# UNIVERSIDAD PEDAGÓGICA NACIONAL

## UNIDAD AJUSCO

## PROPUESTA DE INTERVENCIÓN EDUCATIVA

## "TRADITIONS AROUND THE WORLD"

## TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA, MODALIDAD EN LÍNEA

PRESENTA:

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# UNIVERSIDAD PEDAGÓGICA NACIONAL

# CAMPUS AJUSCO

## SPECIALIZATION IN ENGLISH LANGUAGE LEARNING AND TEACHING

## (EEAILE)

Final Project:

"Traditions around the world"

Presented by:

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México City, june 19th, 2022

**CONTENT**

# Introduction

The present project pretends to extend the students´ interest in knowing some traditions around the world,  supported by the use of technology carried out with students of English at levels Starter A1, through the syllabus of the "Programa Nacional de Inglés en Educación Básica" (SEP, 2010) with the purpose that the student appropriates of one social practices of the language "Explain traditions from images" that allow them to satisfy their communication needs and to develop various learning strategies through the development of linguistic and communicative competences, being the language the fundamental means of communication, both oral and written and that through this they can communicate, express and interpret concepts, thoughts, feelings, facts and opinions in all social and cultural contexts, where the experience is vital since the student learns significantly from their experience prior and personal where the student learns to learn. (Piaget cited in Gómez-Granell, 1994; N.C. Ellis, 2006).

The objective is that students are respectful of the cultures they are studying and have the opportunity as a way of broadening their horizons on the differences that make us all unique, besides bringing about a greater sense of self-awareness about their own culture besides to identify shared and different aspects between themselves and other people and cultures, obtained in intercultural experiences  where students create a comparative chart with illustrated traditions through the use of comparatives and superlatives as a main grammar.

Likewise, this project framed in the theories or models relating to the communicative, the constructivist, significant learning, affective filter and the creativity theory by authors like Ausubel, Krashen, Rogers and others, it had as intention to establish the influence of cultural identity as a source of meaningful learning and for the development of the English oral production of the fourth graders of the Prof. Rafael Molina Betancourt School in Mexico City.

To achieve the proposed objectives, the research was structured in the following way:

**In chapter 1** the philosophy and identity of the teacher is exposed, taking into account what has been learned throughout the specialty in order to show the new teaching principles.

**In Chapter 2** a practical and useful lesson plan is developed according to the characteristics and needs of fourth grade students, with four sessions to socialize the practice of the language "Explain traditions

from images", accompanied by tools to assess the learning obtained in order to reflect and analyze the results of carrying out the activities

**In Chapter 3** a reflection of the teacher and analysis the results of carrying out the activities, contrasting the results of the expected outcomes and providing possible solutions**; in chapter 4** is presented the conclusions where the teacher reflects about what she has done and has learned in the Specialty.

# CHAPTER 1: PHILOSOPHY AND THEORY

## 1.01 Teaching identity and philosophy

Today more than ever it is essential to learn a language foreign language and in the particular case of this study, it refers to the English language.

Every day, it is used more in almost all areas of knowledge and human development. It could easily be said that it is the language of the current world. It is, in the era of globalization, the international language, a "lingua franca" (Harmer, 2007) that has had repercussions in all countries non-Anglo-Saxons, and which more or less directly affects the various fields and professions. Learning a foreign language can no longer be treated as a luxury, rather it is a necessity.

The new role of teachers requires them to train and inform themselves about new methods, techniques and teaching strategies as well as existing ones, in order to provide quality education to their students, so the teacher decided to take this specialization in order to improve her teaching performance and being able to teach with safety and knowledge, providing her students with the quality education they deserve.

For the students the school is their second home, so it is of the utmost importance that the teacher´s actions have a positive impact their lives and support them to improve the development of their skills, for this English teachers have the obligation to prepare by themselves so that students to be able to function in a rapidly changing society, so it should not be forgotten that the quality of teacher performance, among other factors, impacts the achievement of student learning since the teacher is not only a transmitter of knowledge, but is a professional capable of guiding and actively participating in the understanding of his students, their motivations and ways of learning.

The teacher recognizes that during these ten years that she has worked as an English teacher, she has put aside the training of her discipline for various reasons, today she feels satisfied to be able to be studying this specialty, although she is having some troubles to comprehend all the information that she has been receiving during this specialty, but she can safely express that she is trying to do her best and achieve the learning that she requires in order to improve her teaching.

Nowadays, she has been reflected in the multiple theories, concepts, approaches that involve the teaching and learning processes of a langue (The cognitive processes). It might be difficult to put into practice all this rhetorical, just in her classes. Nonetheless, if she puts little bits of these in each class, the language learning will be an enriching process for her students. The beginning is not easy, it is necessary to break down paradigms, the figure of the teacher should be transformed and have the ability to facilitate learning processes through knowledge and management of approaches, methods and techniques to achieve meaningful learning in the students and generate collective knowledge, permanent preparation and evaluation what is required at work so that the teacher can provide comprehensive training and the results obtained in the teaching-learning.

Additionally, as an English teacher, she must ensure that her students develop their thinking and their oral and written discursive competence, since these are tools for them to acquire capacities to learn, to think and communicate in addition to transforming and producing new knowledge, accessing new forms of think and reason.

The context where a teacher works out takes special importance due it gives the path to marking the students´ and teacher´s development. Both, teacher and students need to be aware about the world surrounding so interculturality now is present in each moment.

The place where teacher works is located in one of the poorest areas in the north of Mexico City, most of the parents are workers or sellers, inside their homes there are no items such as computers, laptops or smartphones, even the school lacks of technology and teaching resources and in most of the times students do not bring the requested material to work in class and she has to deal with these situations. The lesson plan was intended for a group of fourth graders, which is formed by twenty-seven children whose ages are between eight and nine years. This social practice was developed to put into practice some methods and approaches learned during this specialty regarding the development processes of the four language skills. In addition, this project will be complemented with some approaches or literacy strategies specifically recommended for teaching children in a foreign language and reflecting on the results obtained.

This time teacher dared to use technology with her fourth graders, because she recognized the importance of the use of technologies for the acquisition of the four skills so she did everything possible to have the necessary devices for the class so she has been working with the first classes of her lesson plan and the use of technology has made her easier to work with the four skills in English.

Her students have accepted to work with it and some of them say that the activities proposed are easy to do. In fact, and they are right, but with different purposes, for example: the use of the language, with simple sentences, but enriched by the production of the students themselves, students need to investigate something they like, surfing the net they discover new things of the world (interculturality). Moreover, their needs for the use of the internet will be solved for their parents and she has not had any trouble with the students´ parents.

Teaching philosophy´s teacher relies on the belief that students need to trust in themselves, to give the opportunity to realize that they can manage the English language, but it is necessary to make a little effort to reach it. In this sense, teacher pushes her students step by step according to the Zone of Proximal Development as Vygotsky proposed (Myles, 2004), she is always interacting with her students, when starting an activity, she goes straight to the students with less knowledge in order to overcome the block walls that students have or reduce the level of anxiety, it is mean to work with the affective filters that her students might have. (Krashen, 1982).

**1.02 Theory underlying your teaching practice and identity.**

The rationale behind applied in this project were taken from authors proposed by the specialty EEAILE and were complemented with some approaches or literacy strategies specifically recommended for teaching children in a foreign language.

Throughout the history of teaching foreign languages, they have been many and varied theories that have tried to explain the processes of learning and acquisition of these languages. Therefore, the theoretical framework is quite complex. However, as H. D. Brown points out (1987), these theories are very generalized and do not take into account the contexts nor the particular situations of each individual. However, they represent the basis on which the teacher starts to understand the learning processes that usually occur in her students in addition to taking into account variations cognitive skills of their students in order to ensure that they develop the learning strategies with their personal styles of learning.

This social practice pretends to extend the students´ interest in respecting other cultures and view the opportunity as a way of broadening their horizons on the differences that make us all unique. The

objective is that students do a chart with illustrated traditions, describe and contrast details as well as they explain traditions through images.

The topic is "Explain traditions from images" through the use of adjectives and the comparative structures, The lesson plans are intended for a group of fourth graders in a public elementary school "Prof. Rafael Molina Betancourt" which is formed by 28 children whose ages are 9 years. Fourth graders are good listeners, voracious readers, communicators, and social learners, so with this social practice, students will continually enrich their prior knowledge of the target language while using it in real communicative situations. This social practice was developed to put into practice some methods and approaches learned during this Specialty regarding the development processes of the four language skills. In addition, this project is complemented with some approaches or literacy strategies specifically recommended for teaching children in a foreign language and reflecting on the results obtained.

Teacher starts the lesson Plan with the Ausubel theory of learning through a question that convey students to think about their own experience to generate meaningful learning, Ausubel's believes that learning of new knowledge relies on what is already known, relating the new information in a spontaneous way with the knowledge that the student has, with this activity teacher reaffirmed that students needed vocabulary to continue with the practice, it was necessary to review basic adjectives so students feel comfortable with the next exercise at the same time that forced their mind, to retrieve the ones that they already know and continues with the bases of Behaviorism, since oral approach is one of the most used strategies in English teaching; it is taught through the behavioral method (Skinner, 1974) and is considered a primary factor in the management of positive reinforcement, making language a collection of habits.

The learning occurs through oral imitation, memorization of repetition exercises and pattern practice designed to train and produce linguistic habits until mastery is achieved. Due her students´ age is between 8 and 9 years and they have already developed their L1 system, and it is necessary to extend habits referred to the L2. At this age, they have multiple factors that influence in the acquisition of a language. However, teacher stayed besides her students all the classes, driving them to work in order not to lose the track of the classes.

In order to analyze and improve the communicative competence of students through the four language skills: receptive (listening and reading) and productive (writing and speaking) through this social practice of the language, the teacher combined two theories, the communicative and the constructivist, linking

the ability to reflect on language with the communicative functions of language, thus offering students various opportunities to participate in communicative exchanges in order to improve their communicative competence through oral imitation, with the aim of acquiring a good pronunciation because language is a system of oral communication in which sounds, such as minimal units of meaning are integrated to convey a message, since the proficiency in pronunciation is the main way to become understand orally. (Brown, 1989).

Krashen claims that there are two ways for a person to approach a second language (Thornbury, 2006) one of them is acquired. Teacher uses this approach to teach the lesson, where the proposed activities does not require extensive use of conscious grammatical rules, and does not require tedious drill from the dialogues, students interact between them in the target language in which students are concerned not with the form of their utterances but with the messages they are conveying and understanding, with no much thinking on reasons or rules for getting, as they do in their L1.

During the development, teacher also support his teaching practice with Krashen´s Theory: starting with the Contrastive Analysis Hypothesis, she took advantage of the knowledge that students have on their L1 for reaching the L2. She took as example their first language and compare with the L2, in this way, students recognize structural similitudes and differences of the languages and then accept how does L2 works, with no much thinking about the reasons or rules for getting, as they do in their L1 (Krashen, 1982).

Affective filter hypothesis, teacher communicates the learning achievements to students through a descriptive dialogue, taking care of the content and the form, adapting her verbal and body language during communication, stimulating students to react and express their concerns and points of view, during the communication the explanations are motivating and respectful, highlighting in the first place the progress and achievements to achieve a positive impact on self-esteem and motivation, as well as conveying that what has not been achieved can be overcome, verifying through the paraphrase that the student is clear about what needs to be improved, during the development of the lesson Plan the teacher tried always to be attentive to the students, in order to they got a feedback at the moment, this has helped teacher to reduce the levels of anxiety, and raise the levels of motivation, attitude or confidence promoting that students acquire the language.

Teacher also supports her teaching practice with the Vygotsky's theory (Zone of Proximal Development), most of the activities are proposed to work in peer or teams so that they can work collaboratively. The teacher has to make sure to mix strong and weak students so that the students with greater knowledge could help their colleagues with less knowledge.

Teacher through the implementation of creative strategies and playful activities encourages the development of skills, and predisposes the students' attention to motivation for their learning. The suggested activities by the teacher are designed to be meaningful, easy to do, adaptable and ludic allowing the retention of new linguistic content that, when associated with the previous experiences of the student it allows the fixation of the new language skills in long-term memory. Ausubel's theory (1990) states that to the extent that greater meaning will the academic contents have for the students, the greater the possibilities to promote his motivation and interest in the learning and it will be easier for them to learn, since this will generate confidence by themselves.

Teacher considered that these are part of the Theoretical foundations that supported her lesson plan, however, there are some others that are inherent in her work.

# CHAPTER 2: METHODOLOGY AND PRACTICE
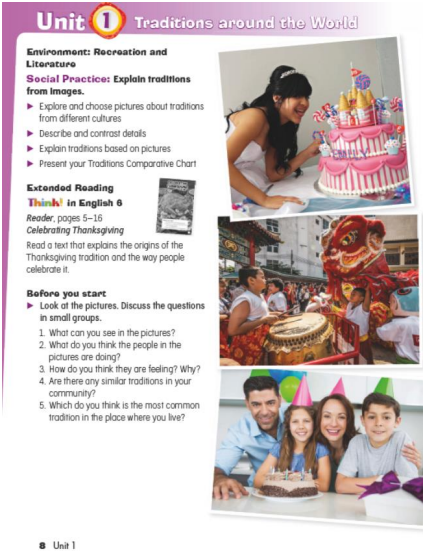
## 2.01 A practical and useful lesson plan

| 1. Lesson plan identification | |
| --- | --- |
| Author | Verónica Teresa Garduño Martínez |
| Educational stage | Fourth graders of Prof. Rafael Molina Betancourt primary School, México City. |
| Title of your Lesson plan | **" Explain traditions from images "** |
| Learning Objective of the plan | **Language Purpose**<br><br>• Through the use of adjectives and the comparative structures the students develop the skill of describing places and express opinions and provide simple descriptions<br><br>**Formative-intercultural Purpose**<br><br>• Stir emotions in individuals to bring about a greater sense of self awareness about their own culture. In many cultures, traditions are important to one´s self identity |
| Communicative skill considered | Listening, Reading, Writing and Speaking |
| State of the following options | Introduction of the topic |
| Functions | Identify traditions from images, Describe and contrast details. |
| Main Grammar structure | Comparative and Superlative adjectives |
| Other Grammar structures | Simple Present, present progressive, formulate questions |
| Brief description of the plan | The topic of this unit is about traditions about the world. Students have the opportunity to compare some traditions.<br><br>The activities are suggested by the handbook. According to the students´ features, interest and necessities. Interculturality enriches the activities as well as the use of technology and the development of the four skills of the English language. |
| Hours of the plan implementation | 6 |

| Number of sessions | 4 sessions of 1.30 hours each. |
|---|---|
| Materials required for the lesson | Textbooks, audios, videos and internet. |
| Link of the content of the teacher | |
| EEAILE tutor on line | Alma Daniela Otero Sosa |

1. **Lesson development**

| Step of the lesson | Teacher will | Students will | Session number |
|---|---|---|---|
| **Activation. Activity 1**<br><br>Before the lesson<br><br>Share culturality | Welcome students to the class<br><br>Explain what a tradition is, and mentions some popular traditions in our country<br><br>Mention some Mexican national traditions such as Independence Day and Day of The Dead<br><br>Ask students mention others, they may know.<br><br>Show students some images explaining traditions and customs and ask them:<br><br>• What can you see in the pictures?<br>• What do you think the people in the pictures are doing? | Answer the greeting<br><br>Listen to carefully<br><br><br><br><br>Share their answers<br><br><br>Pay attention and answer the questions | 01 |

| | | | |
|---|---|---|---|
| | • How do you think they are feeling? And why?<br>• Are there any similar traditions in your community?<br>• Which do you think is the most common tradition in the place<br> | | |
| During the lesson<br>Extend Reading | Read the text "Celebrating thanksgiving" to explain the origins of the thanksgiving tradition and the way people celebrate it<br><br>Ask students look at the pictures and discussion the questions in small groups | Pay attention and listen carefully | 01 |

| | | What can you see in the pictures? What do you think the people in the pictures are doing? Are any similar traditions in your community? Which do you think is the most common tradition in the place where you live? | Share their answers | |
| --- | --- | --- | --- | --- |
| **Activity 2** Vocabulary | | Present vocabulary. | Students repeat the vocabulary | |
| **Activity 3** Culturality | | Ask students to work in peers and explore the images to explain Chinese New Year´s traditions. | Share their answers | |
| | | Write on the board a list of the questions to help students to ask each other what they can see about the pictures, | | |
| | | • What can you see in the pictures? | | |
| | | • What are the people doing? | | |
| | | • Are the people having fun? | | |
| Listening | | Ask students to listen to the audio and check if their ideas about the traditions were correct or not | Listen and share their answers | |

| Writing | Ask students to complete and write notes on the chart about the most important details they can remember about the tradition (Before the activity students will listen the description again.) | Complete the chart | |
|---|---|---|---|
| |  | | |
| . **Activity 4** | | | |
| Speaking | Show some videos about different parades around the world | Pay attention | |
| Interculturality | | | |
| | Ask students to work in peers to look at some images of different parades around the world and answer the questions. | Share their answers | |

| | | | |
|---|---|---|---|
| Grammar Focus | • Has any of you been to a parade) did you like it? <br><br> • Do you know any of the celebrations in these pictures? <br><br> • What are they about? <br><br> Write on the board comparative sentences | Students analyze and copy the sentences on their notebooks | |
| Speaking | Brainstorm some adjectives and write them on the board <br><br> Ask students to work in peers to discuss and compare a celebration in their community with one from the pictures <br><br>  | Share their answers <br><br> Share their answers | |

| | | | |
|---|---|---|---|
| **Activity 5**<br><br>Describe and contrast details | Show some videos of the dances being performed<br><br>Ask students to work in peers to look at the pictures of dances from different cultures and discuss the differences<br><br>Write on the board some questions to help students to describe the pictures.<br><br>• Where are they?<br>• Do you think they are dancing slowly or fast?<br>• Are their costumes simple/elegant/comfortable? | Pay attention and listen carefully<br><br>Analyze and share their answers | |
| **Activity 6**<br><br>Listen and write<br><br>Speaking | Ask students to listen the audio to the comparison between two dances and write down the similarities and differences<br><br>Ask students to work in pairs to describe and contrast details about the two dances | Listen and write down the similarities and differences<br><br>Describe and contrast details about the two dances | |

Listen and pay attention carefully

Describe what they can see in detail

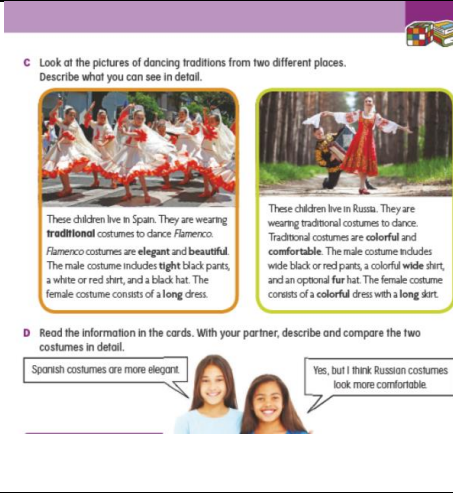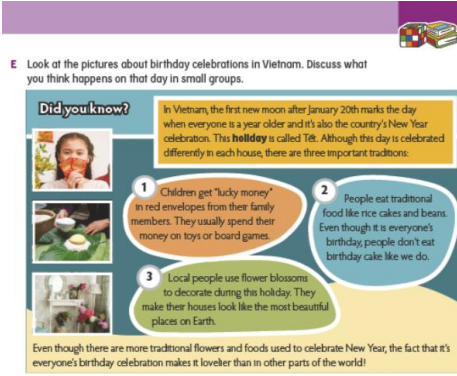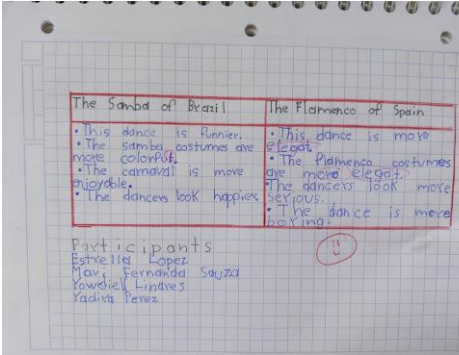| | | |
|---|---|---|
| **Activity 7** | Show some videos of the dances being performed in Russia and Spain | . |
| **Activity 8**<br><br>Read and speaking | Ask students look at the pictures of dancing traditions and describe what he or she can see in detail<br><br>Ask students to read the information in the cards with a partner, describe and compare the two costumes in detail | Read the text and describe and compare |

C Look at the pictures of dancing traditions from two different places. Describe what you can see in detail.

These children live in Spain. They are wearing **traditional** costumes to dance *Flamenco*. *Flamenco* costumes are **elegant** and **beautiful**. The male costume includes **tight** black pants, a white or red shirt, and a black hat. The female costume consists of a **long** dress.

These children live in Russia. They are wearing traditional costumes to dance. Traditional costumes are **colorful** and **comfortable**. The male costume includes wide black or red pants, a colorful **wide** shirt, and an optional **fur** hat. The female costume consists of a **colorful** dress with a **long** skirt.

D Read the information in the cards. With your partner, describe and compare the two costumes in detail.

Spanish costumes are more elegant.

Yes, but I think Russian costumes look more comfortable.

| | | | |
|---|---|---|---|
| Explain traditions based on pictures | | | 03 |
| Other Grammar structures | Review the present continuous | Pay attention to the teacher | |
| **Activity 9** | | | |
| Speaking | Ask students to look at the pictures and discuss the questions in small groups | Discuss the questions in small groups | |
| Listening | Ask students to listen to the audio and check predictions | Listening carefully | |
| Write | Ask students to draw and write a short description | Draw and write a short description | |

A  Look at the pictures and discuss the questions in small groups.
1.  What do you think they are celebrating in these pictures?
2.  Have you ever celebrated this tradition? Have you been invited to do so?

B  Listen to the description of the tradition and check your predictions.

C  Draw a picture to show how you celebrate your birthday. Write a short description.

| | | | |
|---|---|---|---|
| **Activity 10** | Show a video about Vietnam's celebration to give students some background information | Pay attention and listen carefully | |
| Speaking | Ask students to work in small groups and look at the pictures about birthday celebrations in Vietnam and discuss what happen | Share their answers | |
| Reading | Ask the students to read the information chart and check their predictions | Read the information chart and check their predictions | |

| | Ask students to form a product group and research about some other Mexican and Chinese traditions and bring for the next lesson some pictures and a cardboard to elaborate a comparative chart | | |
|---|---|---|---|
| Elaborate and present their product | | | |
| **Activity 11**<br>Interculturality<br>Writing<br><br>Speaking | Ask students work in groups to elaborate their product<br><br>Go around the classroom and help if necessary<br><br>Ask students to take turn to explain their comparative chart to the rest of the class<br><br>Teacher makes sure all the students have explained at least | Work in teams to elaborate their product<br><br><br><br>Share their answers | 04 |

| | | |
|---|---|---|
| | once<br><br><br><br>Give feedback on how to improve their use of the language or any possible mistake | Analyze and listen carefully |

1. **Intercultural component:** The objective of this unit is students are aware the existence of other cultures and traditions. With the activities of these lessons, they are going to have the opportunity to compare some traditions and reflect about them.

2. **Evaluation:** The activities are for being developed into the classroom. The teacher must promote students towork by supervising them. The activities will be evaluating according to Check Lists and Rubrics.

3. **Conclusion:** This is a work adapted from the textbook, where I tried the lesson meaningful for my students. Despite this is a basic level of English, all the activities are organized for students' characteristics, needs and interests, in the development to them students feel they are improving the language as well as they are practicing the fourskills.

4. **Follow up activities:** In order to let the students, hear more audios of other cultures the teacher gives some links from YouTube with the objective of learning about other cultures and compare. There will be a section of interactive games in order to review the topic of the lesson.

**2.02 Designing of necessary tools to assess/test the progress of students.**

For starting, it is important to highlight the concepts and importance of assessment and testing. It is necessary to assess or test students because they need to be aware of the capabilities they are developing, as well as the points they need to improve in order to be competent with the language. Belt stated: "Engaged learning allows students to participate in "real-life" activities through collaboration, exploration, and discovery with peers. Engaged learning projects do not focus on one subject, but the integration of many or all subjects. Assessment in engaging learning can be very diverse. Assessment should be real, continuing, and encouraging."

The evaluation of learning in the third childhood is one of the most complex tasks that teachers carry out, due to the process that it implies as well as the consequences of making judgments about the learning achievements of our students, In the pedagogical principle " Evaluate to learn", indicated in the 2011 Basic Education Curriculum (SEP, 2011:22); It is mentioned that the evaluation must be carried out with a formative approach in order to improve the learning processes throughout the formative journey of our students, since the development of teaching itself requires formative assessment, allowing the teacher's interventions to be adjusted to the needs of the students.

Brown defines testing as "a method of measuring a person´s ability, knowledge, or performance in a given domain" (Brown, 2004). Meanwhile, assessment is an ongoing process where teachers evaluate their learners (it can be incidental or intended) as well as their own practice.

To assess or test is currently conceived as a procedure to improve the teaching-learning processes through advice, reorientation and organization of learning, as evaluating it is a key moment that must come together with the purposes by answering the questions why? Or what for? And the objects of the evaluation responding to what? Where from the form of how it is evaluated, the information that will be used to assess learning will be generated and improvement actions can be implemented and determine how to communicate the results, where feedback from the training approach begins to take a fundamental role within the evaluation process.

Pimienta argues (2008), that feedback is the reason for being of the evaluation, to contribute to the improvement of learning processes where mediators and students learn and relearn by opening new channels of communication. Without feedback, it is possible that the student continues to make the same mistakes, so it is required to establish a scaffolding for teaching where teachers must foster a climate of trust and develop rules in class that enable constructive criticism and informed opinions.

The evaluation strategies and instruments that were applied to this project were designed according to the learning needs of fourth graders and the existing diversity within the classroom, with the aim that each student can learn better from the principle of evaluating that is to learn, the teacher focuses her attention to her students and their learning processes. That is why the use of Checklists and Rubrics helped the teacher to assess the students in the on-going process.

The instruments of learning assessment were built according to the five principles that Brown states (Brown, 2004):

**Practicality**: The check lists used for this lesson plan were designed to promote the students´ work, they were simple but enough to follow the students´ track.

**Reliability**: The rubrics were designed to be objective in order to avoid emotional factors.

**Validity**: The rubrics and the check lists were designed to assess students in the process of acquire or perform the language, each of them had its own characteristics for a specific purpose attending the students´ needs.

**Authenticity**: The last rubric involved different aspects that were not requested in the descriptors but they were necessary that the students developed in order to present their final work: That is, the intercultural and technological ability.

**Washback**: The Rubric No. 2 for the speaking, was useful to identify the students´ weaknesses and strengths. It was the first-time teacher uses rubrics for assess students. Therefore, it was useful to reconsider the aspects to be evaluated for the next Rubric for the final activity. In this sense, I considered Washback as a positive outcome.

The check lists applied in this project helped to track the students learning, and helped the teacher to assess students in every moment, gave the opportunity to evaluate the teacher´s

activities for continuing or changing them, students felt they were doing right besides, they got feedback for their effort and were aware of their strengthens or faults in the ongoing process giving them the opportunity to work and get a good grade for that day. At the beginning were used as **informal** assessment for the interaction that teacher had with the students, but finally they were **formal** because all what students do in class was graded as Giné and Parcerisa explain that "The way in which the teacher informs the student of their results, and of the evolution of their learning process, greatly influences the self-image that this student builds and the expectations that are being set, and these expectations are a very relevant determinant of their future possibilities. As it has been said before, the confidence in the own possibilities to carry out a task, helps in an important way so that the task can be carried out properly". (Giné and Parcerisa, 2008: 118).

**INSTRUMENTS OF LEARNING ASSESSMENT**

**1st SESSION. Rubric. No. 1. Reading aloud**



| Read-Aloud | | | |
| --- | --- | --- | --- |
| | **Pacing** <br> *3 Points* | **Volume** <br> *2 Points* | **Overall preparedness** <br> *1 Points* |
| **4** | Student pacing is maintained perfectly. | Student maintains a volume not too loud or too quiet, but right on level for a good recording. | Student is confident and reads well. Student has obviously practiced. |
| **3** | • Student pacing is mostly well done. <br> • Student does not falter in pacing much at all. (Once or twice.) | Student volume falters once or twice, but overall is right on track. | • Student is slightly nervous but reads well. <br> • Has definitely practiced. |
| **2** | Student tries to keep a good pace for a paragraph or two, then speeds or slows too much. | Student has minor issues with controlling volume, but does attempt to keep it level for the reading. | • Student reads decently. <br> • Doesn't seem to have practiced much. |
| **1** | Student does not attempt at any point to regulate pacing at a decent speed | Student does not speak at an appropriate volume during any part of the recording. | Student is unprepared. |

his rubric was created with **Quick Rubric** and can be found at - http://www.quickrubric.com/r#/qr/planning129/read-alou

The outcome of this rubric is that students read aloud in order to practice pronunciation and lose the fear by getting used to speak in public, in addition to determine the volume, the degree of fluency with which the student read, the pacing of the voice and respect punctuation. The

text chosen for the evaluation of reading aloud was appropriate and relevant to the student's level. This technique is very useful to beginners, allowed the teacher to check the rhythm and pronunciation, with this technique the teacher read a sentence and the class read in chorus after.

**Check list No. 1 Requirements.**

Student Name: _____

| | Descriptors | Excellent 😃 | Good 😊 | In process 😳 |
|---|---|---|---|---|
| **Activity 2** | Student repeated the vocabulary indicated individually. | | | |
| **Activity 3** | Student was attentive and answered the questions. | | | |
| **Activity 4 Grammar Focus** | Students analyze the comparative and superlative adjectives chart and copy the sentences on their notebooks | | | |
| | **Total** | | | |

**2nd SESSION.**

**Check list No. 2 Requirements**

| | Descriptors | Excellent 😃 | Good 😊 | In process 😳 |
|---|---|---|---|---|
| **Activity 5** | Student was attentive trying to hear. (Appendix 5) | | | |
| **Activity 6** | Student wrote the similarities and differences | | | |
| **Activity 7 Listening** | Student was attentive trying to hear. (Appendix 5) | | | |
| | **Total** | | | |

## Activity 8. Rubric. No. 2. Speaking

| Speaking | | | |
|---|---|---|---|
| | **Proficient** *3 Points* | **Emerging** *2 Points* | **Beginning** *2 Points* |
| **Fluency** | Communicates effectively without long pauses | Communicates even though there are some long pauses | Frecuent and long pauses cause difficulties in communicating |
| **Task Achievement** | Carried out the task successfully and with relative ease | Carried out the task but, with some difficulty | Had difficulties in carrying out the task |
| **Pronunciation** | Very Good pronunciation | Acceptable easily comprehensible pronunciation | Pronunciation makes comprehension difficult |
| This rubric was created with **Quick Rubric** and can be found at - http://www.quickrubric.com/r#/qr/planning129/speaking | | | |

The choice of the topic was familiar to the students, but they could learn something new the activity suggested helped develop children´s thinking skills through explaining traditions based on what they saw in the pictures. The outcome of this rubric is that students realize about their strengths and weaknesses in order to improve them, being that speaking can be the most rewarding and motivation skill, especially for children, who get excited when they are able to express a few things in the target language.

**Communicative Competency**

**Linguistic competence**: Students understood the use of comparatives and superlatives, the new vocabulary, and language convention when they wrote their tasks. (Grammar, punctuation and spelling).

**Sociolinguistic competence:** They used their background knowledge for understanding the reading and respected the social rules of language when they expressed their ideas.

**Discourse competence:** They understood and applied the new rules to join the ideas for elaborating comparative chart.

**Strategic competence:** They could express their ideas with fluency.

At the end of the social practice, I consider they used language effectively.

**3rd SESSION.**

**Check list No. 3.  Requirements.**

Student Name: _____

| | Descriptors | Excellent 😄 | Good 😊 | In process 😳 |
|---|---|---|---|---|
| **Activity 9 Writing** | Student wrote a short description on his/her activity book | | | |
| **Activity 10 Reading** | Student followed the reading about birthday celebrations in Vietnam and checked his/her predictions with a partner | | | |
| | Total | | | |

The result that teacher pretends with these Checklists 1,2 and 3 are tracked the students' work. It was useful because helped the student be aware of the work, he was developing in class in order to improve the language.

With this, the teacher leads the student to the acquisition/learning Dichotomy of Krashen (Krashen, 1982). Students may work because they are conscious or unconscious because they will be rewarded, in any case teacher exposed students to a comprehensible input. The outcome is that students will be motivated because with a little effort they did well in class. As teacher expected the affective filters to grow in a positive manner, providing a confidence-building environment and preparing them for the next activities.

**4th SESSION. PRODUCT**
**Activity 11. Rubric No. 3. Interculturality, Writing and Speaking**

## Interculturality, Writing and Speaking

| | Very well<br>2 Points | Can improve<br>2 Points | Need help<br>1 Points |
|---|---|---|---|
| **Death time** | On time | After time | |
| **Language use** | Correct use of structures | Minimal errors in structures | Some errors in structures |
| **Mechanics:**<br><br>**Spelling** | Correct spelling | One or two errors in spelling | Three or more errors in spelling |
| **Mechanics:**<br><br>**Capitalization** | Correct capitalization | One or two errors in capitalization | Three or more errors in capitalization |
| **Mechanics: Originality** | Appropriate use of fonts: Size, style, colour | Enough use of fonts | Simple use of fonts |
| **Pictures** | Each statement has a picture to describe it | Use of pictures | Isolated pictures |
| **Fluency** | Speaks with ease | Speaks with little pauses | Speak with long pauses |
| **Understandable** | Easy to understand | Some words are hard to understand | Hard to understand |
| **Pronunciation** | Shows clear evidence of practice | Hardly shows evidence of practice | Needs more practice |
| **Technology** | Appropriate use of technology | Some problems in the use of technology | Difficulty in the use of technology |

his rubric was created with **Quick Rubric** and can be found at - http://www.quickrubric.com/r#/qr/planning129/interculturality--writing-and-speakin

This rubric, encompassed different aspects to be assessed: Interculturality, writing and speaking.  In this activity, students needed to use technology to investigate about a different culture.

They looked for different pictures that describe the places that let students to know more about other cultures, they watched many images about different cultures and chose some of them to present in their work. These two aspects are scored in the rubric as pictures and technology.

Writing is not always easy, especially for younger children, to develop this skill I applied four stages suggested by Hyland. (EEAILE Lesson 4, n.d.)

**Familiarization:** Through the lesson plan children were taught vocabulary items through a text and flashcards.
**Controlled writing:** Children practiced writing following patterns, and they substituted some words in a poem.
**Guided writing:** Students imitated model texts.

**Activity 11. Rubric No. 4. Product (Self-assessment)**

| Product Self assessment | | | | |
| --- | --- | --- | --- | --- |
| | **How well did you ...**<br>0 Points | **I did it very well**<br>0 Points | **I can improve**<br>0 Points | **I need help**<br>0 Points |
| | Explore and describe pictures about different customs and cultures? | | | |
| | Describe and contrast details? | | | |
| | Explain customs based on pictures? | | | |
| This rubric was created with **Quick Rubric** and can be found at - http://www.quickrubric.com/r#/qr/planning129/nameless-rubric | | | | |

The students participated in their own evaluation of their learning process, this encourages them to think about how they might do better in the next unit or how they might improve in the future. Its main purpose is to contribute they learn to learn and consequently be able to self-regulate their own learning process, in this way they will acquire greater autonomy.

## 2.03 Evidences of development of the Lesson Plan



Teacher teaching grammar throught audio lingual and TPR approaches to producing linguistic habits in her students
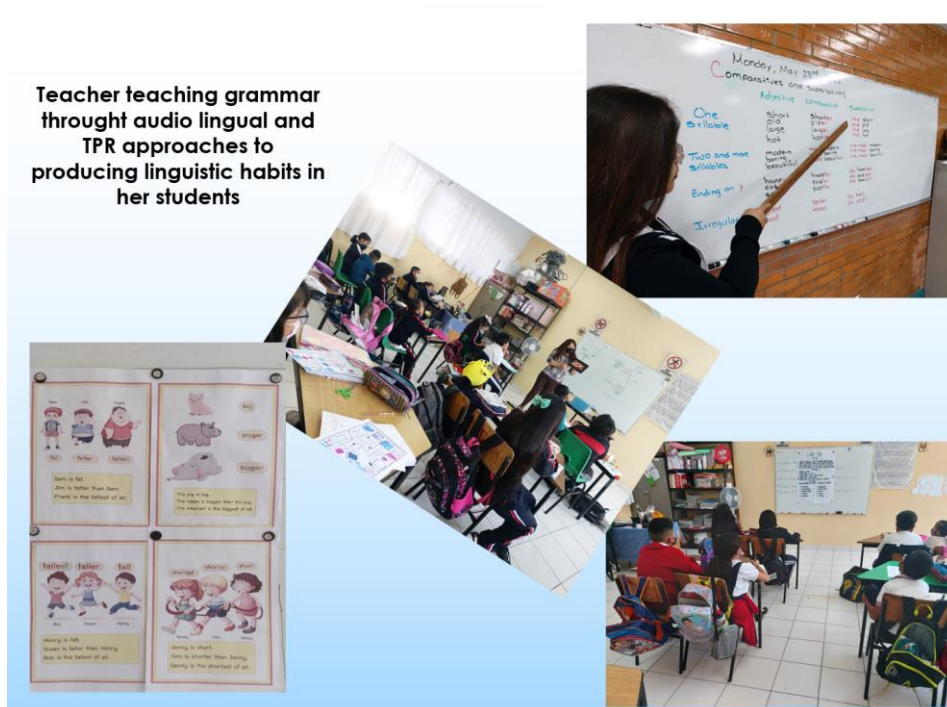
**Creative strategies through ludic activities to predisposes the students' attention to motivation for their learning. (Ausubel's theory)**







**Students worked with more adjectives in order to become familiar with them:**
- **They looked and discussed some questions**
- **They wrote similarities and differences**
- **They talk to describe and contrast details**



**Students retrieved knowledge by listening activities**



**Students identified the adjectives in a reading about different places**
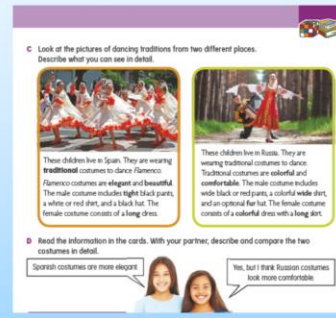
**Students worked in pairs, in teams and with the teacher in order to develop the Zone of Proximal Development (Vygotsky's theory)**

**Meanwhile teacher gave feed feedback to the students**
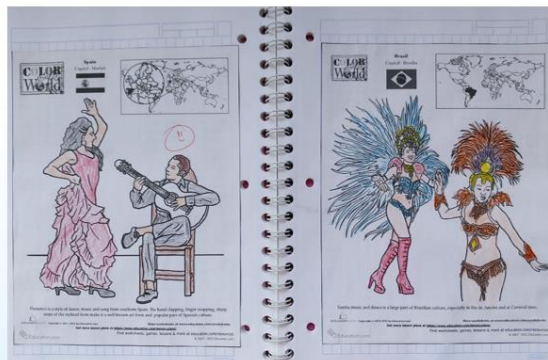




**Students created their final product of the learning unit and wrote a comparative chart with illustrated traditions and read their sentences aloud**

| The Samba of Brazil | The Flamenco of Spain |
| --- | --- |
| • This dance is funnier. | • This dance is more elegat. |
| • The samba costumes are more colorful. | • The Flamenco costumes are more elegat. |
| • The carnaval is more enjoyable. | • The dancers look more serious. |
| • The dancers look happier. | • The dance is more boring. |

Participants
Estrella Lopez
Mari Fernanda Souza
Yowdiell Linares
Yadira Perez
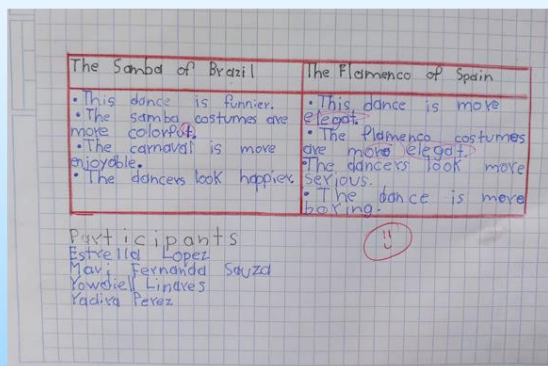
## 2.04 Evidences of the tools designed to assess the students

ESCUELA PRIMARIA "PROFR. RAFAEL MOLINA BETANCOURT"
25-0668-212-x-016    09DPR1538C
CICLO ESCOLAR 2021 – 2022

PROFR: VERONICA TERESA GARDUÑO MARTINEZ                     GRUPO: 4° A
ASIGNATURA: INGLÉS

| No. L | NOMBRE DEL ALUMNO | Activity 1 | Activity 2 | Activity 3 | Activity 4 | Activity 5 | Activity 6 | Activity 7 | Activity 8 | Activity 9 | Activity 10 | CALIFICACIÓN | VALOR 70% | CALIFICACIÓN | VALOR 30% |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | TRABAJOS EN CLASE Y TAREAS | | PRODUCTO | |
| 1 | ALCANTARA LICEA ROMINA EMILET | 10 | 10 | 7 | 6 | | | | | | | 8.3 | 5.8 | | 0 |
| 2 | AUSTRIA SANCHEZ IKER GABRIEL | 8 | 8 | 8 | 10 | | | | | | | 8.5 | 6 | | 0 |
| 3 | CARREÑO MORALES CARLOS | 9 | 8 | 8 | 8 | | | | | | | 8.3 | 5.8 | | 0 |
| 4 | CORTES CRUZ SANTIAGO | 9 | 9 | 9 | 9 | | | | | | | 9 | 6.3 | | 0 |
| 5 | COTAYA HERNANDEZ ITZAYANA | 9 | 8 | 10 | 8 | | | | | | | 8.8 | 6.1 | | 0 |
| 6 | COYT CORTES SANTIAGO ADOLFO | | | | | | | | | | | ### | ### | | 0 |
| 7 | ESPINOSA OREGEL ALEXANDER | 9 | 8 | 8 | 8 | | | | | | | 8.3 | 5.8 | | 0 |
| 8 | GAONA GRANDE BIANCA YAMILETH | 10 | 10 | 10 | 8 | | | | | | | 9.5 | 6.7 | | 0 |
| 9 | GARCIA DORANTES ELLIOT EDUARDO | 9 | 8 | 8 | 8 | | | | | | | 8.3 | 5.8 | | 0 |
| 10 | GARCIA MEDRANO CRISTOFER TADEO | 8 | 8 | 8 | 9 | | | | | | | 8.3 | 5.8 | | 0 |
| 11 | HERNANDEZ PEREZ ANGEL MATIAS | 9 | 8 | 8 | 8 | | | | | | | 8.3 | 5.8 | | 0 |
| 12 | LINARES PEREZ YOWDIELL | 8 | 7 | 7 | 9 | | | | | | | 7.8 | 5.4 | | 0 |
| 13 | LOPEZ CAMPOS ESTRELLA | 8 | 8 | 10 | 10 | | | | | | | 9 | 6.3 | | 0 |
| 14 | LOPEZ HERNANDEZ FERNANDO RAUL | 9 | 8 | 8 | 8 | | | | | | | 8.3 | 5.8 | | 0 |
| 15 | MENDOZA GARCIA RENATA ABIGAIL | 10 | 9 | 8 | 10 | | | | | | | 9.3 | 6.5 | | 0 |
| 16 | MENDOZA RODRIGUEZ ANGEL ALEXANDER | 10 | 10 | 10 | 10 | | | | | | | 10 | 7 | | 0 |
| 17 | PEREZ MARQUEZ YADIRA | 9 | 9 | 10 | 9 | | | | | | | 9.3 | 6.5 | | 0 |
| 18 | RIVERO HERNANDEZ MANUEL JABBAR | 8 | 8 | 8 | 8 | | | | | | | 8 | 5.6 | | 0 |
| 19 | RODRIGUEZ MENDEZ LEZLY FATIMA | 10 | 10 | 9 | 9 | | | | | | | 9.5 | 6.7 | | 0 |
| 20 | SAUZA HERRERA MARIA FERNANDA | 10 | 10 | 10 | 10 | | | | | | | 10 | 7 | | 0 |
| 21 | VALLEJO MORENO MAYRIN | 9 | 10 | 9 | 10 | | | | | | | 9.5 | 6.7 | | 0 |
| 22 | VARGAS REYES MAYTE | 10 | 10 | 10 | 10 | | | | | | | 10 | 7 | | 0 |
| 23 | VELAZQUEZ DE LA PAZ SANTIAGO | 10 | 10 | 8 | 8 | | | | | | | 9 | 6.3 | | 0 |



INSTRUMENTS OF LEARNING ASSESSMENT

**1st SESSION. Rubric. No. 1. Reading aloud**

Student Name: Vargas Reyes Mayte

Read-Aloud

| | Pacing 3 Points | Volume 2 Points | Overall preparedness 1 Points |
|---|---|---|---|
| 4 | Student pacing is maintained perfectly. | Student maintains a volume not too loud or too quiet, but right on level for a good recording. | Student is confident and reads well. Student has obviously practiced. |
| 3 | • Student pacing is mostly well done. • Student does not falter in pacing much at all. (Once or twice.) | Student volume falters once or twice, but overall is right on track. | • Student is slightly nervous but reads well. • Has definitely practiced. |
| 2 | Student tries to keep a good pace for a paragraph or two, then speeds or slows too much. | Student has minor issues with controlling volume, but does attempt to keep a level for the reading. | • Student reads decently. • Doesn't seem to have practiced much. |
| 1 | Student does not attempt at any point to regulate pacing at a decent speed | Student does not speak at an appropriate volume during any part of the recording. | Student is unprepared. |

Good Job a. :)

This rubric was created with **Quick Rubric** and can be found at - http://www.quickrubric.com/r#/qr/planning129/read-alou

TOTAL    12 points

**Activity 8. Rubric. No. 2. Speaking**

Student Name: _Linases perez yowdiell_

| | Speaking | | |
|---|---|---|---|
| | **Proficient**<br>3 Points | **Emerging**<br>2 Points | **Beginning**<br>2 Points |
| **Fluency** | Communicates effectively without long pauses | Communicates even though there are some long pauses ✓ | Frequent and long pauses cause difficulties in communicating |
| **Task Achievement** | Carried out the task successfully and with relative ease ✓ | Carried out the task but with some difficulty | Had difficulties in carrying out the task |
| **Pronunciation** | Very Good pronunciation | Acceptable easily comprehensible pronunciation ✓ | Pronunciation makes comprehension difficult |

This rubric was created with **Quick Rubric** and can be found at - http://www.quickrubric.com/r#/gr/planning125/speaking

Well done? ‼ **TOTAL** 7 points

Rubric No. 1 and 2 helped the teacher to assess the speaking and listening skills of the students in order to break down the performance levels of the students, allowing them to clearly identify what is expected of them, with this instrument the students allowed to know their strengths and weaknesses, facilitating the feedback process for the teacher.

**Check list No. 1 Requirements.**

Student Name: _Sauza Herrera Ma. Fernanda_

| | Descriptors | Excellent 😃 | Good 😊 | In process 🙂 |
|---|---|---|---|---|
| **Activity 2** | Student repeated the vocabulary indicated individually. | ✓ | | |
| **Activity 3** | Student was attentive and answered the questions. | ✓ | | |
| **Activity 4 Grammar Focus** | Students analyze the comparative and superlative adjectives chart and copy the sentences on their notebooks | ✓ | | |
| | Total | 10 | | |

Good Job? ‼

**2nd SESSION. Check list No. 2  Requirements**

Student Name: _Sauza Herrera Ma. Fernanda_

| | Descriptors | Excellent | Good | In process |
|---|---|---|---|---|
| **Activity 5** | Student was attentive trying to hear. (Appendix 5) | ✔ | | |
| **Activity 6** | Student wrote the similarities and differences | ✔ | | |
| **Activity 7 Listening** | Student was attentive trying to hear. (Appendix 5) | ✔ | | |
| | Total | 10 | | |

**3rd SESSION. Check list No. 3.  Requirements.**

Student Name: _____

| | Descriptors | Excellent | Good | In process |
|---|---|---|---|---|
| **Activity 9 Writing** | Student wrote a short description on his/her activity book | | | ✔ |
| **Activity 10 Reading** | Student followed the reading about birthday celebrations in Vietnam and checked his/her predictions with a partner | | | ✔ |
| | Total | | | 6 |

You can do better!

Check list No.1, No. 2 and No. 3 helped the teacher to track the process of the students. Students helped the teacher to do it. Teacher considers they were good tools because the majority of the class was committed to work.

4th SESSION. PRODUCT Activity 11. Rubric No. 3. Interculturality, Writing and Speaking

Student Name: Cotaya Hernández Itzayana

**Interculturality, Writing and Speaking**

| | Very well 2 Points | Can improve 2 Points | Need help 1 Points |
|---|---|---|---|
| Death time | On time ✗ | After time | |
| Language use | Correct use of structures | Minimal errors in structures ✗ | Same errors in structures |
| Mechanics: Spelling | Correct spelling | One or two errors in spelling | Three or more errors in spelling ✗ |
| Mechanics: Capitalization | Correct capitalization | One or two errors in capitalization | Three or more errors in capitalization |
| Mechanics: Originality | Appropriate use of fonts: Size, style, colour ✗ | Enough use of fonts | Simple use of fonts |
| Pictures | Each statement has a picture to describe it ✗ | Use of pictures | Isolated pictures |
| Fluency | Speaks with ease | Speaks with little pauses ✗ | Speak with long pauses |
| Understandable | Easy to understand ✗ | Some words are hard to understand | Hard to understand |
| Pronunciation | Shows clear evidence of practice ✗ | Hardly shows evidence of practice | Needs more practice |
| Technology | Appropriate use of technology ✗ | Some problems in the use of technology | Difficulty in the use of technology |

This rubric was created with **Quick Rubric** and can be found at - http://www.quickrubric.com/r#/qr/planning129/interculturality--writing-and-speakin

Good Job? ☺   TOTAL 27 points

Rubric No. 3 helped to evaluate the final product of the social practice, the teacher used the rubric because this instrument clearly indicated to the students what they had to do, the result was positive for the students were less stressed when knowing in advance the level demand of this activity, strengthening their emotional state.

Teacher considered it was completely useful, because she retook the descriptors she applied in the rubrics before and modified the weighting she gave to some of them and also add pronunciation, technology and pictures, in order to include and be aware of interculturality and technology that were implicit all the time in the development of the lesson plan.

Activity 11. Rubric No. 4. Product (Self assessment)

Student Name: López Campos Estrella

With the design of the last rubric, teacher considered it was useful, because the students were able to participate in their own evaluation of their learning process, this encouraged them to think about how they would do better in the next unit or how they could improve in the future.

## 2.05 A video that shows teacher giving class as an application of her lesson plan.

The next links takes you to the videos where teacher shows portions of each step of the lesson as well as the interaction that she had with her students:

Link:
https://drive.google.com/file/d/12YdlfacDlvxHh4j3gKamQ83yKvnj74t9/view?usp=sharing

## MICRO TEACHING

https://drive.google.com/drive/folders/1lNWn0Qfm1Tey3BK05_49cJZAewoZsiks?usp=sharing

# CHAPTER 3: EXPERIENCE REPORT

Teacher results were amazing, as it was expecting when a class has a lesson plan. It means different activities such as organization, preparation and efficiency of time. This was a new experience since the teacher introduced communicative language into oral expression, writing, listening and reading.

The challenge seemed to be hard for the students had low English level. The activities in class did not represent great difficulties as the commons, motivate students to work in order to increase the major intake possible on each one of them, as the teacher was all the time assessing them and working with them, so it was not a great problem.

They did not want to speak, because they imagined it was very difficult and that teacher wanted an excellent pronunciation. However, what teacher pretended was that they dare to do it. But they were afraid of doing wrong and classmates made fun of them. Once that a peer of classmates dared to do it, the majority of the students did. Teacher just pointed out the descriptors to take into consideration in order to get an enjoyable experience. The dialogue was written by them and talking about a member of their family so it was quite easy.

Students were faced with technology, most of the work was done at home, because at school there are no devices or connections to do it. The problems were that not all have internet service, so they look for a partner to be in contact to share the information and deliver their work. The students got organized and finally succeeded, they were very proud of their work.

In terms of developing listening activities were very good, but for the latter, students found it difficult to hear. Students needed to fill in the gaps as they listened to the group of words. The audio was too fast, so teacher noticed that the activity was complicated for the students, then she decided to write in a mixed way the missing group of words on the board so, students could manage the activity, keeping the same objective: Listening, avoiding frustration for both: teacher and students.

Teacher noticed that speaking about interculturality was not difficult as she has thought, because interculturality was immersed during the development of the whole lesson, students search in the net and saw different traditions around the world, they expressed they did not image how big those places were, and not even where they were located. They admitted that

after discovering these places, they went on-line to continue learning and discover more traditions.

Teacher convinced herself that students will work better in class, if she does exciting and fun activities, and the teacher has also acknowledged that the use of technology benefits from the teaching-learning process.

# CHAPTER 4: CONCLUSIONS

There are multiple theories to explain how the human being learns to transform his communicative competence, under theses theory the teacher thinks that students acquire knowledge through social interaction, through observation, through stimuli, through a need internal to his being or perhaps because it is part of his nature. Or through a construction in constant evolution, what is a reality is that the human being uses all these processes to learn.

For example, under the behaviorist theory through positive stimuli teacher achieved that the students learn, with Chomsky's theory of universal grammar she could observe how a eight-years-old child could reach a high level of competence by focusing on the meaning instead of the form due to the innate knowledge of universal grammar, allowing them to identify the grammatical laws of the second language., regarding constructivist and sociocultural theories see that students play a fundamental role through tasks communicative such as games, dialogues, role play among others to achieve communicative competence, this process also implies an assimilation and accommodation of new knowledge that is integrated into the model or understanding where the experience is vital since the student learns significantly from their experience prior and personal where the student learns to learn. (Piaget cited in Gómez-Granell, 1994; N.C. Ellis, 2006).

Teacher can affirm that the application of creative and ludic strategies, affects the development of the four skills: Listening, Speaking, Reading and Writing to improve the linguistic competence in English of the fourth graders, expressing themselves in this way with their participation and great disposition, working with enthusiasm, participation and predisposes the children's attention to motivation for their learning. The suggested activities were designed to be meaningful, easy to do, adaptable and ludic. to promote a better learning environment.

The teacher designed several activities so that students can work collaboratively in teams or pairs, making sure to mix strong and weak students so that students with more knowledge can help their peers with less knowledge in order to go beyond their knowledge (ZPD)

Among other outcomes that teacher recognizes that the evaluation has a unique potential for the improvement of the educational process, studying the evaluation of learning is also recognizing the right of students to a quality education for this it is necessary to know how the evaluation is carried out in order to guarantee that it is based on appropriate manner and is objective, reliable and valid.

Teacher knows that the way in which it is evaluated must be precise (valid and reliable), for this she must take into account three considerations: the type of learning objective to be evaluated, the evaluation method to be used and finally, that the method of evaluation consider the type of objective to be evaluated and its level of complexity, it must be oriented to evaluate the performance process of the students having as evidence and indicators that seek to determine the degree of development of competences in a quantitative and qualitative way in terms of knowledge (to know), of techniques (to know how to do), and of attitudes or personal attributes (to be), whose evaluation is conceived based on the learning necessary to go from ignorance to knowledge and acquisition of skills and abilities, to provide feedback on to strengths and aspects to improve (Cazares and Cuevas. 2008).

Teacher recognizes the importance of communicating learning achievements to students, it must be through a descriptive dialogue where the content and form are taken care of, attentive to listening and observing the students in order to adapt her verbal and body language during communication, stimulating the student. so that he reacts and can express his concerns and points of view, during the communication the explanations must be motivating and respectful, first highlighting the progress and achievements to achieve a positive impact on self-esteem and motivation as well as conveying that what has not been achieved can be overcome, verifying through paraphrasing that the student is clear about what needs to be improved.

Now that she reflects, their vision of teaching is completely different, she knows that teaching is a complex task, but the more engaging she creates her lesson plans, the more effectiveness will be for her students. Thanks.

# CHAPTER 5: APPENDIXES AND REFERENCES

## 5.01 Appendixes

### Appendix 1: Extended Reading

## Appendix 2: Writing and speaking

**A** Work with a partner and explore the images to explain Chinese New Year's traditions.



**B** Listen to the description and check if your ideas about the tradition were correct or not. ⓪²

**C** Copy the chart in your notebook and write notes about the most important details you can remember about the tradition. Listen to the description again if necessary.

| luck | parade | objects |
|------|--------|---------|
|      |        |         |

**D** Work with a partner. Ask questions about your own traditions and compare them to the ones in the description you listened to.

What do you do for New Year's?

My family and I...

## Appendix 3: Look and answer



**E** With your partner look at the images of different parades around the world and answer the questions.

1. Has any of you been to a parade? Did you like it? Why?
2. Do you know any of the **celebrations** in these pictures? What are they about?
3. How do you feel about watching a parade? Why?

Parades Around the World

**F** With your partner, discuss and compare a celebration in your community with one from the pictures.

In Mexico there is a big parade with costumes for the Day of the Dead.

There is also a parade for the Chinese New Year with **fireworks** and **costumes**.

DigiTips: Make sure information is accurate.

## Appendix 4: Write sentences using comparatives

**A** Look at the pictures of dances from different cultures. Discuss the questions with a partner.

1. What can you see in the pictures?
2. Can you identify any similarities or differences between them?
3. Which of the dances would you prefer to do or watch? Why?

**Jarabe Tapatío**

**Origin:** Guadalajara, Mexico
**Female costume:** Long dress with a colorful, wide skirt
**Male costume:** Black *charro* suit with a hat
**Kind of music:** Fast beat, performed by a *mariachi* band
**Dance difficulty:** ★★★★

**Hula**

**Country:** Hawaii, USA
**Female costume:** Grass skirt, blouse, flower necklace
**Male costume:** Grass skirt, shirt (optional), flower necklace
**Kind of music:** Slow beat, performed with string instruments
**Dance difficulty:** ★★☆☆

**B** Listen to the comparison between two dances and write down the similarities and differences mentioned. 3

▶ Talk with a partner. Describe and contrast details about the two dances.

> The *charro* suit is more comfortable.

> Yes, but the hula skirts are easier to make.

## Appendix 5: Describing images



**C** Look at the pictures of dancing traditions from two different places. Describe what you can see in detail.

These children live in Spain. They are wearing **traditional** costumes to dance *Flamenco*.

*Flamenco* costumes are **elegant** and **beautiful**. The male costume includes **tight** black pants, a white or red shirt, and a black hat. The female costume consists of a **long** dress.

These children live in Russia. They are wearing traditional costumes to dance. Traditional costumes are **colorful** and **comfortable**. The male costume includes wide black or red pants, a colorful **wide** shirt, and an optional **fur** hat. The female costume consists of a **colorful** dress with a **long** skirt.

**D** Read the information in the cards. With your partner, describe and compare the two costumes in detail.

> Spanish costumes are more elegant.

> Yes, but I think Russian costumes look more comfortable.

## Appendix 6: Writing a paragraph



**Lesson 3**

**A** Look at the pictures and discuss the questions in small groups.
1. What do you think they are celebrating in these pictures?
2. Have you ever celebrated this tradition? Have you been invited to do so?

**B** Listen to the description of the tradition and check your predictions. ⊙⁴

**C** Draw a picture to show how you celebrate your birthday. Write a short description.

## Appendix 7: Look and speak



**E** Look at the pictures about birthday celebrations in Vietnam. Discuss what you think happens on that day in small groups.

**Did you know?**

In Vietnam, the first new moon after January 20th marks the day when everyone is a year older and it's also the country's New Year celebration. This **holiday** is called Tết. Although this day is celebrated differently in each house, there are three important traditions:

1 Children get "lucky money" in red envelopes from their family members. They usually spend their money on toys or board games.

2 People eat traditional food like rice cakes and beans. Even though it is everyone's birthday, people don't eat birthday cake like we do.

3 Local people use flower blossoms to decorate during this holiday. They make their houses look like the most beautiful places on Earth.

Even though there are more traditional flowers and foods used to celebrate New Year, the fact that it's everyone's birthday celebration makes it lovelier than in other parts of the world!

**F** Read the informational chart and check your predictions with your group. Compare the tradition with what you do where you live. Discuss similarities and differences.

## 5.02 References

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