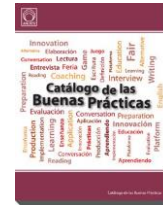# Catálogo de las Buenas Prácticas

ANUIES

Graphs: from reading to speaking numbers

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Resumen:

La enseñanza del inglés para propósitos específicos es una línea de pensamiento de la enseñanza del inglés, donde una gran variedad de actividades ocurren en un determinado contexto, en este caso, inglés para negocios como la presente actividad, cuyo propósito es que los alumnos usen los elementos lingüísticos que ya poseen, enfocándolos hacia el análisis de información (comprensión escrita), elaboración de reportes (producción escrita) y comunicación de resultados (producción oral). Los estudiantes vivirán la lengua meta en un contexto real de trabajo.

Palabras clave: gráficas enseñanza, comunicación , negocios, inglés.

Abstract:

English for specific purposes is a branch of English language teaching where different activities take place in a specific context, such Business English. Graphs: from reading to speaking numbers is a task which learners do in a Business English class. The goal of the activity is that students use the target language on data analysis (reading), making reports (writing), and explaining information (speaking). Students will use the target language in real work contexts.

Keywords: graphs, teaching, communication, business, English.

Características generales de la Buena Práctica:

Está diseñada para un tipo de curso curricular de modalidad presencial, el objetivo que persigue el curso es propósitos específicos y el nivel de dominio de la lengua al inicio del curso es B1 de acuerdo con el Marco Común Europeo de Referencia para las Lenguas (MCER).

Contexto

1. **Nombre del curso:** *Business English Level 2 Pre-Intermediate*
2. **Tipo de curso:** Curricular
3. **Modalidad del curso:** Presencial
4. **Objetivo que persigue el curso:** *propósitos específicos ESP Business English, Legal* English, Medical English, etc.
5. **Duración en horas:** 121-140
6. **Distribución del tiempo:** It depends on the difficulty of the level unit 15 hours. If the level unit is *easy to be learned, it can take 9 hours including homework and online self-learning*
7. **Nivel de dominio de la lengua al inicio del curso***:* B1

Contexto de la práctica

Número promedio de alumnos: 11-20

Habilidad(es) comunicativa(s), académicas o digitales a las que responde su Buena Práctica: Escritura, lectura, expresión oral / interacción oral

Necesidades, dificultades y/o particularidades académicas que lo llevaron a decidir que era conveniente implementar la intervención didáctica*: Part of the method Business Result, Pre-Intermediate Level we use at* Escuela Bancaria Comercial, Campus Chiapas*, is to analyze information and explain it inside a context of Business and Hotel Management, International Commerce, Accountancy and Marketing. English is truly important in those careers since students are encouraged to apply for an internship and continue their studies abroad. Therefore, students are involved in business rapports. This activity will help students how to behave in real work contexts.*

Factores afectivos que incidieron en el diseño/implementación de la Buena Práctica: *Motivation*

Objetivos: *At the end of the course, students will be able to read data, explain it, and how to behave inside business contexts, particularly presenting graphs in front of their future jobs.*

Descripción de la Buena Práctica
Procedimiento

Bolinguo: From reading to speaking numbers

Step one: The teacher introduces the topic showing a bar graph. Then, the teacher explains students the importance of a graph and its purpose in business real worklife.

Step two. The teacher shows different kinds of graphs.

Step three: At the same time the teacher shows students the types of graphs, the teacher guides students how to explain a graph: Introduction The company which provides the information, and purpose of the graph, Body Description of the symbols of a graph Use of Simple Present, Explanation of current information Use of Present Progressive, and Comparions among dates and figures Use of Simple Past, and Present Perfect,

Conclusion Predictions Use of Simple Future, Idiomatic Future, Present Continuous, and the auxiliaries May and Would

Step four: The teacher asks students to make groups of four people. Then they are required to present a graph for a company called Bolinguo*, an international language school which has invented an app, and it is planning to launch the new product. The company wants to know in which country or countries Bolinguo could be accepted instantly.

*Bolinguo is a word play, a combination from Duolinguo® and my last name: Bolio. Students find funny how the teacher has created his own company using this wordplay.

Step five: The teacher acts as the boss of the company and set deadline four days since the task is required to be done. The teacher runs video excerpts Along Came Polly, Big to make them know how to present a graph.

Step six: The students present the information as if they were in a meeting room.

Materials: Presentation softwares. Computers. A TV screen. Internet.

As teacher, I am committed to make students be professional on business concerns, and prepare them to the real worklife they might face up. Therefore, the strategy is to make students be responsible for delivering tasks, be conscious about what having a job involves, and be aware of team-working, since they need to understand that they will not always work with their friends, those who they always get along with.

Strategies:

Skimming: The teacher provides small pieces of reading with information from different graphs on TV screen. Thus, students get familiar with different kinds of graphs and the information they show.

Collaborative Work: Students are required to work in groups. Being sociable is part of the professional growing.

Technology skills: Students are required to use technology. Getting information, scanning texts related to the task given by the teacher allows students to process data and select the best options.

Decision-making: Students are required not just only process data and present the information. Discussing how they are going to present data is part of the professional growing.

Self-correction: Students are required to correct among themselves when they speak english. All students have to know the information they are presenting.

This activity can be used no matter the level of Business English demanded, because all the students have a pre-intermediate level of English as a second language. The "Graphs" activity can be used to prepare students to the Academic Writing Test of IELTS. The ideal number of participants is 20, four students per group. They get points which are part of their general evaluations (Midterm Tests, or Final Tests).

Evaluation:

- *Structure of the speech: It includes grammar and use of vocabulary related to graphs*
- *Presentation of data it includes self-correction*
- *Appropriate costume business rappor:*
- *Team work reflected on the points commented before:*

- *Loud-speaking it includes word Pronunciation*
- *Feedback: At the end of the presentations, the teacher shows students what they need to improve. Inside*
- *Feedback, the teacher explains why he is evaluating the points. If students do not know what the teacher is*
- *Evaluating, students will not find any purpose of the activity done.*

Efectos en los estudiantes

I want to share a student's opinion who participated in this activity:

El tema de las gráficas fue interesante, aprendíamos acerca de las gráficas, y también a darle un enfoque para las personas a quien se los expones, de manera que estén atentos a lo que tú explicas y así no quede ninguna duda.

Student 1

This is the feedback I gave that student's team:

Student 1: Don't say 'teacher'. Remember I am the boss! Move around. Don't be standing like a statue. You said 'Alemán', not 'German'. Don't see the teacher only, all your audience as well.

Student 2: Move around. Don't be standing like a statue. Don't see the teacher only, all your audience, too. Need to know the name of the application very well: That's part of the information you are presenting Bilinguo instead of Bolinguo.

Student 3: Move around. Don't be standing like a statue. Don't see the teacher only, but all your audience.

Student 4: You said 'número', not 'number'. Pronunciation of "percent". Speak loud: information needs to be heard clearly. Don't see the teacher only, and all your audience.

Evaluation:
- *Structure of the speech: 2*
- *Presentation of data: 2*
- *Appropriate Costume (Business rapport): 2*
- *Team work: 2*
- *Loud-Speaking: 2*

Fundamentos teóricos y metodológicos

I work for Escuela Bancaria y Comercial (EBC, 2017), and the college prepares professional people on Business, with critical thinking, and intercultural competencies .

Presenting visual information is one of the topics that Business Result Pre-Intermediate book includes in its syllabus (Grant and Hudson, 2016), and graphs are taught to understand data. Students are required to understand data, they need to be critical, to analyze the information, organize it, and present it. The information has to be shared among other members of the group. Students discuss the elements of the task required, and reflect on what and how to present them (Cotrell, 2011).

Students like to work with people they feel well, but what if they did not have the same luck in their future jobs? We live in a global society, and this means we live with people from different cultures, even in our jobs. In this stage of the task, students learn to work with other people. This can encourage students to take into account different points of view and to foster critical thinking. This activity will allow them to develop intercultural competences, which focus on having a beyond comprehension of the world we share with others (Leiva, 2015).

At EBC, English is taught to involve learners in the global society. English is used as a lingua franca of the global society we live (Harmer, 2007). EBC is a college whose syllabi is based on Business subjects. For that reason, EBC implemented the English for Specific Purposes (ESP) approach to teach the foreign language in the specific context of Business. (Hutchinson and Waters, 1991). As an ESP teacher, I lead learners to the language in the professional context they study, and I involve them in the real work life they might face (Belcher, 2004). If I teach the language focused on a real rapport, students will understand how to use phrases, vocabulary and grammar in real job situations.

To evaluate the performance of the different groups, I list the points taken from EBC philosophy, intercultural and language competencies from CEFR and UNESCO (Douglas, 2000; Hyland, 2007; García and Frances, 2015, Schleicher, 2016).

Presentation softwares. Computers. A TV screen. Internet.

Características de su Buena Práctica:

Effective: Students learn how to behave in a diverse work environment with different people and in different situations. When the activity takes place, students feel like they are really working for a company. They also feel that the task has a meaningful purpose, according to their careers.

Sustainable: The activity is performed twice a semester.

Replicable: The classroom where I teach is made of students from different careers and semesters. That is the context I teach English. This situation allows adjusting the activity with other objectives: present data using different graphs, answer questions related to the information presented, etc.

Reflective: I reflect that I am not just teaching language, but social and cultural matters, too. The Good Task makes me think about my teaching practice, what materials and activities to invent or adapt to recreate useful real job rapports to make students aware about what they will perform in the future. Teacher of English for Specific Purpose is not a special teacher, just moves in another context. Commitment is always the same. I learned and continue learning many new words, business rapports, and business culture.

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Anexos: Evidencias o materiales de apoyo

1. Bolinguo (PowerPoint Presentation)