UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

[“DESARROLLO DE LA CONSCIENCIA INTERCULTURAL CON ALUMNOS DE QUINTO GRADO POR MEDIO DE LA COMPRENSION DE LOS CUADERNOS DE VIAJE Y LAS TABLAS COMPARATIVAS”]
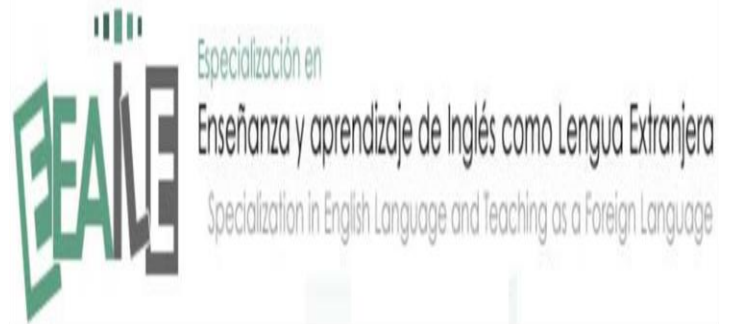
TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

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

PRESENTA:

[GONZALEZ CASTRO SHAIRA BRIZEIDA]

ASESOR: [GARCIA GALVAN SHELCIK ERICKA]

CIUDAD DE MEXICO. a [5 DE JULIO DE 2022

SPECIALIZATION IN ENGLISH LANGUAGE AND TEACHING AS A FOREIGN LANGUAGE
FINAL PROJECT
"DEVELOPMENT OF INTERCULTURAL AWARENESS WITH 5TH GRADE STUDENTS THROUGH THE COMPREHENSION OF TRAVELOGUES AND COMPARATIVE CHARTS".

STUDENT: GONZALEZ CASTRO SHAIRA BRIZEIDA

TUTOR: GARCIA GALVAN SHELICK ERICKA

DATE: JULY 5th, 2022

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INTRODUCTION

This final project's purpose is to present the theories, approaches, methodologies, applications, assessments and results, etc. that the teacher has studied during this specialization of teaching and the learning of English as a foreign language. The results of the applications put into practice of the new knowledge obtained in the classroom by developing the four main language skills.

The pedagogical intervention was made with the use of new theories, methodologies, approaches, and strategies in four sessions with the topic of intercultural competence, with the use of different dimensions like the linguistic, intercultural, 21st century abilities and digital competences.

To learn English the teacher does not only need to focus on the development of the communicative competence of learning a second language. It is not only about teaching and learning grammar, vocabulary, syntax, etc., to learn another language it must also be consider to teach about the culture the language comes from, to be able to teach students to talk about their own culture with others and treat equally students with indigenous conserving cultures.

In chapter one the teacher talks about its identity and teaching philosophy. Here the teacher presents her first encounter with acquiring a second language, the way she learned it and how she has been improving the teaching/learning processes for her well-being and her students, by learning new theories, methodologies, approaches, strategies, etc. to teach an L2.

In this same chapter she mentions the theorical foundations that she has learned through the specialization. Authors like Lev Vygotsky, Kolb, Stephen Krashen, etc., different strategies and approaches that have enriched her teaching through this learning process,

She also makes reference to the theorical basis about language, language learning and language teaching of her own model. Here, she mentions different theories,

approaches or methods that helped her develop her lesson plan activities. Theorical foundations she based her teaching in, to create activities that were functional for her students.

In chapter two, she presents a lesson plan with four-sessions. A complete lesson plan that guided her through the activities she implemented, the achievements, the sequence of activities, the material needed for each session, and the way to asses each the different activities for each session. This lesson plan is based on the PRONI program contents with personal modifications that best suits them, taking encounter the grade and needs her students presented.

After you can see an experience report of her applications of her four different sessions. She worked a different learning skill in each session. In her first session, she worked the listening skill. In the second session, the reading skill. In the third session, the writing skill and in her fourth session, the speaking skill. Here you can see all the knowledge, details of the experiences lived in the process of the application proposed, as well as the most recurrent findings, or greater significance that are presented, basing it with the theoretical foundations proposed in this work.

Then, you can view the report of her procedures, evidences (images, graphics, photos, etc.) Here, she attached pictures taken during her different sessions, evidences that give a clear view of what was put in practice with her students. Focusing on the content, intercultural development competence and the use of technology.

After, she shared a link where you can see a short video with selected moments of her lesson plan put in practice.

Chapter three, starts with the design of assessment tools. Here, she shared the different tools she used to assess her students. She used a rubric since she is dealing with different competencies and the four skills. She also created a quiz about the topic where students were be able to answer questions related to the topic. A
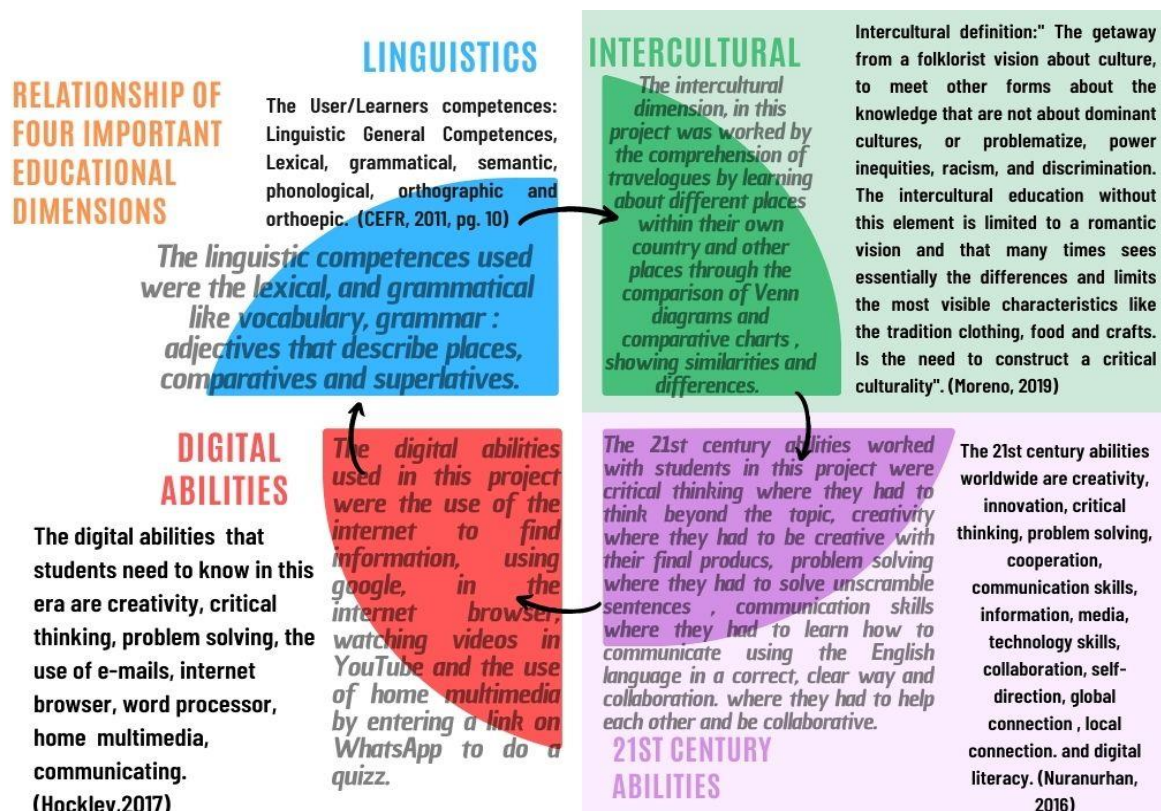
daily checklist she used as a daily registration and a monthly google form PRONI, ask her to fill up for every month to see her student's monthly development.

The teacher also presented the testing tools for activities, where she talks about a testing tool, she created using technology and a web page called Quizzes and the different ways she tested the four different skills she worked with in her different sessions.

After, she mentions the rationale behind the assessing and/or testing tools. Here, she can see the rationale that she based her testing tools in. She used foundations basically from everything learned during the specialization and the prior knowledge she has obtained during her years of experience working for a national English program.

In chapter four, she reported and made and analysis of her experience with this project. She reported the outcomes of each session applied and the experience that changed her to the new teacher she is now.

Relationship of four important educational dimension:

RELATIONSHIP OF FOUR IMPORTANT EDUCATIONAL DIMENSIONS

LINGUISTICS

The User/Learners competences: Linguistic General Competences, Lexical, grammatical, semantic, phonological, orthographic and orthoepic. (CEFR, 2011, pg. 10)

The linguistic competences used were the lexical, and grammatical like vocabulary, grammar : adjectives that describe places, comparatives and superlatives.

INTERCULTURAL

The intercultural dimension, in this project was worked by the comprehension of travelogues by learning about different places within their own country and other places through the comparison of Venn diagrams and comparative charts, showing similarities and differences.

Intercultural definition:" The getaway from a folklorist vision about culture, to meet other forms about the knowledge that are not about dominant cultures, or problematize, power inequities, racism, and discrimination. The intercultural education without this element is limited to a romantic vision and that many times sees essentially the differences and limits the most visible characteristics like the tradition clothing, food and crafts. Is the need to construct a critical culturality". (Moreno, 2019)

DIGITAL ABILITIES

The digital abilities that students need to know in this era are creativity, critical thinking, problem solving, the use of e-mails, internet browser, word processor, home multimedia, communicating. (Hockley,2017)

The digital abilities used in this project were the use of the internet to find information, using google, in the internet browser, watching videos in YouTube and the use of home multimedia by entering a link on WhatsApp to do a quizz.

The 21st century abilities worked with students in this project were critical thinking where they had to think beyond the topic, creativity where they had to be creative with their final produds, problem solving where they had to solve unscramble sentences , communication skills where they had to learn how to communicate using the English language in a correct, clear way and collaboration. where they had to help each other and be collaborative.

21ST CENTURY ABILITIES

The 21st century abilities worldwide are creativity, innovation, critical thinking, problem solving, cooperation, communication skills, information, media, technology skills, collaboration, self-direction, global connection , local connection. and digital literacy. (Nuranurhan, 2016)

Linguistics:

Linguistic is the first dimension, she took in consideration because without the linguistic dimension we are not able to analyze human language. Now days, developing the linguistic skill in classes is a very important part of teaching because when students are learning any language, they must take into consideration the correct way of communication with others and only understanding things like language learner's competences: lexical, grammatical, semantic, phonological, orographic and orthoepic, etc. Teachers can create successful students in their classes. In this project, she worked the lexical competence with needed vocabulary and the grammar needed for the different task like the adjectives that describe places, comparatives and superlatives in her classes. The adjectives helped students describe different places. Comparatives helped them compare two places and superlatives helped them say which place was best in something. In order for them to be aware of how to use this grammar focus correctly the teacher job was to make students aware of the language needed to complete this task. "Most speakers of a language are similarly vague when it comes down to identifying what it is they implicitly "know" about their language that enables them to speak it-the underlying rule system that Chomsky termed their "competence" ". (Thornbury, 1997)

Intercultural:

 As a second instance, she mentions the Intercultural dimension, which in our present is one of the most important aspects of our schools. It is true that when we teach a second language, we also teach a different culture but reality is that we must teach our students about their own and other cultures, how to communicate with others cultures and talk about how proud they feel of themselves for being Mexicans but also to be proud of conserving indigenous tribes in our present days. In this project, she worked with travelogues about different places for students to compare the different aspects they can see when they visit other places. She selected a multicultural class to base her project in because learning from other cultures is what enriches peoples own personal beliefs but reality is that we cannot paint working with intercultural

classes as an equal practice or teachers tend to focus culture on things like typical clothing, food, etc. Teacher must view intercultural classes as a problem created by society where superior cultures view other unequally. Sometimes as teachers they make differences when we they have students who come from an indigenous culture. They do not always treat people the same way because of their cultural background and especially when they work with kids. Students tend to be more not cultural aware or respectful of other cultures, especially when they see an indigenous kid. So, the teacher's job here was to create a cultural awareness atmosphere of the richness that our country has by still conserving indigenous people preserving their culture in a constantly changing world. "It is often said that all people are 'equal' but maybe 'of equal worth' would be a better choice of words. Every human life is equally precious but people are generally different. They are molded by their culture. For example, there is an undeniable difference between the Western world and indigenous tribes. Perspectives, practices and products of the West strive for progress, financial well-being, technology, etc. Also, products as tangible things are often considered more important than perspectives and practices. On the other hand, less developed communities, such as tribes, cherish spiritual over material aspects of life. They focus on unity, faith and humanity rather than on products. This is just an example of a 'gap' or 'culture shock' that is present not only within the mentioned instance but it can be seen in every culture. Not everyone values the same things. Language is a bond that can bridge every gap but not without cultural awareness". (Brdarić, 2016)

21st Century Abilities:

In a third instance, she spoke about the 21st century abilities, which are skills that teachers must consider in our present reality, context and new generations. Teachers cannot teach with abilities that they used back then because the world is in constant change. Our new generations need new ways to learn and new abilities to confront a world that is being rule by technology. In this case, she showed her students 21st century abilities that

they needed to be aware of in order to complete the task. Abilities like creativity, innovation, critical thinking, problem solving, cooperation, communication skills, information, media, technology skills, collaboration, self-direction, etc. Abilities that help them develop themselves in a new generation. In this project, she worked with abilities like critical thinking, creativity, problem solving, communication skills and collaboration. "Though many of the skills needed in centuries past, such as critical thinking and problem solving, are even more relevant today, how these skills are learned and practiced in everyday life in the 21st century is rapidly shifting. And there are some new skills to master, such as digital media literacy, that weren't even imagined fifty years ago". (Fadel, 2009)

Digital Abilities:

Lastly, she presented the dimension of the digital abilities, which are the competences that students need to know in a world revolutionize by technology. To create new 21st century students is a job teachers must be aware of because in a future technology will be the main source of communication with the new upcoming generations. The digital abilities they should know are critical thinking, creativity, problem solving, the use of e-mails, internet browser, word processor, home multimedia and communicating using digital instruments.   In this project, she taught her students how to watch videos in YouTube, how to search for information about different places in google and how to enter into a link in WhatsApp to be able to answer a quiz about the topic as an assessment, which belong to abilities like internet browser and home multimedia. "The contexts in which teachers are working with technology can vary widely and the access that teachers have to computers - the so-called digital divide - will affect what we can do with our classes in terms of implementing technology. A general lack of ICT training for teachers also means that we still have some way to go until the normalization of technology in language teaching, where the use of technology in teaching becomes as natural as the use of books or pens and paper". (Hockly, 2007)

Lastly, she included this diagram that shows the relationship of four very important dimensions seen through this project. Four dimensions that teachers must take in consideration in their teaching to new generations because they are dealing with 21st century students who require of new abilities to confront life nowadays.

Finally, she closes this project with a deep conclusion about what this specialization process has been for her and how she innovated herself trough out this learning process. As a final reflection of what had she has been through since she decided to enter the specialization, all the obstacles that she overcame and most of all the learning she obtained in these past months. She can say that she is not the same English teacher she was a year ago. She has committed many errors but she has also learned from them. Those errors had strengthened her teaching knowledge and here she is now, feeling innovated and ready to continue learning to be a better teacher as she was yesterday.

Chapter 1

1.Identity and teaching philosophy

Her name is Shaira Gonzalez, she is 35 years old and her path in this educational language learning process started when she was in kindergarten and she was first introduced to the English language spoken. Since then, her passion and love towards the language started growing inside her heart. She stills remember that when she first started learning English, she was introduced to the language by the Direct Method. The teacher knew that she did not spoke any english and was not interested in teaching her English through grammar or written structures but instead by hearing and using the language in daily basis situations or activities, which slowly started to develop the language inside her system. "Teachers who use the Direct Method intend those students learn how to communicate in the target language, in order to do this successfully, students should learn to think in the target language". (Anderson D. L., 2011) And she was, she was in a country where the target language was spoken and taught in English. "Children learn oral language first; only later in life will they acquire a written form". (UPN, http://eeaile.upnvirtual.edu.mx/) I totally agree with this statement because I was introduced to a context where english was the target language before any other and I first acquired the spoken language to later on be introduced to the written form of the language. Years when by and the method changed to the Grammar Translation Method, where I already understood more the spoken language and it was time to learn and see if I was actually understanding well what I was reading in english and writing it down correctly in my native tongue. "Language learning consist of memorizing rules and facts about the target language and being able to manipulate the syntax and morphology". (UPN, http://eeaile.upnvirtual.edu.mx/, 2022)[1] Most of all the importance of this method was for "helping students read and appreciate foreign language literature. It was also hoped that through the study of the grammar

of the target language, students would become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language better". (Larsen-Freeman, 2000) This method stood by for a short amount of time to continue learning english with the Audiolingual Method, where my native tongue was not allowed in the classroom anymore and I was constantly learning through drills." Adopting the stimulus-response principles oh behaviorism, learners need to use language without having time to focus on the form. This can be realized via the use of memorization of texts and dialogues and also through the use of drills". (UPN, http://eeaile.upnvirtual.edu.mx/, 2022) Here, she was being taught English to reach proficiency like an English native speaker. Maybe then she did not understand that she was been taught a second language through different methods but definitively she had something very clear that her English-speaking context had a very important influence in her learning of the language because she was being force to practice the language not only in the classroom but also outside the class. She continued her learning and interaction with the language through middle school and high school with the communicative approach, where the language was used to express communication functions and understand meaning. At this time the focus of the language was more to interact with the language and use the correct way of the meaning. "Teachers who use CLL want their students to learn how to use the target language communicatively. In addition, they want their students to learn about their learning, to take increasing responsibility for it, and to learn how to learn from one another". (Anderson D. L., 2011)

After 16 years of her life living in a country where their native tongue is English and struggling to learn the language, she can say that life brought her to Mexico because she has a mission out here in the educational sector. Basically, she learned English as a native speaker where she understood most of the aspects of the language to stable a successful communication with others who also speak the same language. She arrived to Mexico in 2008 and thanks to the good English she spoke and to the fact that she never dropped out of school, she was able to enter the English National Program here in Sinaloa, PRONI. She had no experience teaching English, working with children or had ever worked in the educational sector. She

started studying a bachelors in the elementary sector of education in UPES Sinaloa, where she learned different tools that helped her better her job and experience with children. She also received different courses given by the English program to expand her knowledge and better her job. She is constantly innovating herself with new knowledge and techniques to offer her students better understanding of their learning in a second language. She has learned many different methods like the Rassia´s Method that had contributed to her way of teaching in a very special way because the purpose of this method is to make students feel comfortable and natural with the language in a short period of time. She really felt connected with the communicative approach because she actually works with social practices of the language in her classes. "Social practices of the language are patterns or ways of interaction, which in addition to the production and interpretation of spoken and written texts, include several activities linked to them. Each practice has a specific communicative purpose and a history linked to a particular cultural situation." (SEP, 2007) One that really catch her attention was the direct method because she stills remember that this method was the first method she was introduced when she was learning English. She really liked the fact that with this method she was taught English with the use of vocabulary that they used every day and with actions that they also did daily. In her context it is difficult to apply this method because students are always using their native tongue and this creates a strong barrier where students do not want to push themselves to using another language because they do not feel the need to do so. Thanks to the pandemic this situation has change because after two years of working in on line classes, they came to school eager of learning English. she is now working in a context where most of her students come from different parts of Mexico like Oaxaca, Guerrero, Nayarit etc. Where their native tongue is Spanish and an indigenous dialect, so they are learning a third language which in this case is english. This situation makes it even harder for them to learn a third language and it creates a challenge for me. Most of their parents work in our famous Malecon, which is a beautiful enormous beach, a place where we receive tourist every day and the main language that they use to communicate is English. This helps them a little bit because they see a true example of why they should learn

English. Right now, she works with the communicative approach, where through different social practices she is teaching English, but she uses a little bit of the different theorical approaches and especially the direct approach, that marks her the no use of their native tongue in class and where she wants them to immerse themselves to the listening and speaking skills in order to understand and be able to communicate.

Working with students the conventions of the language while at the same time being creative is a way to spice up the different ways the teacher can use language, to make meaning and sense to what students are trying to communicate but without leaving out the correct use of language conventions. Some ways they can work with students are to apply spelling rules correctly but in a creative way. We can create rhymes and raps using spelling, create a spelling word wall, games, unscramble, make crossword puzzles, letter soups, use technology and many more activities that they can use to catch the interest of their students and keep teaching creative. Vygotsky believed that "the origins of creative imagination are situated in children's play. Play is understood as a creative act that reconstructs, appropriates and transforms human experience to produce new realities". (Vygotsky, 2019) Teaching in a ludic and fun ways can make a difference in children's learning and especially when teachers teach things that are not of their interest, they have to be creative and catch their attention with fun activities.

To work the negotiation of the meaning of what students are saying with their classmate is very important because is a process they must go through to reach a clear understanding of each other. Asking for clarification, rephrasing and confirming what students understood are strategies of negotiation of meaning. Teachers can work this by creating a supportive and comfortable environment where students can feel safe to open up and express their ideas and thoughts, without feeling that someone will laugh at them or discriminate their ideas. Like these teachers can create team works where students can mingle with other classmates and feel comfortable to talk about topics related to their work or negotiate meaning of understanding. Something very important to always do is to tell students to give

positive and constructive feedback to their peers. It is crucial to establish communities of practice using English as a lingua franca because english is the most common language in the world regardless of their cultural background. This communities can help students practice the language with others students and its truly necessary to have this type of communities because one of the major problems we have here in Mexico is that many students learn english but they don't speak it or practice it with others because they feel insecure or don't have someone to speak it with.

1.2 Theorical foundations

The teaching methodologies, approaches and techniques are all linked to language theories and language learning. This valuable information has helped the teacher learn how students acquire knowledge and the best ways to teach them putting in practice methodologies, techniques and approaches.

Lev Vygotsky, is the author who for many years the teacher has based her teaching in. He has left us great contributions for example the social cultural approach and the zone of proximal development.

Lev Vygotsky, and the social cultural approach, is the theory the PRONI English program is mostly based on. This theory states that learning is centered on social interaction. To Vygotsky, "the child is an active learner in a world full of other people. Language provides the child with a new tool, opening up new opportunities for doing things and organizing new information". (Turner, 2015) He believes that students learn by teachers putting them to interact with different objects, ideas, playing, reading stories, singing, asking questions, etc. Reality is that through time students will learn words and slowly continue with putting together two words and then creating small sentences. It will take a while before they can start using the new language. Like this student internalize language, which is similar to Piaget´s idea of assimilation and accommodation. Students listen to every day routine vocabulary when giving instructions and they internalize what is being said because the teacher always uses the same expression to refer to daily basis instructions.

The Zone of Proximal Development (ZPD) states that is important to take this contribution into consideration while planning activities because teachers need to consider what a student can do without teachers help and a what a student can do with the teacher assistance or with the help of others. The teacher decided to work with fifth graders, where the level of information they receive is more difficult and the readings for them are at a higher level and they will not always be able to work by themselves with so much information that maybe they do not understand completely. "This "zone" is where learning takes place. It is just enough beyond what the learner already knows so as to be interesting, but not so far beyond that the learner becomes frustrated". (Turner, 2015) Vygotsky, assures that the level of potential development is determined through problem solving under the help, guide or a more capable person. He states that "the distance between the actual development level as determined by the independent problem solving and the level of potential development as determined though problem solving under adult guidance or in collaboration with more capable peers" (Lev, 1978, pág. p.86).

Zone of Proximal Development

Out of reach

Zone of Proximal Development
Learns through scaffolding

Current Understanding
Can work unassisted

tracyharringtonatkinson.com

(Paving the way: Lifelong Learning by Example, 2021)

Kolb´s experiential learning model, is probably the model in which teacher´s current English curriculum in Junior High School is based on. It is based to apprehend and comprehend. This model presents four stages that involve learning English.

1. Concrete experience
2. Reflective observation
3. Abstract conceptualization
4. Active experimentation
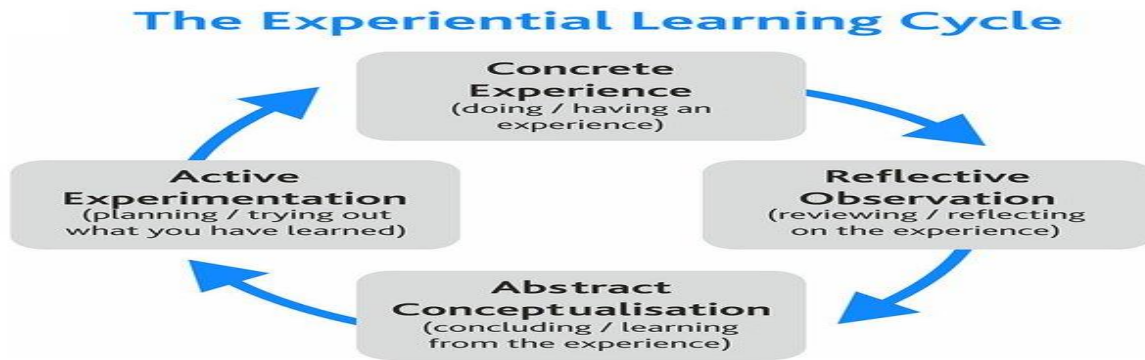
Kolb, describes these four stages processes on how students acquire and learn new knowledge. This model presents a four-stage cycle: concrete experience, reflective observation, abstract conceptualization and active experimentation. The first stage, which is the concrete experience talks about taking hold of an idea, which led Kolb to call it the prehension stage. This stage is the doing and where learners get involved in a particular activity. The second stage is called reflective observation, teachers can see that students create a desire to investigate more about a topic. Here, the student is observing and reflecting in the principal activity. The third stage, is the abstract conceptualization, where they can see students thinking. In the last stage, which is the active experimentation stage, teachers can see the planning. Students start working in the task trying to understand what they will be doing. "This model "concerns the student´s active role in building their own knowledge, as well as emphasis on the type of interaction with fellow learners as an integral part of learning a language". (UPN, http://eeaile.upnvirtual.edu.mx/, 2022)

This chart shows the differences between acquisition and learning taking into account the different theorist

Theorist	Acquisition and Learning
Behaviorism Leonard Bloomfield	He argues that language is speech because speech comes before writing. If we are looking at language acquisition, it should be spoken not written. Language acquisition is a process that involves: An external stimulus A response and Suitable reinforcement
Structuralism Ferdinand de Saussure	He stated about the arbitrary nature of language, which has no relationship between meaning and sound in a language. These come from the context you use the language in.
Generative Linguistics Noam Chomsky	Talks about how language cannot be explained as a simple respond to stimuli. This hypothesis focusses in "why?" of interlanguage, universal grammar and deep structures.
Sociocultural Theory Lev Vygotsky	This theory explains the relationship between the mind and the social and cultural factors. This is a theory of the mind; it focuses on the development of higher mental functions that are possible because of the ability of students to use cultural and biological artifacts.
Zone of Proximal Development Lev Vygotsky	Defends the idea that the level of potential development is given through problem solving under help or a more

	capable other. Is a socially-negotiated constructed atmosphere between a learner and a more advance peer.
Contrastive Analysis Hypothesis Robert Lado	This hypothesis serves two purposes: The first purpose is the systematic comparison which was useful for teacher practices because knowing about the target language phonology, morphology and syntax would allow them to identify areas of difficulty of their students. The second purpose was to produce exhaustive description of similarities and differences among language. This second purpose focus more in pedagogy and comparing languages to inform pedagogical practices.
The Monitor Model Stephen Krashen	He developed the Monitor Model, which states that language is viewed as information processing, instead of habit information. Information processing takes place at a cognitive level. This model is conformed by five hypotheses: Acquisition/Learning Dichotomy Monitor Hypothesis Natural Order Hypothesis Input Hypothesis Affective Filter

Explaining Stephen Krashen´s Hypothesis: Stephen Krashen´s Monitor model, is based on language learning as information processing. This model is conformed by five hypotheses:

1. Acquisition/Learning Dichotomy
2. Natural Order Hypothesis
3. Monitor Hypothesis
4. Input Hypothesis
5. Affective Filter.

 The Acquisition/Learning Dichotomy, talks about two ways to develop knowledge on a second language. By acquisition, which is a subconscious and incidental process and by learning, which is a conscious and intentional process. **The Natural Order Hypothesis**, establishes that students learn by acquiring things or concepts in a fixed and predictable order. A student must already had learnt a structure in order to be ready to learn a new one. **The Monitor Hypothesis**, mentions that what a student learns can help him manage what they will produce. In this hypothesis the students must meet three conditions: form, which implies for students to focus on the form of the target language, knowledge of the rule, that says that students must know the grammatical rules and time, which says that students need time to understand a rule, in order to pass to a different one. **Input Hypothesis**, is connected to The Natural Order Hypothesis, which says that students must learn something well before passing to a different structure. In the Input Hypothesis, students are exposed to comprehensible written or spoken language. Krashen, developed a level called i+1, that suggested the level of comprehension a learner must have, if what is being exposed passes that level than is to demanding for the learner. "Humans acquire language in only one way by understanding messages, or by receiving "comprehensible input". We move from I, our current level, to i+1, the next level along the natural order, by understanding input containing i+1". (Krashen, 1985) **The Affective Filter**, tells us that learning is given by exposure and practice. A student's motivation, attitude, confidence, and anxiety can be factors that influence in this learning process. We can experience two effective filters, when it goes up and

when it comes down and these filters are affected by the situation that causes them. "The filter is lowest when the acquirer is so involved in the message that he temporarily forgets he is hearing or reading another language". (UPN, http://eeaile.upnvirtual.edu.mx/, 2022)

Here you can see the different SLA theories:

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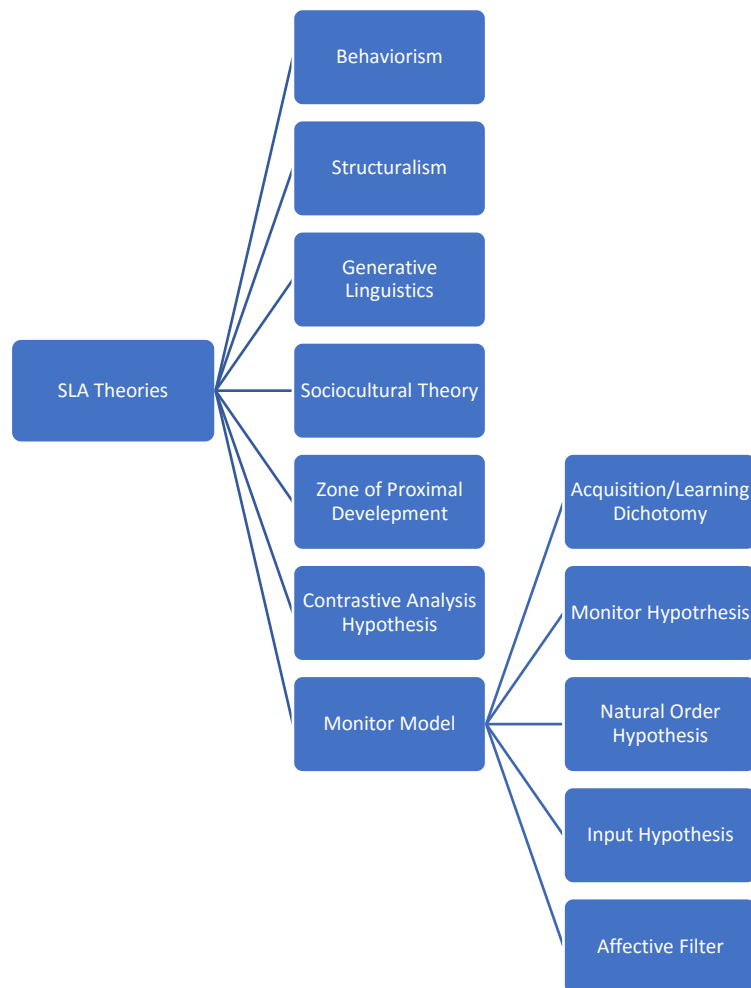
When teaching listening, we can use many strategies for building up this skill. It is really important to understand the spoken language. This type of discourse is the

result of two strategies "bottom up" and "top down" which are two processes part of this kind on discourse.

Bottom-up processing refers to the usage of incoming aural input as the basis for understanding the message. That is to say, comprehension starts with the received data that through the analysis of sounds, words, clauses, sentences, and texts, a message can be received; this is a process of decoding. This is a way of understanding spoken language by combining its smallest elements; if you hear /d/, /o/, and /g/, you determine that the word is "dog". When teaching, we need to consider the amount of vocabulary and knowledge of sentence structure that our students may have. This will define the type of activity that should be used. Bottom-up skills involve "decoding", that is, constructing a message from sounds, words, and phrases. Top-down skills involve using background knowledge to make inferences about what the speaker intended. (Richards, 2008)

Top-Down processing refers to the use of background knowledge or previous information of a specific topic in order to understand the meaning of a message; that is, while bottom-up processing goes from sound to language to meaning, top-down processing goes from meaning to language. Top-down listening skills, for example, make our students produce questions they expect to hear on a specific topic. (Richards, 2008)

These two processes walk along each other side by side. The use of them usually comes from what the student already knows about a topic or content. Here we will analyze the process of the bottom up and top-down processing: Bottom-up/Top-down.

Pre-listening	This phase prepares students with these two processes thorough activities that involve prior knowledge, making predictions, and reviewing key vocabulary.

While-listening	This stage focuses on comprehension through exercises that involve selective listening, general idea, sequencing, etc.
Post-listening	Finally, this step leads us to a response to comprehension and may require student's opinion about the topic. (Richards, 2008)

Listening fluency is another listening strategy that we usually develop in our students. To put in practice this skill we should always include in our classes a warm-up, the actual activity and a post activity for students to work in the use of top-down skills as well as to develop their bottom-up skill. To consider these following aspects when developing listening strategies, we should consider:

- Have realistic expectations about student's listening abilities.

- Help students to develop realistic expectations.

- Be aware of the role of affect in listening comprehension.

- Provide a context and meaning support.

- Provide natural listening opportunities as often as possible.

- Keep the age, interest, and listening needs of students in mind.

- Be aware of any problematic cultural references.

- Allow for listening.

- Teach listening strategies.

- Take advantage of technology to help students develop their listening abilities.

- Give students an opportunity to talk about listening experiences.

(Kolker, 2008)

In order to have a student focus on a listening strategy we must search to involve listeners actively in our listening activities and for this we have two types of activities:

- **Cognitive strategies** are ways to remember better in both short- and long-term mental activities related to comprehending and accumulating input in working memory or long-term memory for later retrieval (comprehension, storing and memory process, using and retrieval processes).
- **Meta cognitive strategies** are ways to manage cognitive strategies like the ones we use for assessing the situation, monitoring, self-evaluating, self-testing. (Richards, 2008)

To stimulate our students to focus on activities that develop the listening skill we must take into consideration that once a students understand the purpose of the activity, now they can focus on others aspects of the task. Another important consideration is to try to present a same topic for different activities where they can continue stimulating the same knowledge of that same topic. To create challenging activities, we must consider:

- **Use diverse activities**. If teachers always make use of the same type of activities, these will become boring for their students. It is important to vary activities to stimulate the students' interest and challenge them with something   new.

- **Use helpful questioning techniques.** These practices within listening comprehension activities are helpful to further develop students' listening comprehension and to test their understanding of a particular grammatical structure. (Ross, 2007)

Understanding vocabulary is a process that will increment through time. For this we must find different strategies that will help our students understand the process that

involves understanding vocabulary. This helps our students find personal ways of how to learn new vocabulary. Here we will discuss three strategies that will help our students understand vocabulary:

1. Reflecting upon the word learning task
2. Asking questions about words
3. Taking context into consideration when determining the meaning of words

Reflecting upon the word learning task, is the first strategy where students have the opportunity to reflect on what they know about that word or believe the word means. They recommend us to use a student self-assessment tool, that can help our students to understand how well they know a word or what they can do with it.

Zimmerman, shares with us "a grid that increases in degrees of familiarity of a word ranging from no knowledge of q word to full competence." (Zimmerman C. , 2009)

No knowledge					**Expert knowledge**
0	1	2	3	4	5
I have never seen the word before.	I have seen the word but am not sure what it means.	I understand the word when I see or hear it in a sentence.	I have tried to use this word, but I am not sure I am using it correctly.	I use the word with confidence in either speaking or writing.	I use the word with confidence, both in speaking and writing.

Asking questions about words, is the second language strategy that encourages our students to ask questions "Once students understand what it means to learn a new word, they will be able to ask better questions that are relevant to its appropriate use. These questions will go far beyond "What does this word means?" and "What

is a good synonym?" (Specialization in the english language and teaching as a foreign language, s.f.)[2] Zimmerman, share with us these examples:

- Are there certain words that often occur before or after the word? (Collocation)

- (If it is a verb) Is there a particular preposition that often follows it? (Collocation)

- Are there any grammatical patterns that occur with the word? (Grammar)

- (If it is a noun) Is it countable or uncountable? (Grammar)

- Did we study any of the members of this word family? (Word parts)

- Are there any familiar roots or affixes for this word? (Word parts)

- Is the word used in both speaking and writing? (Register/Appropriateness)

- Could this word be used to refer to people? Animals? Things? (Meaning)

- Does the word have any positive or negative connotations? (Meaning) (Zimmerman C. B., 2009)[3]

Context and guessing, is the third vocabulary strategy, even though this strategy presents many problems, researchers believe that it is easier to find the meaning of words when you locate clues near in a context of an unknown word. These clues are called **"local clues"**. But we can also see **"global clues"**. Which are clues that are away from the unknown word. It is also important to consider **linguistic** and **cultural clues**. Linguistic clues, are clues that we use by guessing the meaning of a word through by analyzing its grammatical features and word parts. While cultural clues, are clues that are not found in the text but are more related to your cultural experience.

L**inguistic competence** not always means that we are experts in the language grammatically but instead in being able to use and understand the language unconsciously in correct situations. Noam Chomsky, says that "linguistic

competence is linguistic knowledge possessed by native speakers of a language. Chomsky was referring to knowledge of language, not language in use; (he referred to language in use as *performance*). Linguistic competence, according to Chomsky, is unconscious. When learning our first language, we are not conscious of learning the rules (e.g., sounds, structures, words). We just naturally begin speaking; we are "wired" to speak". (UPN, Specialization in english language and teaching as a foreign language , s.f.)

 Communicative or **sociolinguistic competence**, states not only the learning of the language but also learning the culture of the target language. Especially when we teach an L2, it is important to enriched our students with the culture of the language we are usually learning.

Meanwhile **intercultural competence** model presented by Byram, Gribkova, and Starkey, show us that this model has five important aspects to consider: Intercultural attitudes, knowledge of social groups, skills of interpreting and relating, skills of discovery and interaction and critical culture awareness.

1. **Intercultural attitudes,** is the curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own.
2. **Knowledge of social groups,** is the knowledge of social groups and their products and practices in one's own culture.
3. **Skills of interpreting and relating,** is the ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own
4. **Skills of discovery and interaction,** is the ability to acquire new knowledge of a culture and cultural practices.
5. **Critical culture awareness,** is the ability to evaluate critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries. (UPN, Specialization in english language and teaching as a foreign language , s.f.)

Intercultural Communicative Competence, Byram's, share with us a table of components he believed where important to describe this competence.

1.Linguistic Competence.		The ability to apply knowledge of the rules of a standard version of the language to produce and interpret spoken and written language.
2.Sociolinguistic (communicative) Competence.		The ability to give to the language produced by an interlocutor – whether native speaker or not –meanings which are taken for granted by the interlocutor or which are negotiated and made explicit with the interlocutor.
3. Intercultural Competence.	Attitudes.	Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own.
	Knowledge.	Knowledge of social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction.
	Skills of interpreting and relating.	Ability to interpret a document or event from another culture, to explain it and relate it to documents from one's own.
	Skills of discovering and interacting.	Ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction.

Critical cultural awareness/political education.	An ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one's own and other cultures and countries. (UPN, Specialization in english language and teaching as a foreign language , s.f.)

There are three fundamental characteristics to Byram's model of intercultural competence.

*   It proposes an attainable ideal, the intercultural speaker, and rejects the notion of the native speaker as a model for foreign language learners.

*   It is a model for the acquisition of intercultural competence in an educational context, and includes educational objectives.

*   Because it has an educational dimension, it includes specifications of locations of learning and of the roles of teachers and students. (Byram, 1997)

Byram, argues that students probably will not reach the goal to become native speakers and in theory get lost in the process of trying to fit in, in a place where he does not belong at. He must learn the language, always keeping present his culture and where he comes from to know where he is heading.

Culture, is a very extended topic to discuss but we must we aware that culture is unconsciously learned. When we are first born and presented to our world, we are unconsciously learning our culture beliefs, attitudes, values, goals, etc. We grow up to believe that our culture is the only real culture in this world who is beyond any other culture. So, here is where we start judging others with the lenses of our own cultural view, this is called ethnocentrism.

Ethnocentrism, is "the belief that one's group are central to the world. It is the belief that one's values and ways of being are more natural, superior, and more "right" than other people's values and ways of being". (UPN, Specialization in english language

and teaching as a foreign language , s.f.) This can create a barrier with students because they will not be open to want to get to know other cultures. We want to create intercultural spaces, where everyone accepts each other and understand we are going to learn a common language and at the same time learn from each other's backgrounds. Ethnocentrism, is a danger to our classes, once a group perceives themselves as superior, the dangers of stereotyping and prejudice increases.

Categorization is a cognitive process that helps us organize our world, it gives meaning to our lives. After we categorize, we predict. To predict is to expect that once we put things in order, those things will do certain things, react a certain way or be useful for a certain thing, etc.

Stereotypes, are one type of categorization. Brislin, defines stereotypes as "any categorization of individual elements concerned with people which mark differences among those elements". (Brislin, 1981) We learn stereotypes from many places like, the media, negative personal experiences or taught to us by others. We can also see that we have both positive and negative stereotypes and both can be harmful because with the positive stereotypes we can cause unrealistic expectations of another person.

Prejudice, is a bad attitude towards a culture that we usually know little or nothing about within our experiences. A stereotype can tell us what a group is like but prejudice tells us how to feel about a group. Prejudice means to pre-judge someone before getting to know them just by their culture. Just like stereotypes, we learn prejudice from places like our families, friends, television and movies. Intercultural competence, explains the importance of being aware of social and cognitive behavior. Byram, points out that, "knowledge of the processes of interaction at the individual and societal level" are part of intercultural competence. "If an individual knows about the ways in which their identities have been acquired, how they are … perceived, and how they in turn perceive their interlocutors from another group, that awareness provides a basis for successful [intercultural] interaction". (Byram, 1997)

The Communicative approach, explains three passages: the communicative view of language, the interactional view of language and five points described by Nunan.

The communicative view of language, explains that students can learn english through semantic and communicative elements which are more focused on learning to express communication functions and categories of meaning than in grammatical features. The interactional view of the language, views the learning of the language through interpersonal relationships and the performance of social transactions between individuals. The five points described by Nunan are:

1. Learning to communicate interaction in the target language.

2. The use of authentic text in the learning situation.

3. Provision of opportunities for learners to focus not only on the language but also on the learning.

4. Learners own personal experience.

5. To link language learning with language activities outside the classroom.

I can identify this approach in my classrooms activities when I work with activities that are made with a communicative purpose. "Communicative Language Teaching as a style intended to redefine what students have to learn in terms of communicative competence rather than linguistics competence: the crucial goal is the ability to use the language appropriately". (UPN, http://eeaile.upnvirtual.edu.mx/, 2022)

Reading and writing are to different skills that have their own needs depending on the level of students you work with. As we saw before we can use technology to teach our students different reading exercises but most of all to adapt these exercises to their level of difficulty. Some examples of reading exercises are identified topic sentences, identify connectors, make predictions, skim a text for specific information, answer questions related to a text, etc. For some reason I believe very deep down my soul that writing is a skill more complex to developed. Hyland, says that writing is "the process whereas a person selects, develops, arranges and expresses ideas in units of discourse." (Hyland, 2002)[4] Hyland, also

mentions six approaches when teaching writing that we must take into consideration for writing exercises:

1. Language structures: Familiarization, Controlled writing, Guided writing and Free writing
2. Discursive structures
3. Creative expressions
4. Writing processes
5. Content
6. Genre and contexts of writing
7. Cartoon strip genre

Brown, on the other hand talks about principles that underlie writing and that we teachers should take into consideration when presenting writing exercises.

1. Learn and use the habits of "good writer".

a) focusing on a goal or main idea

b) spending some time — but not much — planning to write

c) letting first ideas flow on the paper or the screen

d) soliciting and utilizing feedback from others

e) revising the work several times and making changes if necessary

2. Balance process and product

3. Account for culture literacy backgrounds

4. Connect reading and writing

5. Provide opportunities for as much authentic writing as possible.

More principles:

      6. Frame strategies and activities in term of prewriting, drafting and revising stages.

      7. Strive to offer techniques that are as interactive as possible

      8. Sensitively apply methods to respond to and correct your students writing

      9. Clearly instruct students on the rhetorical, formal and conventions of writing.

      Some examples of writing exercises are essays, summaries, articles, letters, fill in the blanks, writing and answering questions, etc. It is important to take into consideration all these principles when we are selecting different activities for our students to develop their writing skills.

Communicative language, uses some of the behaviorist ideas. This method states a more global view of the use of a second language, it promotes the use of L2 in classroom and motivates students to use what they learnt in real life situations. We can use lifestyle environments in class, finding solutions to different problems, establishing rules for different games, organizing plays to represent popular characters with the only purpose of developing communicative competence. "The range of exercise types and activities compatible with a communicative approach is unlimited, provided that such exercises enable learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction. Classroom activities are often designed to focus on completing tasks that are mediated through language or involve negotiation of information and information sharing". (Rogers, 1986)

The Task Based approach by Willis´s, recommends a sequence of learning activities also known as a teaching cycle. This cycle has three steps: pre-task, task cycle and language focus. The pre-task step I related it to my the warm up, where

the learner activates their previous knowledge of a topic, we can use brainstorming, introductions of the topic, instructions of the activity or games related to the topic. The task cycle, has three phases: The first task phase, is where students can work in pairs. In the second planning phase, the teacher can give input and advice to prepare students for the next phase. The third report phase, makes a combination of fluency and accuracy because students play a role of presenters where students get the message across with the less errors possible. In the final language focus stage, students have the opportunity to focus on form and ask specific questions about the language learned, in this stage usually the whole class participates.

The Grammar-Translation method talks about translating everything in their L1, like grammar rules, applying newly-learned grammar rules in exercises involving substitution, conjugation, translation, and memorizing vocabulary and forms. The role of the teacher is authoritarian and students are passive recipients of instruction.

The Direct method, is a method that has been around for many years. Everything all the way from instructions and routines spoken language are all in english. The purpose of this methos is to instruct using another language to communicate. Students are exposed to the target language without using the mother language. Grammar is important under this method but grammar rules are not taught directly, rather they are taught through grammar rules that are put in practice. When grammar points are taught, the L1 is not used to explain the concept. Teachers teach the grammar orally using the target language or using visual presentations. This methos has one basic rule: no translation is allowed. "Teachers who use the Direct Method intend that student learn how to communicate in the target language. In order to do this successfully, students should learn to think in the target language". (Anderson D. L., 2011)

The Audiolingual Method, is an oral based approach. based on the idea that learning a language involves the formation of habits from behaviorism and on principles of structural linguistics. Similar to the direct method, Students learn how to respond correctly when they practice the drills. The Audio-Lingual method focuses on oral skills. Its purpose is to improve students' speaking achievement. Language

items are presented to students in spoken form without reference to the mother tongue so that they can learn language skills effectively. "Teachers want their students to be able to use the target language communicatively. In order to do this, they believe students need to overlearn the target language, to learn to use it automatically without stopping to think. Their students achieve this by forming new habits in the target language and overcoming the old habits of their native language". (Anderson D. L., 2011)

Lastly, I want to mention The Social practices of the language, which is the content English programs use in the actuality. Social practices state "different ways in which language is used in different settings. The focus is on what people do with language, and how they manipulate the language system for their own interests and needs". (UPN, http://eeaile.upnvirtual.edu.mx/, 2022)

1.3 Theorical basis about language, language learning and language teaching of your model.

The theorical basis about language are methods and textbooks for a second language teaching which should be more effective theorical basis than the ones gone before and for us to use them effectively in our classrooms. Language learning of a second language will always come after learning our native tongue. The language teaching of the teacher model was based in the previously mention authors.

The teacher can also state that Stephen Krashen, became to revolutionize her teaching path because his Acquisition-Learning Hypothesis was the hypothesis she connected with the most and whose contributions helped her understand her students in a deeper way. Krashen states that "We acquire language when we understand when we understand what people say to us and when we understand what we read". (Turner, 2015) Let´s not forget that the purpose of learning an L2 is to be able to communicate with others in an effective way.

Stephen´s Krashen five hypothesis theory, states that second language is adquired by five main hypotheis: The Acquisition.Learning Hypothesis, The Monitor

Hypothesis, The Natural Order Hypothesis, Th input Hypothesis and The Affective Filter Hypothesis. The acquisition learning hypotheisis, says that there is a difference between language acquisition and language learning. Students acquire certain language unconciously, for example things that are routines in the classrooms are vocabulary that they learned without actually learning it but more as a everyday thing they do like greet, ask for permission to go to the bathroom, answer yes or no, say the weather, help the teacher write the date, etc. The monitor hypothesis say that a student learned system acts as a monitor to what they are producing. In the teachers case students sometimes have not acquire or understand a certain rule and will not be able to check if what they re going to say is correct or not. They must be focused on correctness and reality is that sometimes they can think about meaning and form at the same time. They must have time to use the monitor system but they get so nervous that they speak so fast and do not control time or speed when reading or saying something. The natural order hypothesis, says that "the order of acquisition is a natural feature of the human brain. The ability to recorgnize and produce certain aspects of grammar, and much of the accompanying vocabulary, unfolds as students are exposed to comprehensible input". (BH Bryce Hedstrom, s.f.) The students can be in fifth grade but reality is that if they are not ready to understand a grammtical feature, they will not learn it because their natural order is not ready to understand certain input. The input hipothesis, in this case says that the "the learner improves and progresses along the 'natural order' when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence. For example, if a learner is at a stage 'i', then acquisition takes place when he/she is exposed to 'Comprehensible Input' that belongs to level 'i + 1'. Since not all of the learners can be at the same level of linguistic competence at the same time, Krashen suggests that natural communicative input *is* the key to designing a syllabus, ensuring in this way that each learner will receive some 'i + 1' input that is appropriate for his/her current stage of linguistic competence". (Krashen´s, 1982) The believes that the input she presented to her students was a little above their i+1 because the level of text was elevated for their understanding. Even though they are all at different levels of linguistic competence, she observed that the input she selected

this time was at a higher level of vocabulary for their next stage of understanding. Lastly, the affective filter hypothesis, claims "that a number of 'affective variables' play a facilitative, but non-causal, role in second language acquisition. These variables include: motivation, self-confidence, anxiety and personality traits. Krashen claims that learners with high motivation, self-confidence, a good self-image, a low level of anxiety and extroversion are better equipped for success in second language acquisition. Low motivation, low self-esteem, anxiety, introversion and inhibition can raise the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up' it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place". (Krashen´s, 1982) She saw that all her students present different filters and these filters have a very important impact in their learning. Some were very secure of participating, even if the participations were in Spanish, they showed the understanding of what was being said. While, others wish they were invisible to her when she asked for different students to participate. The input presented had a lot to do because they felt the input was beyond their level of comprehension.

Lev Vygotsky, and his contributions have been a part of the teachers project since day one because the English program she works for is based in his social cultural theory. He considers that learners acquire interactional competences like the acquisition of vocabulary, syntax and pragmatics by social interaction. "Vygotsky refers to internalization, related to Piaget's ideas of assimilation and accommodation, explained next. The process is not only a transfer (memorizing words), but also a transformation (acquiring words). Internalization is also being able to think about the use of the word in a given or specific context, rather thanas a part of a list of words memorized for a written exam!". (Turner, 2015)

Jean Piaget and the constructivist approach, says that the learner is constantly interacting with the world around him, solving problems presented in their context and like this student assimilate and accommodate knowledge. "Assimilation happens as a child takes in new information and incorporates it into existing ideas.

Accommodation involves new information replacing old ideas and the child adjusting to features of the environment in some way". (Turner, 2015) A good example I usually use in class is when a student wants to go to the bathroom, they first say "bathroom" only and through time they add the word "go" or "please". Since, I´m focusing on fifth graders they usually say "bathroom, please" and with time add "go", and so on, until they can say "Can I go to the bathroom, please?". (Turner, 2015)

The interactive model of reading is a model where the reader uses knowledge of word structure and knowledge to interpret the text they are reading. This model combines the characteristics from both-bottom up and top-down decoding. "An interactive model is one which has text as input and has meaning extracted by the reader as output by interacting with the text and selecting as little or as much of the cues from the text as necessary". (Goodman, 1981)[5] The bottom-up approach, put together the small elements of language like graphemes, grapheme phonetic relationships, phonemes, etc., in order to understand the higher units of the text. Meanwhile, top-down decoding, consist in the reader activating their prior knowledge in what they know about the topic that they will be reading about. This brings us to the interactive model of reading, which combines both. In this project students used the top-down decoding approach to understand the travelogues.

Schema theory, talks about the knowledge a reader has acquire about a topic through different experiences. This helps the reader connect their prior knowledge to the content of the text. We can see a distinction is made between three types of schema knowledge:

1. Content schema
2. Linguistic schema
3. Formal schema

Content schema, rely on the previous knowledge a student has on a certain topic. This schema connects old and new information, which helps readers to have a better understanding of the text.

Linguistic schema, on the other hand talks about the linguistic information a student has in their minds to understand words and their meanings.

While Formal schema, refers to the knowledge a student has about the ways different texts are organized. For example, a letter, an essay, newspaper, etc. they all have different ways of organizing the information they contain. In this project students used more the content schema.

Schema theory, helps teachers understand the importance of activating student's schema before reading any text. Sometimes teachers make the big error of presenting a text to students and going directly to reading it. "Unfortunately, because we do not have much time in class with our learners, we sometimes begin reading activities without taking the time to activate the learner´s schemata knowledge." (UPN, http://eeaile.upnvirtual.edu.mx/, 2022) [6] It is important to keep in mind that students have their own experiences in their lives and these experiences are influenced by their social and cultural settings.

The theorical contributions that have been part of the teacher's teaching process has helped her understand why teaching can be a challenging job and why she must always stay updated.

She can say that she is not the same teacher she was a year ago because she had grown in knowledge and understanding of many things she did not understand back then. Every day is a new day to become a better teacher. When she founds herself teaching now, she sees her students and understand what goes on with them and tries to find solutions to help them learn. Back then. she used to get desperate and could not understand why they were acting like they do not care. Reality is that everything has a purpose. She is a totally different teacher from years ago. Her teacher soul feels fresh!

Chapter 2

Lesson plan

Date & Place   Mazatlán, Sinaloa, 2022

1. Lesson plan identification cell.	
Author	Shaira Brizeida González Castro
Educational stage	Fifth grade of Elementary school
Title of your Lesson plan	A comparative chart
Learning Objective of the plan/Competency	Propósito de lenguaje • Explore brief illustrated travelogues. • Do a guided reading. • Identify and name differences and similarities in natural aspects and cultural expressions in English speaking countries and in Mexico. • Write sentences with descriptions and comparisons. Propósito formativo-intercultural • Read a short travelogue in order to discover aspects of nature and cultural expressions particular to English-speaking countries.
Communicative skill considered	Listening/Speaking/Reading/Writing
State of the following options	2007 syllabus topic

Functions	- Explore brief illustrated travelogues.
	-Do a guided reading.
	-Identify and name differences and similarities in natural aspects and cultural expressions in English speaking countries and in Mexico.
	-Write sentences with descriptions and comparisons.
Main Grammar structure	lexical set words, adjectives that describe places, comparative and superlatives.
Other Grammar structures	
Brief description of the plan	I selected this topic because it works the intercultural topic in my fifth-grade classes.

Hours of the plan implementation	5 hours
Number of sessions	4 hours of 50 minutes and 1 hour for homework
Contents required for the lesson	YouTube videos, PRONI videos, worksheets, travelogues, text
Link of the content	https://youtu.be/4DY1cp3PXwI https://youtu.be/7QBA_lFMvHg?list=TLPQMDcwNTIwMjLF3VSULqe0SQfrom
EEAILE tutor on line	Garcia Galvan Shelick Ericka

Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
Activation before the lesson	Teacher greets students and sings the song "Hello Teacher" Teacher writes the date and weather on the board. Teacher takes out all the material needed to work in class. Teacher explains to students what the lesson will be about.	Students greet the teacher and sing the song "Hello Teacher" with the teacher. Students write the date and the weather in their notebooks.	00

During the lesson	Teacher brainstorms the content of a travelogue based on images and titles.	Students look at the images and try to relate what the content is all about.	00
	Teacher relates travelogues to personal experiences by asking questions like: • Have you ever traveled before? • Where have you traveled to? • Was it fun or boring? • Would you talk about the experience? • Would you share your experience with others? Teacher mentions suitable situations for telling of travelogue stories.	Students relate travelogues to personal experiences by answering questions. Students talk about situations where they can write travelogues.	

Communicative skills development.

Listening					
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
Explore brief illustrated travelogues	Teacher showed students a video of a children who created a travelogue before for students to understand what a travelogue is. Teacher played the video couple of times. Teacher asks students if they can think of the important elements, we pay attention to when traveling or visiting another place. Teacher gives students the definition of a travelogue.	Students watch a video about a travelogue made by a child: Students try to understand what the video is all about. Students must think of those elements and if not, teacher will have to give them hints. . Students copy the travelogue definition in their notebooks.	https://youtu.be/4DY1cp3PXwI Notebooks	01	Students' participation and class work Participation and observation Notebook notes

Reading					
Short readings (travelogues)	Teacher shows two short travelogues about Playa del Carmen, Mexico and Falmouth, England.	Students take turns reading the short travelogues.	Travelogue's readings	02	Participation
Exercise #1 **Pointing out important data or information on the travelogues**	Teacher asks students to write down the similar information they can find in a travelogue.	Students will search for similar information in the travelogues like means of transportation, location, weather, food, places to visit, type of money, typical clothing, etc.	Travelogue readings		Observation, participation and notebooks notes
Vocabulary	Teacher presents the vocabulary they will need to know: weather, paces to visit, activities to do, region animal, food and regional plants.	Students pay attention to the vocabulary given and their meaning to write it down in their notebook.	Flashcards		Notebooks
Exercise #2	Teacher clarifies meaning by translating unknown word in their L1 and using images and mimics for a better understanding and also gives examples of each category.	Students can write down notes in their notebooks with the vocabulary given.	Vocabulary		Participation
	Teacher asks students to listen, read and say the	Students listen, read and say the vocabulary words after the teacher.	Vocabulary		Participation

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
	vocabulary words after the teacher.				
Exercise #3	Teacher asks students to complete a chart with the different information given in the two different travelogues. They will guide themselves to look for the information by using different colors.	Students complete the information requested like weather, food, places to visit, etc. with the Teachers help and the different colors that will guide them to understand which information belongs to a certain topic.	Worksheet		Students work in the worksheet

Writing					
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**

Presentation of a Venn Diagram and a comparative chart	Teacher presents a Venn diagram and a comparative chart example using vocabulary like column, rows, lines, vertical, horizontal and text.	Students observe to the examples of a Venn diagram and comparative chart presented by the teacher.	Venn diagram and comparative chart poster.	03	Observation and attention paid
	Teacher asks students written questions related to the Venn diagram and the comparative chart for example: • Which one has circles? • Which one has columns? • Which one share their similarities? • Which one only compares?	Students will write the questions in their notebooks and will answer with the help of the previously presented.	Venn diagram and comparative chart poster.		Questions answered on notebook.
Exercise #4	Teacher asks students to write the name of the diagram or chart they preferred working the product in and drawing in	Students select their favorite diagram or chart, will write the name of the chosen one and draw it in their notebooks.	Venn diagram, comparative chart poster and notebooks.		Notebook class work.

	it in their notebook.				
Grammar: adjectives	Teacher presents students with sentences to describe places: adjectives like beautiful, interesting, bored, big, enormous, safe, clean, crowded, exciting, ugly, dangerous, etc.	Students pay attention to the teacher grammar explanation and write down in their notebooks the adjectives.		FC´S of adjectives	Participation and class work
Grammar focus: comparatives and superlatives	Teacher explains that comparatives and superlatives help us to compare places.	Students write the examples given to them in their notebooks.		Grammar examples on board	Participation and notebooks
Exercise #5	Teachers ask students to write some sentences comparing using the previous grammar presented.	Students write maximum 3 sentences with the grammar presented, for example: Mazatlán is bigger than Cancun. New York is more popular than Nayarit.		Notebooks	Sentences written

Speaking					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Speaking reading practice	Teacher asked students to reads the two travelogues once again to see the similarities and differences from each place.	Students take turns reading the travelogues once again after the teacher to refresh the minds with the previous information.	Travelogue's posters	04	Students' participation
Final product explanation	Teacher explains to students they will be completing their final product a comparative chart.	Students chose if their final product will be a Venn diagram or a comparative chart.	Venn diagram or comparative chart posters.		Observation
Final product elaboration	Teacher asks students to start working in their final product.	Students start completing their Venn diagrams or comparative charts using the information of two of the travelogues Teacher presented to them or of two places they had visited before.	Travelogue posters, Venn diagram or comparative chart and poster sheets.		Participation, observation and final products posters.
Presentation of final products	Teacher asks students to share their final products on the board and present them in English.	Students share their final products with the rest of the class using English.	Poster sheets		Final products

Assessment	Teacher pass students a link of a quiz they will answer at home related to the topic.	Students answer the quiz at home via a link they will enter and answer according to the previous topic learned.	*Quiz link:*		Quiz answered by each student

2.1 Applications

Session 1: Listening

The purpose of this session was for students to listen and comprehend what it was a travelogue. When they learn to listen, they become good learners. Students are always listening, since the teacher comes into the class and greets them, ask them how´s the weather and continue with instruction. Listening is super important when learning a second language. She invited them to pay close attention to the video she presented. Students tend to pay attention to anything that is viewable on a screen. Once they had an idea what was a travelogue, she asked them questions to see if they understood what the video was all about. Students started answering the questions in their native tongue. She had no problem with this because students answer correctly and this also tells her that they were understanding what she was asking them in English. She asked them if they were able to identify the different important elements to take into consideration when they travel. They stayed quiet for a minute and she saw they could not understand her, until she said one word that gave them a hint in Spanish and they started answering. But the idea of what was a travelogue stayed clear to them. "A travelogue is a movie, book, or illustrated lecture about the places visited and experiences encountered by a traveler". (Oxford definition, s.f.) She played a ball game to see if they had a clear understanding of what a travelogue was. She based her activities for this first session in Krashen´s comprehensible input hypothesis, that says that a student is able to learn if he or she understand what they are being exposed to. "Comprehensible input means the teacher makes sure the students will be able to understand everything that is being taught". (Turner, 2015)

Session 2: reading

Reading is one of the most complicated skills when students are learning a second language. To decode words can sometimes be a challenge for students. In this session the purpose was for students to read travelogues and comprehend specific

information, appreciating linguistic diversity, by reading two different travelogues from two different places they had never visited in their life but one being from their country and the other from a different country. During the reading of these two travelogues, she asked students to pay attention to words they find familiar and different elements that they can find when we visiting different places, elements like the weather, places to visit, food, etc. Students at this stage should be able to understand more advance vocabulary but in her classroom that was not the case because they find themselves in a basic level of understanding. Then, she presented vocabulary related to these elements, for example weather: sunny, cloudy, rainy, hot, etc. Places to visit: beach, museum, restaurants, parks, etc. Different students read different words and I clarified the meaning of the vocabulary and they wrote it in their notebooks. After, they played the giant dice game, where in each side of the dice she selected a topic like weather, food, etc. Students threw the dice and depending on the topic it fell, they had to give her a vocabulary word learnt. She gave them a worksheet with the different elements they can see in a place when they visit, for example the weather, food, places to visit, clothing, places to visit, activities to do, etc. Like she knew their level of comprehension was at a principle and basic level, she created a strategy to ease them the filling up the chart with the requested information. She underlined the different aspects to take into consideration from both travelogues in different colors. For example, the weather was underline in color blue, places to visit in color purple, activities in dark blue, region animals in green, food in re orange and plants in brown. Like this they knew exactly what information they were going to write under each corresponding square. This strategy facilitated them the understanding of the different information and where it belonged. Students were so grateful that she implemented this strategy, they worked in collaboration with each other and also helping each other to find the information. Collaboration is a 21st century ability students must develop in their classrooms. She observed my students used the top-down decoding process to comprehend the topic from their own perspective learned previously in their context or knowledge of the world. "Top-down reading models suggest that processing of a text begins in the mind of the reader, who starts the task with some assumptions

about the meaning of a text. In other words, before interacting directly with the text, the reader activates what they already know about the topic (as a result of previous experiences) to facilitate the process". (McCormik, 1988) The other strategy they used was the content schema, where they used their prior knowledge to connect with the new information. "Content schema refers to previous general knowledge we have about a particular topic. We use the knowledge we have about past experiences to make connections to new information in the text. Using content schema can connect old and new information, which can help us understand the message of a text more clearly. The background knowledge that readers bring to the task can include information, ideas, beliefs and values that a reader has". (UPN, http://eeaile.upnvirtual.edu.mx/, 2022)

Session 3: writing

In this session the purpose was for students to comprehend information, answer some questions and write comparative sentences. Teacher presented a Venn diagram and a comparative chart, where students analyzed the given information to comprehend the differences between a Venn diagram and a comparative chart. She also presented vocabulary related to the drawing of each diagram for example circle, vertical lines, horizontal lines, etc. Then, she wrote some questions related to the comprehension of the previously presented information. She asked different students to read the questions and she asked them for the comprehension of each question before answering them. Student's comprehension answers were always mostly responded in their native tongue. Students had to read these questions on the board, then copied them in their notebooks, answered them by themselves and then pass to the board to write their answers. Once they did that, she presented adjectives that helped them describe different places. For example, Mazatlán is beautiful, New York is big, etc. After, she explained comparatives and superlatives. She gave them examples that they can use to compare. If the use the word more + and adjective, for example: Culiacan is more dangerous than Mazatlán. With the superlatives she explained that they had to use the word the most + an adjective. For example: the most expensive city. S asked them to write at least three sentences

describing places in their notebooks. For this activity she gave them some help by giving them scramble sentences and they had to unscramble them to accommodate in the correct way. Finally, she asked them to decide which comparative chart or diagram they were going to work with and to write their answers in their notebooks. For this session, the teacher connected with The Monitor Hypothesis of Krashen, that states that "the learner needs three conditions to advance in the process, such as sufficient time, focus on grammatical form and explicit knowledge rules, but teachers have to concentrate their teaching on communicating rather than learning the rules". (Turner, 2015) She concentrated this lesson more on communicating the grammar rules than on explaining them because she thinks learning grammar is one of the most complicated things in a language class.

Session 4: speaking

This last session purpose was for students to produce the language through their presentations of their final products. Teacher pasted the two travelogues presented in the sessions before on the board for students to view all the possible information they could but also gave them the opportunity to investigate about two places they wanted to compare for homework. She explained to them how to use the google chrome app to find information in the internet. An ability they will need in our new way of learning and investigating things, she explains to them that they were going to be filling up the Venn diagram or the comparative chart with the comparison of two places. They were able to use the travelogues seen in class or other places they investigated at home using google. Here, she asked them to search for information using the internet, like this they were able to learn how to develop their digital abilities. "The age of the Internet has dramatically increased access to knowledge. Students need to learn how to process and analyze large amounts of information". (https://www.panoramaed.com/, 2022) Students started working in their comparison's product. Teacher clearly saw that her students struggle to write in English but they did their best. They used all the information seen in classes before to compare and to view similarities and differences. Finally, some students passed to the front of the class and presented their diagrams or charts. Some students were

shy, nervous or even scared because they feel insecure to speak. But they all did their best presenting and sharing their final product. In this last session teacher connected with The Affective Filter Hypothesis of Krashen. This hypothesis contributes that "important factors that positively affect the process of learning a second language are a low anxiety learning environment, the student´s motivation and his self-confidence and self-esteem". (Turner, 2015) Teacher, clearly saw the low and high filters presented in her students in these sessions but her job here was to create social awareness of respect and support. According to the Common European Framework of Reference for languages: Learning, teaching and assessment, a fifth-grade student should be at a at least at an A2 level of the linguistic framework but my students still do not dominate an A1 taking in consideration the two years of pandemic we lived worldwide.

Six levels of foreign language proficiency:

The CEFR describes foreign language proficiency at six levels: A1 and A2, B1 and B2, C1 and C2. It also defines three 'plus' levels (A2+, B1+, B2+)
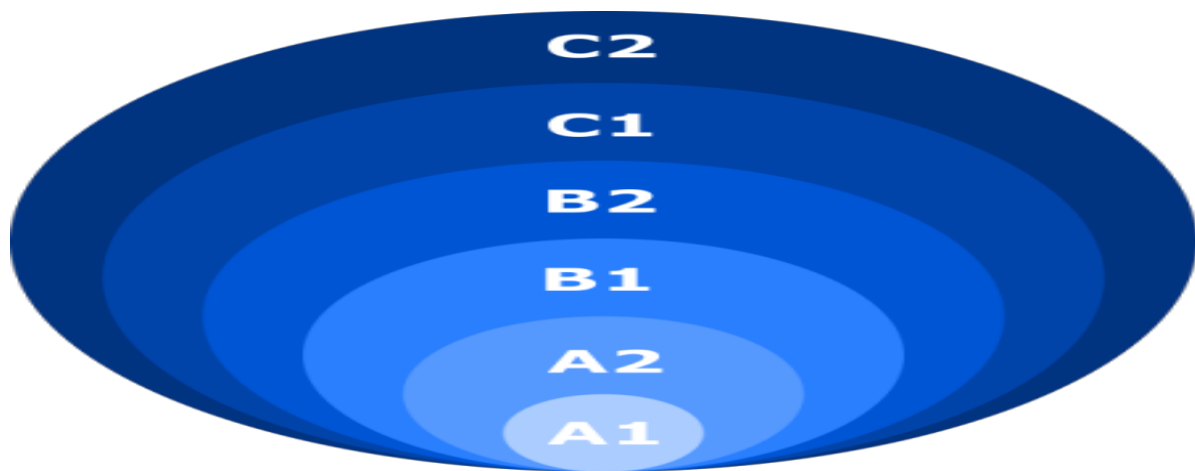
(WWW.COE.INT, s.f.)

2.2 Procedures Evidences (images, graphics, photos, etc.)

Presentation of the class, warm up, etc.

Students watching a video:

Travelogues presented and the information chart using a color strategy to identify the corresponding information:
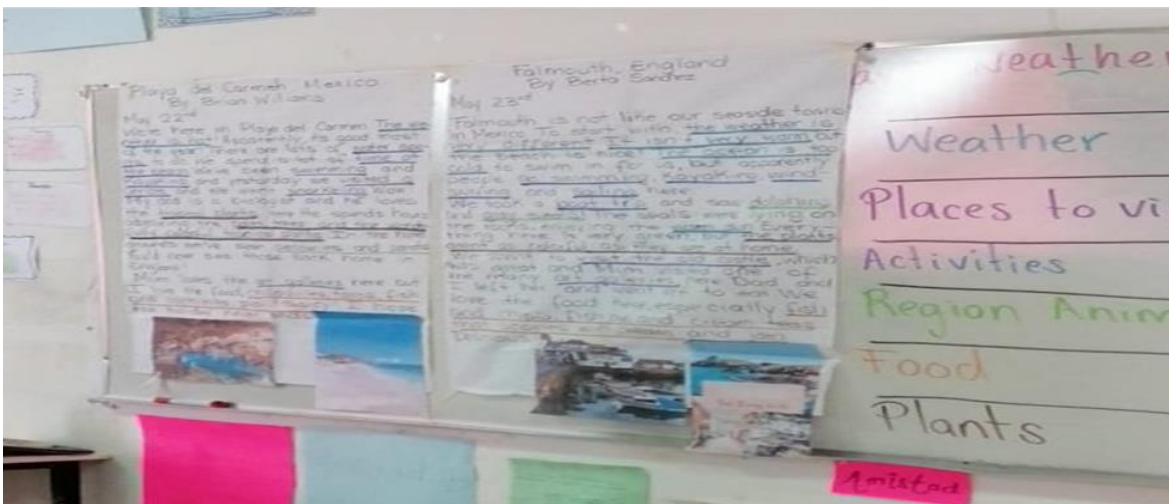
Students reading the travelogues:
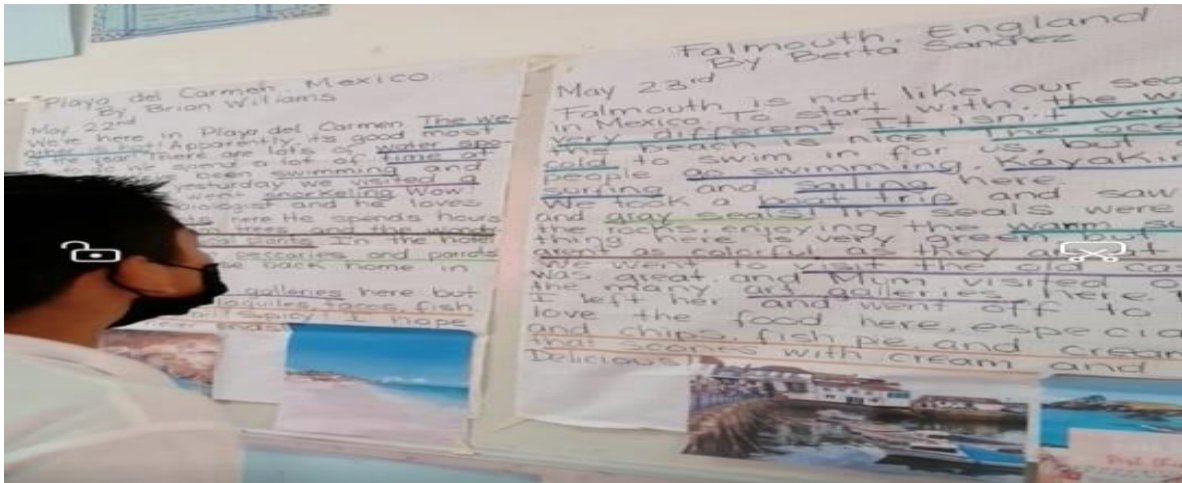
Teacher explaining a color startegy for students to understand what information belong to what section:
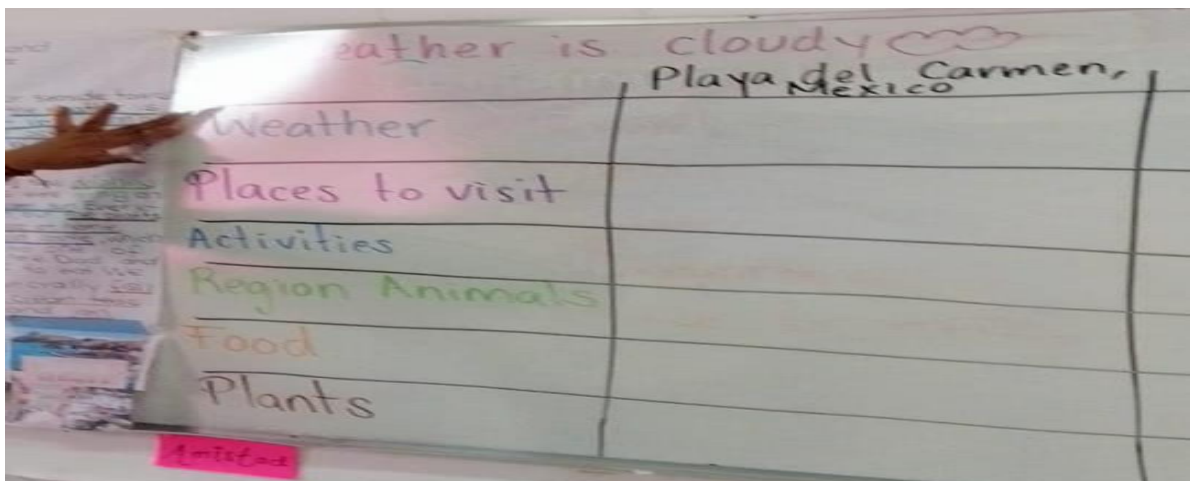
Students working on their charts:
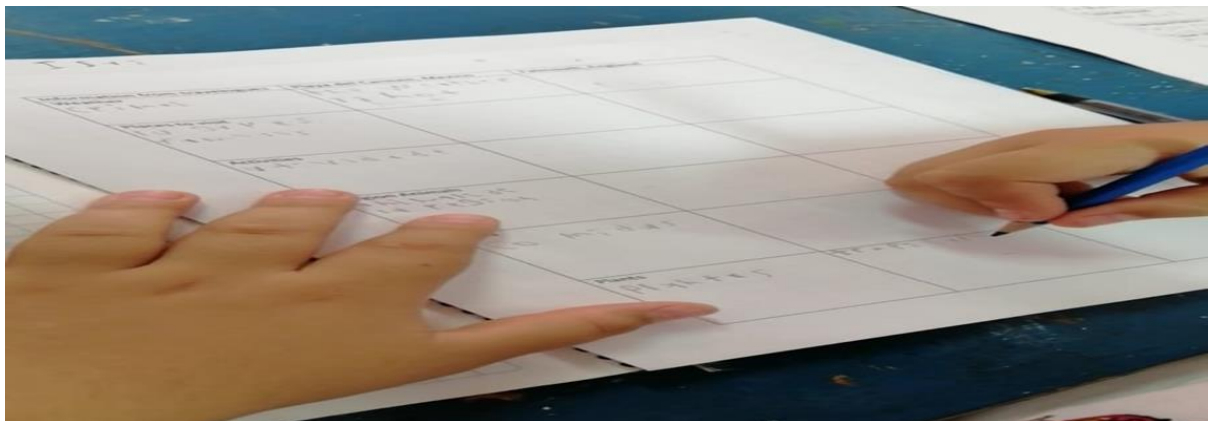
Comparative diagram and chart presented and vocabulary related to their drawings:
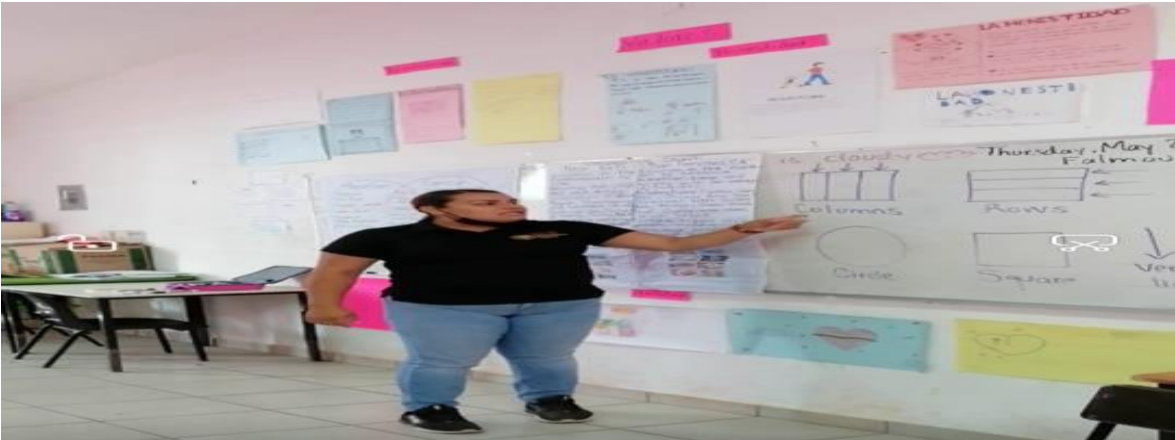
Stduents passing to the board to answer questions:
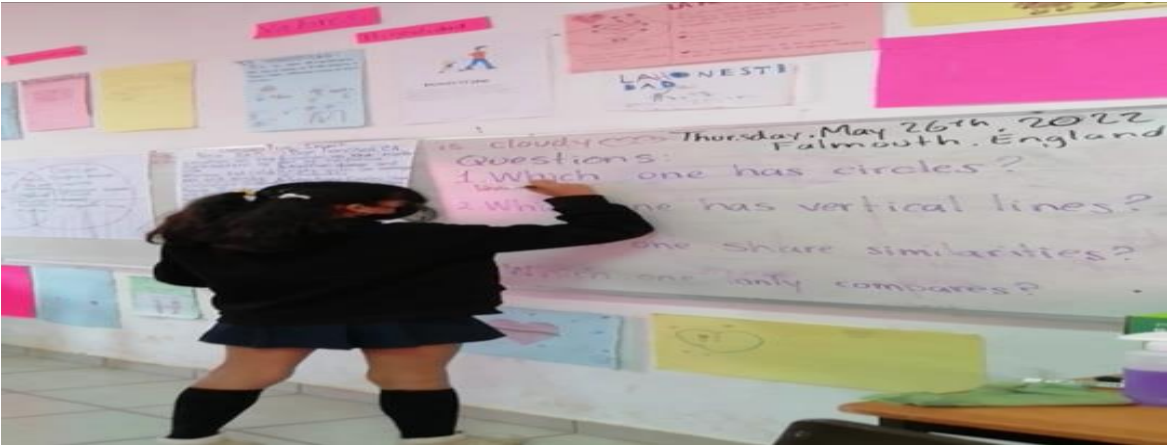
Students sharing their final products:

Students final products evidence: Venn Diagrams and comparative charts

Today May 26th, 2022.

Venn Dialagram

Mazatlan
• Malecon
• The faro
• Historic centrar
• very Hot
• Aquinm
• Plaza machade
• Saraclado
• Spanish

New york
• Beach
• Spanish
• pizza
• Hot
• dollar
• english

(overlap) • Tourist • Spanish • pizza • Hot • dollar

Mexico
Nayarit is more
natural.
seafood

Culture :Huichol
Towns
Nayarit is the most
beautiful.

New York
U.S.A
New York is more
big.
pizza
Modern
city
New York is the
most popular

Mazatlan
Differences
- Mazatlan han is
- more big
- Mazatlan is
the most
beautiful port
- more hot
El faro

MAZatlan

Similar
• Beach
• ports
• seafod

San Francisco
Differences
san Francisco
is more small
san Francisco
is the most
popular.
more cal
Golde gate
bridge

A video that shows the application of the teacher's lesson plan:

Link of my video:

https://drive.google.com/drive/folders/188hiGat7sb2xVzjYgDGLL9L8aOysbMoT

In this video, teacher showed short moments of the activities she carefully planned that are sequenced and that the materials she designed for it were used according to what was presented when planning the lessons. The video is edited to around 7 minutes. The video starts with the name of the school, name of the teacher and the grade she decided to base her project in. After, you can appreciate a legend that's states that in my video all the evidence presented was real and that she did not erase the parts where her students spoke Spanish, even though the video is about an English class. You can clearly see small parts of the four different sessions. The first was the listening session, second, the reading, third session, writing and the last session, speaking. I choose the most memorable moments of the lesson plan that retell the lesson plan sequenced in order.

Chapter 3

3.Design of Assessment Tools

"We have discussed what Performance Based Assessment is and the four quadrants for gathering information. The first quadrant is *Observation of Process* and refers to selecting a variety of students' achievement during the language learning process. The second quadrant is *Observation of Product* and it refers to assigning a grade or providing feedback based on an assignment's final product. The third Quadrant is *Classroom measures* and it refers to language products that are performed or developed in the classroom setting. Finally, *Decontextualized measures* refers to tests coming from the external school setting to measure student's knowledge with the purpose of standardizing and comparing students' language learning". (UPN, http://eeaile.upnvirtual.edu.mx/, 2022)

To assess her students, the teacher used a rubric since she is dealing with different competencies and the four skills. She also created a quiz about the topic where students were be able to answer questions related to the topic. A daily checklist she uses as a daily registration and a monthly google form PRONI, asked her to fill in every month to see her student's monthly development.   It is also important to take into consideration the prior knowledge, understanding, participation, motivation, class work and final product. Brown, states that "**Formative assessment** is usually ongoing and informal. It provides teachers with information related to their students' progress. This type of assessment requires the teacher to make regular decisions as the students move on. It is through diagnostic assessments that the teacher can analyze the strengths and weaknesses of students. It is also a self-reflective process that aims to provide feedback both for the teacher and the students in order to improve instruction and learning processes, and to seek knowledge and understanding rather than scores. Diagnostic tests at the beginning of the school year, or a mid-term quiz are good examples of this type of evaluation. **Summative assessment,** on the other hand, is an evaluation at the end of a period of time that helps teachers determine the students´ progress in their process of foreign language acquisition. Summative assessment also involves gathering and interpreting evidence of student learning at a particular moment in time, and it also test's overall ability. In our case, the summative evaluation occurs every two months, and the results obtained through the school year will provide the final grade". (Brown, 2004) As a formative way to evaluate her students in her case she used daily observations, participations, class work, attitudes, etc. She is in constant awareness of their daily progress, she has a daily registration where every day she come into her classes, she registers the grade given for that day which helps her keep track of their class work. As a summative assessment, at the end of each month her students do a project. A project where they put together everything learnt in the prior classes. In this case they finished with a comparative chart or diagram. The rubric she used with the different learning aspects helped her understand in a more specific way if the students were able to explore brief illustrated travelogues, do a guided reading, identify and name differences and similarities in natural aspects

and cultural expressions in English speaking countries and in Mexico and write sentences with descriptions, comparisons and differences. Also, the quiz helped the teacher understand if they had a good understanding of the topic. The quiz was something new to them because Quizzes, permits us to present this type of assessments in a more fun, interesting, playful way.

3.1 Testing tools for activities

When teacher test any of the four skills, they will definitely use different tools to test different abilities." Conventionally, speaking and writing have been treated as "productive" or performance-oriented skills, whereas listening and reading have been called "receptive" or comprehension-oriented skills, (although more recent accounts concede that the skills traditionally called "receptive" indeed involve active engagement of hearers and readers in meaning production). At any rate, it is true that "evaluation of productive (speaking and writing) and receptive (listening and reading) language skills often involves the use of different assessment procedures." Moreover, "testing one particular language skill usually involves another". (UPN, http://eeaile.upnvirtual.edu.mx/, 2022)

The testing tools that the teacher used to evaluate her activities were unit testing. She used an internet page called Quizzes.com. Here, teachers can create interactive quizzes about any given topic. The teacher can select as many questions she wants her students to answer and what type of questions; open, close, multiple choice or true or false. Teacher can add images, select which will be the correct answer, etc. Indeed, is a great testing tool. You can select to use it when you want. In her case she really liked and enjoyed using this tool at the end of each topic (end of the month).

The testing tools she used to test the productive skills (speaking and writing) usually are tools teachers use in a daily basis. For speaking, were reading at loud paying close attention to fluency, pronunciation, describing images, questions and answers, the comprehension of given instructions. For writing were correct spelling, correct use of grammar, syntax, punctuation, clear message, correct structure, etc.

The testing tools she used for the receptive skills (listening and reading) were also tools she uses in her everyday classes. For the listening skill, she tested with students paying close attention to her, their correct responses, questions asked, etc. For the reading skill, were to ask them to read at loud and tell her what they understood, reading fluency, questionnaire, etc.

3.2 Rationale behind the Assessing and/or testing tool

The rationale behind the assessing or testing tools that the teacher used were basically from everything learned during the specialization and the prior knowledge she obtained during her years of experience.

During the practice of her sessions the learners were exposed to English input since the teacher enter the class because she greets them in English, they sang the morning song, wrote the date in English as a class, gave them instructions as usual. So, they were constantly exposed to different input in L2. Oral input to the teacher is

one of the most important inputs to be aware of, she tried to use simple language according to their English level, so that they understood her. The input must be clear and with short instructions. She tried to ease tasks in order to have them work by themselves, so they can provide each other oral input. For example, the two travelogues presented were extended text for their real level of English, so she had to use a strategy where they were able to find the information asked to find in a faster way. Teacher, underlined the different information they needed to look for with different color markers and like that they knew that everything that was in color aqua referred to weather, everything underlined in color purple referred to places to visit, etc. Like this the input was at an easier level that corresponded to their real needs in her class. "Krashen´s Acquisition-Learning Hypothesis states that we acquire language when we understand what people say to us and when we understand what we read". (Krashen, 2006)

The activities planned in the previous lesson plan were designed to developed cross cultural awareness in fifth graders, students from a public elementary school in the city of Mazatlan and the state of Sinaloa. Being aware of other culture is a competence we must include in our lesson plans and assessing tools. Let's not forget that our classes are a mixed of cultures, beliefs, religions, etc. and we cannot assess with the belief that all the students will think the same way or have the same knowledge level.

A popular model of intercultural competence in language education has been developed by the British language educator, Michael Byram.

Table of Model of Intercultural Competence

Intercultural attitudes (*Savoir être*)	Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own. Willingness to relativize one's own values, beliefs, and behaviors. Ability to "decentre".

Knowledge of social groups (*savoirs*)	Knowledge of social groups and their products and practices in one's own and one's interlocutor's country, and of the general processes of societal and individual interaction.
Skills of interpreting and relating (*Savoir comprendre*)	Ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own.
Skills of discovery and interaction (*Savoir apprendre/faire*)	Ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction.
Critical cultural awareness (*Savoir s'engager*)	Ability to evaluate critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries.

(Byram M. G., 2002)

To design these activities and the way to assess them, teacher took into account the syllabus "Aprendizajes Clave 2017" to follow the expected learning outcomes and the social practice of the language required for her students to learn at this level.

"It is convenient to consider that the purpose of this cycle is to register the degree of progress achieved in everyday work, as well as the changes and adaptations required by any of the components that play a part in the teaching practice (teacher training, teaching resources, syllabuses, infrastructure, etc.) in order to reach the goals established during the school year.

From this perspective, although the assessment in each stage of Cycle 3 involves promotion, its function is formative and should be:

- Global. It considers the student´s capacity in English as a whole, without fragmenting it in isolated knowledge or abilities.

- Continuous. It is not only considering the final product but also the work and performance carried out throughout the development of the communicative situations, stages or phases.

- Formative. It is a continuous process of collecting evidence and qualitative data about the performance of students; that is, their strengths and weaknesses, so that positive, effective feedback is guaranteed among students and between them and the teacher". (SEP, 2007)

The important aspects behind these activities were the different approaches and theorists that I based my activities with because everything we do or plan have a purpose of being.

Chapter 4

4.1 Report and analysis

In the report and analysis of her lesson plan, she can say that she had four sessions and each session was focused on a different skill: listening, reading, writing and speaking.

The first session was focused on the listening skill, here her student's paid attention to instructions, what the topic was going to be about, they brainstormed about the topic, they listened to videos, etc. Most of the time her students answer in Spanish because they came back after two years of being in pandemic and they were without physical classes. It will never be the same to work face-to-face, than to work in on line classes. Teacher must confess that even though they were away two years, something really changed in them, and it was in their attitude towards her class

because before they were not caring much about the English class and now, she was able to feel them eager to learn.

In the second session, that focused on the reading skill, she passed four different students to read the two different travelogues. Here, they had to put in practice their reading skills and she noticed some had more trouble with pronunciation than others, maybe they had no idea what they were reading but they put in effort and she totally appreciate that. Teacher asked them to find similar information in both travelogues and with collaboration work they wrote that information on the board. She also asked them to look for unknown words but since they were shy to start, teacher helped them asking them if they understood different words. Here, she saw that some words were similar in the way they are written in English as they are in Spanish, so they related this information. Once they read the information, they were going to fill a chart with the specific information.

In the third session, students worked the writing skill. Teacher, presented a Venn diagram and a comparative chart, in order for them to view two different examples of how they were able to compare two different places. She also presented vocabulary related to the elements that conformed the drawing of these comparative diagrams. After, she wrote some questions on the board related to the diagrams and they had to answer them in their notebooks and board. Like this they had an idea of how to draw each diagram and the function each one had.

Finally, in the fourth sessions that focused on students creating their final product which was one of the two diagrams presented, comparing two different places. In this part reality was that the lack of vocabulary repertoire from the students and the not knowing how to spell a lot of words in English they had a hard time, they mostly compared places they had seen before in class, places which information they already had written in their notebooks or places they took the time to investigate. Teacher really appreciates their effort and motivation but sometimes the lack of information, limits students to complete certain task. She gave them the most information she could for them to work with and at the end some students really understood the purpose of the product, while others just did what they had to do to

finish their work without total understanding. Some students presented their final work and the teacher really enjoyed the bravery of those who passed and read at lout their comparative charts or diagrams. As you can notice most all her students most of the time answer in Spanish and for her this was a really good advance because that told her they were understanding what she was saying. Teachers must consider that they have a lot of factors against them, the context, two years of pandemic, the maturity of each student when learning, their motivations, their different filters, etc. She worked with what she had in her hands at the moment and she felt proud of her student's effort and work. Everyone gave their best but they can always do better!

The results obtained show that the students reached the expected learnings from the lesson in a minumun way. They put in a lot of effort but maybe the input was to elevated for their English level. Others maybe understood more but lack of an expanded repertoire of vocabulary to feel more secure of expressing or writing when trying to get idea across.

Teachers' deep reflection and analyzing the results of the activities put into practice she can say that once she finished the activities of her lesson plan, she realized she could had done many things differently. First of all, this practice is something she does daily in her classes but like she always says, once the class is finished, the realization of what she could have done better starts easing her mind. What worked well and what had to be learned from. She really learned so many things in these last months because when she first started this specialization, she was a totally different teacher. Learning the necessary in theory, planning, assessing, practicing, etc. to create her own lesson plans to put them in practice was a total refreshing experience for her profession.

The experience with her students was a very beautiful experience because after two years of being in pandemic they received the teacher with such eagerness of learning English. They tried hard during all the sessions. Even though their native tongue influenced a lot when answering, she realized that they understood most of what she was saying to them. They did not produce completely using long sentences

but with time they will get to that level is just a matter of time. They do produce words, greetings, routines, etc. Teacher notice that they learn a word, then another word and connect them and slowly start forming longer sentences but it takes time and patience. They really enjoyed the sessions, the activities, sometimes they felt overwhelmed because the input was not so understandable for their previous English level. Besides that, the teacher so grateful with them for putting all their effort into her class. Last, but not least the teacher wanted to thank the fifth-grade teacher, who really supported her since day one and all her school teachers and principal. A better school team she could never had before in her entire life!

Chapter 5

Conclusions

In conclusion, I want to take the time to analyze my evolution since I started the specialization. When I started, I had 13 years of experience but I can say that I lack on many aspects of my profession as an English teacher. I probably had always had a teaching philosophy but I had never had a clear view of one, until I entered the specialization. This time helped me understand what exactly I had been through, throughout my life since I started my journey with the learning of a second language. What worked well for me as a learner and what I will never do with my students because it never worked well for me as an L2 learner.

Another aspect I really learned from were the theories, the ones I learned from many years ago in my bachelors in the elementary level and the theory that the PRONI program is based on. But until now, I can say that my perspective of my students learning development change when I met Stephen Krashen´s Acquisition Learning Hypothesis. He helped me understand that there are new ways of teaching a second language. Most of all ways that are understandable for my students to acquire knowledge. I really like to teach my students in fun and interesting ways and he supported that idea by saying that "The best teaching activities are those in which students become so completely absorbed that they forget they are learning another language ". (Turner, 2015) Throughout the specialization I learned many theories, approaches, methodologies, strategies that helped me understand different ways of easing my teaching in a second language with a fundamental background.

Planning has never been my strength because most of the time PRONI sends us the monthly plans and making a lesson plan for the specialization was a total challenge for me but it helped me understand that planning is our most valuable tool in our profession. If there's no planning ahead of time we will be lost in our classes and we will lose those who only want to be motivated to learn. We do not plan just to plan, we must consider what theory, methodology, strategy or approach can work well for our student's needs. Always keeping in mind that for our students to learn we must

include the four main skills to develop in our students: listening, reading, writing and speaking.

Putting all my plan into practice was the best part of all this amazing experience. Students had no idea I was teaching them with a new teacher heart, one who was analyzing the fact that I had created a special plan for them. One who took in consideration their needs, their abilities and their motivations. They responded so well to me that I was so grateful for choosing fifth grade. They were my special class that helped me grow into a new innovated teacher soul.

The results for me where probably not the best or expected outcomes but I was happy to learn from this experience. Teaching is about expecting the unexpected. Lessons learned, errors made, an experience that changed, innovated me and helped me become a super teacher for my students. I made not now it all but I definitely now more than a few months ago and this process strengthened my knowledge and work.
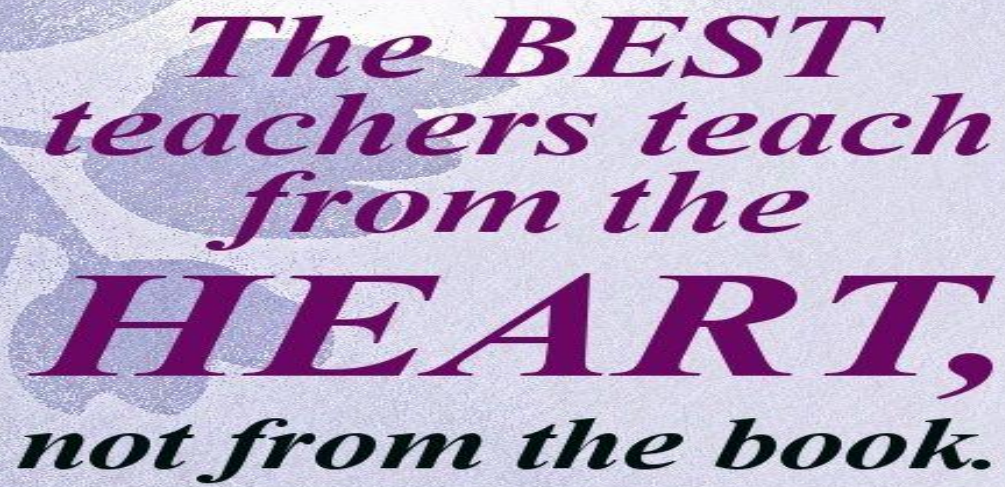
Back then assessing was my weak point because I did not understood what I had to assess, or how to do it. Through time I gained some experience but I still saw assessing as my weakest ability as a teacher. I can now say that assessing or testing are probably one of the most important aspects of teaching. If you are not in constant assessing or letting students and parents know their learning process, then teaching has no sense. Assessing help, us teachers understand what we must better in our teaching to obtain better results. Students need to know if their effort is walking in the correct path or what they need to better themselves in and parents need to know the progress of their kids. Is a process that can help us all understand if we are heading the right way in our teaching.

Integrating the linguistic, intercultural, 21st century abilities and digital abilities dimension in my work was the best part of all because we are teachers, teaching new generations. What worked well back then, might not be useful for us nowadays. We must teach grammar focus but, in a way, students can understand that grammar only help us to use language correctly. Interculturality is a reality we as teacher confront in our present classrooms. Not all of our students belong to a same culture,

or have the same beliefs, or belong to a same religion, or come from a same state or country. We work with students who come from different places of the world and these spices up our classrooms. Imagine everyone belonging to a same culture, what a boring context we will be working with. Teaching with intercultural awareness is something that makes our daily basis classrooms interesting. 21st century abilities are abilities that strengthened abilities we used back then. We live in a constant world that changes with new generation of students. Our students need new abilities to succeed in a new 21st century world. Digital abilities are abilities that these new generations must know in their daily basis. Students are born in digital worlds since they were babies and teaching them digital skills is a must in our classrooms.

The learning obtained about myself and my teaching philosophy is that teaching a second language will be a challenge, especially when we are teaching young learners. Since, I started working as an English teacher I have always stated as a main purpose to teach english with love and passion, in order for students to awaken the love and the passion for a second language. We as humans transmit energy to others and I truly believe that if my students can feel my energy and the passion, I teach them with they will feel the connection with the language. The path will not always be full of successful episodes but it will definitely be full of learning experiences. Students can see an L2 class as a stressful one because they feel they cannot understand what the teacher is saying. My job here is to awaken the interest and curiosity of my students for the language and to work with them as if they were playing all the time so they won´t feel that they are learning but instead having fun.

I had no idea that I was going to make it this far when I started the specialization but look at me now, here writing my conclusion of such amazing experience. So, grateful with life for putting me here today. Teaching was never in my plans but it was written in my destiny´s book. I had very difficult times throughout the process but those difficulties only made me stronger. Errors are part of those who are willing to learn from them and rise up like a Fenix bird. A total new, innovated Shaira was the outcome of this specialization.
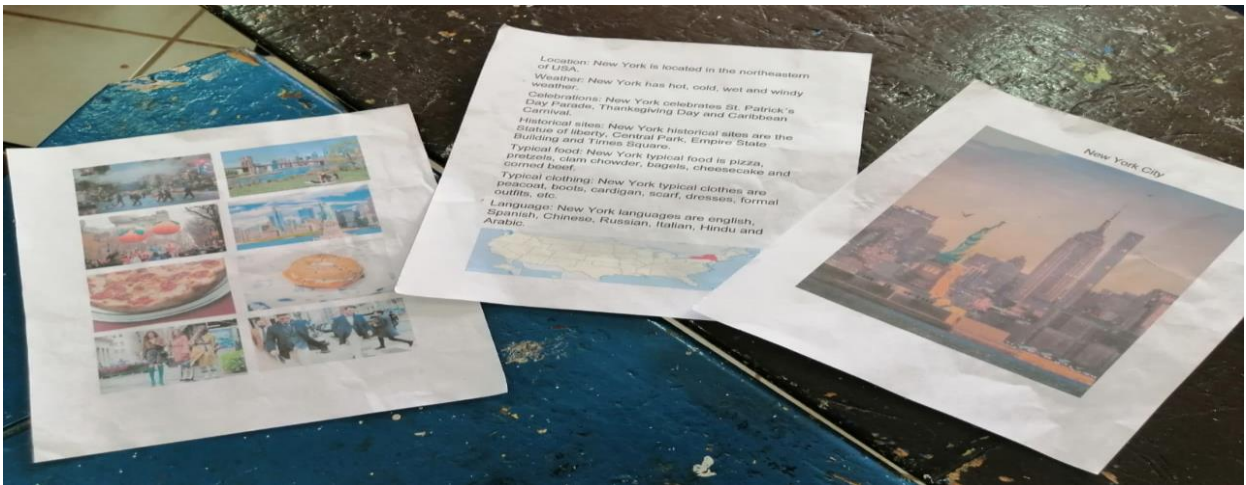
The BEST
teachers teach
from the
HEART,
not from the book.

(MyQuotes Garden , s.f.)

Chapter 6

Appendices/Letter of Originality

Playa del Carmen, Mexico
By Brian Williams

May 22nd

We're here in Playa del Carmen. The weather is hot! Apparently, it's good most of the year! There are lots of water sports to do. We spend a lot of time at the beach. We've been swimming and kayaking, and yesterday we visited a cenote and we went snorkeling. Wow!

My dad is a biologist and he loves the tropical plants here. He spends hours admiring the palm trees and the wonderfully colorful tropical plants. In the hotel grounds we've seen peccaries and parrots! You'd never see those back home in England!

Mum loves the art galleries here but I love the food; chilaquiles, tacos, fish, and cochinita pibil! Spicy! I hope the holiday never ends!

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www.traveloguesbychildren.org

Falmouth, England
By Berta Sánchez

May 23rd

Falmouth is not like our seaside towns in Mexico. To start with, the weather is very different. It isn't very warm, but the beach is nice! The ocean is too cold to swim in for us, but apparently people go swimming, kayaking, windsurfing, and sailing here.

We took a boat trip and saw dolphins and gray seals! The seals were lying on the rocks, enjoying the warm sun. Everything here is very green, but the plants aren't as colorful as they are at home.

We went to visit the old castle, which was great, and Mum

Created by Diana Belen
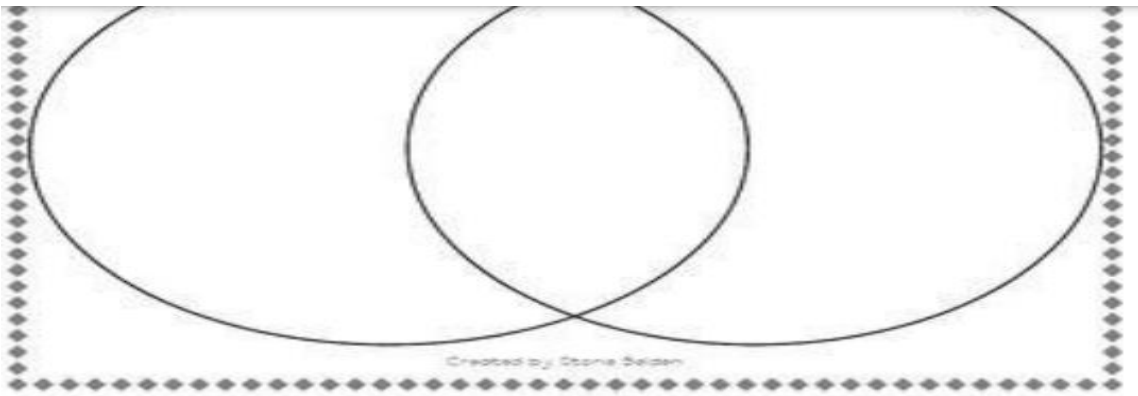
TYPES OF ROCKS

	Igneous	Sedimentary	Metamorphic
Etymology	Latin – ignis (fire)	Latin – sedimentum (settling)	Greek – meta (after) + morphe (form)
How is it formed?	Melted rock cools	Grains of broken rocks are glued together	Igneous/sedimentary rocks changed by pressure or temperature
Keywords	Hot	Cool	Flat
Examples	Pumice, limestone, salt	Sandstone, quartz, basalt	Marble, slate, gneiss

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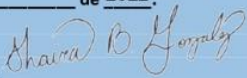
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Nombre completo del(la) autor(a):	Gonzalez Castro Shaira Brizeida			
Matrícula:	210926169			
Domicilio:	Calle Monica 138 Ampliación Bugambilias La Esperanza			
Teléfono:	6691348354			
Correo electrónico:	shairabrizeida87@gmail.com			

Atentamente,
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