efecto una buena práctica.

Efectiva

Me parece que es una BP porque no solamente les ayuda a los estudiantes a mejorar sus composiciones en inglés, dándole un orden a sus ideas y argumentándolas, enriqueciendo su gramática y aumentando su vocabulario, sino que también les ayuda a mejorar lo que escriben en las materias que cursan en sus facultades y hasta les podría ayudar para cuando tengan que escribir una tesis. Les pedí a los alumnos que guardaran todo el trabajo realizado, incluyendo sus lluvias de ideas, *outlines*, y diferentes versiones de las composiciones que redactaron, y lo incluyeran en un portafolio que sirvió para su evaluación final, la cual fue de carácter más bien cualitativo. Cada uno de estos portafolios confirmó lo que había estado observando a lo largo del curso: que casi todos habían mejorado, sobretodo en la organización y la argumentación de ideas. Al final del curso les pedí que redactaran un breve comentario acerca del curso, ahí también se reflejó lo que aprendieron en el curso como fue el saber organizar sus ideas al momento de escribir.

Reflexiva

Con esta práctica aprendí que un porcentaje importante de los estudiantes no sabe organizar sus ideas y/o no sabe argumentarlas debidamente. Realizar esta práctica me permitió concentrar mis esfuerzos primero en los aspectos que se les dificultaban más a los alumnos: organización de ideas y argumentación de las mismas, y después ponerle mayor atención a los aspectos de gramática y de léxico, también confirmé la utilidad de los portafolios para este tipo de prácticas.

Referencias

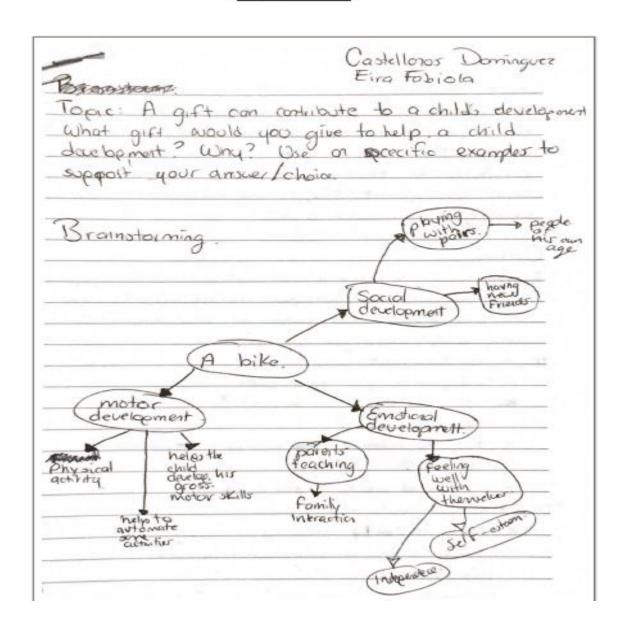
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Flower, L. y J. R. Hayes (1981). A cognitive process theory of writing. *College Composition and Communication*, 32(4), 365-387.

Primer ejemplo

Lluvia de ideas



Thesis statement & Outline

Their statement.
La order to laye a healthy development in
childs made should about them in different
aspects. Bikes has been a verfull objects that
contributes to child's motor enotional and
social development. That is why all parents
should give their kids a bike.
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Ootline
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containter to childs prater, enternal and social absorparent. That is
why all powers should give their kids a hike
II Motor daelapment.
A Development of grown motes Skill's
to 1 - What are he gove mater explor?
Z. Which one?
B. Helps to automote some movements and activities
C :- Physical activity is good for death
III. Emotical development.
A Helps to Family interaction
8 Helps to feeling better about themselver
t-Cself-extern)
2 - Independence
W Social Development.
A. Relationing with poirs (playing with other kids). Impore
B- Making new Friends by prograg with the
V Conclusion. Porents should help their child's
development by giving them a like, since a
take helps the kids to develop and increase hir
motor, enderal and social skills.

Comentarios de compañeros

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	Sondra

Primera versión

Castellanos Demingues Eiros Fabrola

How to help a childs development?

1st daft

Perents often womes about going their childs a healthy development. In order to contribute to their childrens development, people should stimulate them in different asports. There are useful objects and gomes that can act as a tool to help a children's motor, enotional and social development, such as a lake. That is why paints should consider giving their kids a bike-Motor development starts since de buby is born, but as the child grows the shild will need more and different stimulation in croller to be healthy. A like can help development of grow motor skills the automation of some movements and activities. There is two town of motor skills: fine and gross, Gross motor skills refers to their movements that do not need a lot of precision, so the movement is made with out large muscles. Wabike do not need preuse imprenets; since you are using your arm and feel marker, Learning how to rick a lake and postering a lot will help their childs muscle chickwest and Herefore his men gives motor skills. In addition restinguists a like will albu your end to make physical activity when is good for their builting Another open of development when benefits it Employal development In. History place, teaching your childs to nice a take will allow you to have a better communication and interaction with them, because you will be sporting time with them.

In second. Place, you will be helping then to feel better whent themselves, since they can improve their self-exteen by making excessive and Feeling good with their own body Also, they can implove their feeling of indeputence by being able to perform an activity by themselves. Social Development also benefits by playing with this tool, First, riding a bake with other kids of their own age will allow them to improve their social okills and their present relationships, since they are introding constantly with other Kids. Secondly, since Kids are interacting and playing together, they could develop a Friendship between them, so you will be helping them to increase their social environment. In order to help your thite to have a better and healthier descripted development you should give him a tool that they will lave and will allow him to grow, such as a bike. This one will help your kid. to develop himstrinder, evoluted and social superity starting by increasing their physical activity and improving their grow motor stills, in addition to being able to automotion some of their movements. Also, protocal aspects will be benefit by this, they will be wonding time with they priests and they raid also feel helter about themselves, since they will be Independent. In addition to this, they will improve their social skills by playing with other Kills and they will be enqueung their account relationships. So, just with one down you could help your child to have abotter development.

Segunda Versión

2nd draft
Castellanos Dominguez Eira Fabiola

How to help a child's development%

Parents often worries about giving their children's a healthy development. In order to contribute to a child's integral development, people should stimulate them in different aspects. There are useful objects and games which can be used as a tool in order to help a children's motor, emotional and social development, such as a bike. This is why parents should consider giving their kids a bike page to the page to

Motor development starts since a baby is born, but as the child grows, he will need more and different stimulation in order to be healthy. A bike can help to the gross motor skills development of and the automation of some movements and activities. There are two types of motor skills: fine and gross. Gross motor skills refer to those movements that do not need a lot of precision, since the movement is regulated by our large muscles. In this case, kids will be using their arms and legs in order to ride a bike, so practicing a lot will help them to his muscle and gross motor skills development. In addition, practicing will also help your kid to automatize some movements, so he will be able to but attention in other things besides his movements.

Another aspect of development which benefits by riding a bike kis emotional development. In the first place, teaching your child how to ride a bike will allow you to spend more time with him, therefore, you may have a better communication and interaction with your child. In the second place, they could feel better about themselves since they can improve their self-esteem by making exercise and feeling well with their bodies. Also, a bike can help them by improving their feeling of independence since they are being able to perform an activity by themselves and move from one place to another without anyone's help.

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Social development also benefits by riding a bike. First, riding a bike in company of other kids own age will allow them to improve their social skills and their personal relationships since they are interacting constantly with other children. Secondly, since kids are interacting and playing together, they could develop a friendship between them, so you will be helping them to increase their social environment.

In order to help your child to have a better and healthier development you should give him a tool that they will love, and also will allow him to grow, such as a bike. This one, will help your kid to develop himself in motor, emotional and social aspects, starting by increasing their gross motor skills and his automatize process. Also, emotional aspects will be benefit by this, They will be spending time with their parents and they could also feel better about themselves since they will increase pls physical activity and independence. In addition to this, they will improve their social skills by playing with other kids, which could also improve their interpersonal relationships. So just with one wonderful tool you could help your child to have a better integral development.

In other words, Great work!

Tercera versión

3rd draft

Castellanos Dominguez Eira Fabiola W-003

How to help a child's development

Parents often worry about giving their children's a healthy development, in order to contribute to a child's integral development, people should stimulate them in different aspects. There are useful objects and games which can be used as a tool in order to help a children's motor, emotional and social development, such as a bike. This is why parents should consider giving their kids a bike because it can help do such things.

A bike can help to the development of gross motor skills and the automation of some movements and activities. Motor development starts since a baby is born, but as the child grows, he will need more and different stimulation in order to be healthy. There are two types of motor skills: fine and gross. Gross motor skills refer to those movements that do not need a lot of precision, since the movement is regulated by our large muscles. In this case, kids will be using their arms and legs in order to ride a bike, so practicing a lot will help them to their muscle and gross motor skills development. In addition, practicing will also help your kid to automatize some movements, so he will be able to pay attention to other things besides his movements.

Another aspect of development which a child can benefit from by riding a bike is emotional development. In the first place, teaching your child how to ride a bike will allow you to spend more time with him. Therefore, you may have a better communication and interaction with your child. In the second place, they could feel better about themselves since they can improve their self-esteem by doing exercise and feeling well with their bodies. Also, a bike can help them by improving their feeling of independence since they are able to perform an activity by themselves and move from one place to another without anyone's help.

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Social development also benefits children riding a bike. First, riding a bike in company of other kids of their own age will allow them to improve their social skills and their personal relationships since they are constantly interacting with other children's. Secondly, since kids are interacting and playing together, they could develop a friendship among them, so you will be helping them to increase their social environment.

In order to help your child to have a better and healthier development you should give him a tool that they will love, and also will allow him to grow, such as a bike. This draw will help your kid to develop himself in motor, emotional and social aspects, starting by increasing their gross motor skills and his automatization process. Also, emotional aspects will be benefitted by this. They will be spending time with their parents and they could also feel better about themselves since they will increase their physical activity and independence. In addition to this, shey will improve their social skills by playing with other kids, which could also improve their interpersonal relationships. In other words, just with one wonderful tool you could help your child to have a better integral development.

Great job!

Segundo ejemplo

Lluvia de ideas

```
Sebostian Ruz
Brainstown
# 27 )
  transportation
  services
  communication
  entre terment.
  museums
  concerts
  markets
  university
  stokes
  means of comunication neighborhoods
  overment byer
 social liter
 hospitals school
  migration
  country side
  economy
  down town
  pollution.
  noise
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Thesis statement (con correcciones del profesor)

It is better to live in a big to city because you can backers to better pobx opportunities and you can access to different cultural activities. That a youngm
It is better to live in a big
better education, you have better pob
opportunities and you can find a lot
Excellent! Clear opinion clear angles

Primera versión

Universidad Nacional Autónoma de México

CELE

Writing course

The big city

Foo Sebastián Ramírez Craspo



into!

It is better to live in a big city because you can have access to better education, you have better job opportunities and you can find a lot of cultural activities. Mexico City is one of the most important cities around the world, mostly because you can find there a lot of those activities, in this text we are going to talk about a few examples that illustrate our point of view. First, we are going to talk about some important education institutions like UNAM, UAM and COLMEX, then, we are going to talk about how studying a major in those institutions can help you. If get a job in some companies or government departments, and finally, we are going to mention some examples of venues that offerX cultural activities such as museums and concerts halls:

INCLUNAM (Universidad Nacional Autónoma de México), is one of the best universities worldwide, not only because of its infrastructure, which by the way provides places dedicated to a very large range of activities such as sports and scientific research, and also has different schools joined into one big university city, schools like Economy. School, Law School or Poiscal and Social Science Department, but because of his variety of majors, that goals from Biology, Medicine, Math, to Economy, Sociology or History. Forbes magazine ranked UNAM as one of the 10 best Universities in Latin America.

Another example is UAM (Universided Autonoma Metropolitana) which is one of the most important public institutions in the capital. The newspaper El Economista says that UAM is the fourth of ten best universities in the city. It also offers a variety of majors such as Design, Chemistry, Social Communication, Linguistics of Math. UAM has a lot of campus for instance there is UAM Xochimilco. UAM Iztapalapa, of UAM Azcapotzalco, which makes easier to people all around the city to have access to school.

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But there are also very specialized institutions that are dedicated to teach and research about very specific topics. One of those is COLMEX (FI Colegio de México), which is dedicated to do research on social studies. It is conflict by several Centers of Investigations, such as Center Of Historical Studies Center of Sociological Studies.

**Center of Urban and Demographic Studies are Center of Economic Studies.

All these institutions can help you to develop an accountry which certains big companies and enterprises, or in the public sector, which is labout government departments or autonomous institution. For example, if you are an economist, you can work either in the private sector as a self-manager or in the public sector as a conceller in a public institution like Banco de México. All depends on your likes your orientations, and your abilities.

Until now, we have only spoken about education and jobs, but there is an element that is very important and characteristic of the urban way of life, which is the cultural activity. Mexico City is one of the cities with a big number of museums, which goes from very old buildings (colonial buildings such as Metropolitan cathedral) to very innovative ones like Museo Memoria y Tolerancia. Here in Mexico museums are cheaper than in other countries, licket prices are extend 20 and 70 pesos, actually, the entrance is free on Sundays. There are also a lot of free concerts in beautiful venues such as Sala Nezahualcoyotl or Sala Ollin Yolitlizi. There are some other halfs that offer concerts and theatrical plays like Metropolitan Theatre or National auditorium. All those things go to show that Mexico City is a good place to live in order to have access to the culture.

As a conclusion, we have that Mexico City offers an attractive way of life because of its variety of institutions and services. As we could see, here in the city we can find education institutions like UNAM or UAM, job opportunities, either in the private or the public sector, and we can find a lot of venues which offers cultural activities like concerts, plays and expositions.

Good job, but I thenk you addicated more ob your essent to the educational aspect.

Segunda versión

Universidad Nacional Autónoma de México

CELE

Writing course

The big city

Foo Sebastián Ramírez Crespo



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The UNAM (Universidad Nacional Autónoma de México) is one of the best universities worldwide, not only because of its infrastructure, which by the way provides places dedicated to a very wide range of activities such as sports and scientific research, but because of its variety of majors, that go from Biology, Medicine, Math, to Economy. Sociology or History. Forbes magazine ranked UNAM as one of the 10 best Universities in Latin America.

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These institutions can help you to develop academically, but they also help you get a good job in the private sector of the economy, which has big companies, or in the public

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sector, where you can work for the government or for an autonomous institution. For example, if you are an economist, you can work either in the private sector as a sales manager or in the public sector as a consultant in a public institution like Banco de México. It all depends on your likes, your interests and your abilities.

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Tercera versión

Universidad Nacional Autónoma de México
CELE
Writing course
The big city
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3rd

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These institutions can help you to develop academically, but they also help you get a good job in the private sector of the economy, which has big companies, or in the public sector, where you can work for the government or for an autonomous institution. For example, if you are an economist, you can work either in the private sector as a sales manager or in the public sector as a consultant in a public institution like Banco de México. It all depends on your likes, your interests and stores, restaurants, etc., which constantly need workers and professionals. Just

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As a conclusion, we have that Mexico City offers an attractive way of life because of its variety of institutions and services. As we have seen, here in the city we can find educational institutions like the UNAM or the UAM, job opportunities either in the private or the public sector, and we can find a lot of venues which offer cultural activities like concerts, plays and exhibitions. Living in a big city is better than living in a small town due to the fact that you can easily have access to better education, better job opportunities and a lot of cultural activities.

Excellent!