



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

**DEVELOPING INTERCULTURAL AWARENESS THROUGH
TRAVELOGUES AND COMPARATIVE CHARTS IN 5TH GRADE.**

TRABAJO RECEPCIONAL

**QUE PARA OBTENER EL DIPLOMA DE
ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA
EXTRANJERA, MODALIDAD EN LÍNEA**

PRESENTA:

Claudia Carolina Adrián Zamudio

ASESOR: Gabriela Ruíz De La Rosa

México, DF. a 18 de Junio de 2022.



PROPUESTA DE INTERVENCIÓN EDUCATIVA

DESARROLLANDO LA CONSCIENCIA INTERCULTURAL A TRAVES DE DIARIOS DE VIAJE EN 5TO GRADO.

Por: Claudia Carolina Adrian Zamudio

Asesora: Gabriela Ruiz de La Rosa

CHAPTER 1
PHYLOSOPHY AND THEORY

1.01. TEACHING IDENTITY AND PHYLOSOPHY.

One of the most satisfying actions in my life has been helping others to learn, for this reason, I started in teaching from a very early age, and since then I have had the firm conviction that it is never too late to learn something new as long as it is be ready for it.

Before being an English teacher, I was a student, and personally I have very good memories of my English classes, the dynamics that the teachers followed, as well as the way they made me feel at some point, and I try to apply that in my day to day as an English teacher. In general, I was lucky to coincide in life with very good instructors of the English language, and there were also those who at some point did not make me feel so comfortable, but everything comes to leave a life experience, I consider, that the bad experiences leave us learning what to avoid.

This philosophy, or set of beliefs about teaching and learning, has three main dimensions: cognitive (intellectual), affective (emotional), and behavioral (action-based). (Anderson, et al., 2001) In other words, our teaching philosophy develops as a result of the things we learn either in books or through experience, how we feel about teaching, learning and working, and) what we can (or cannot) do in our classes (which can be based on physical, psychological or institutional factors). (Eeaile)

My teaching philosophy is to create a positive and adequate environment, in which the student feels comfortable, safe and welcome, because it is very important to feel appreciated and thus they will be more predisposed to learning.

I believe that the best way to carry out my philosophy is to make my students feel motivated by learning, always applying the contents to real contexts, I have achieved this through different strategies, for example, role playing, which It allows the student to be exposed to a real situation and this allows him to learn to get ahead in that situation.

In general, my classes are applied entirely from the communicative approach (Cook, 2001), which redefines what students have to learn in terms of communicative competence rather than linguistic competence; the crucial goal is the ability to use the language appropriately rather than the grammatical knowledge. Like the Audiolingual style, CLT often resembles behaviorist views of learning.

Within teaching, the teacher plays different roles, but according to the age and level of the students, some will be more appropriate than others.

In my particular case, I am a primary school teacher; and although throughout my career I have worked in all grades of elementary education, I currently serve groups from third to sixth grade. At this stage of student life, more specific attention is required due to the age of the students.

An effective learning environment thrives on strong teacher instruction and clear roles and responsibilities for learners. Teachers are ultimately responsible for classroom management, however students play an important role as well. Students directly inform the structure and learning atmosphere as members of the classroom community. Together, they create a culture of learning, accountability and inclusivity. (Academy, 2021)

I can say that as a teacher, I play different roles during a session; the role of the teacher is adapted to the different moments of the class development.

Some of these roles are...

1. Planner : Preparing and thinking through the lesson in detail before teaching it so that it has variety and there are appropriate activities for the different learners in the class.
2. Informer: Giving the students detailed information about the language or about an activity.
3. Manager: Organizing the learning space, making sure everything in the classroom is running smoothly and setting up rules and routines (i.e. things which are done regularly) for behavior.
4. Monitor: Going the class during individual, pair and group work activities, checking learning.
5. Involver: Makes sure all the students are taking part in the activities.
6. Parent/Friend: Comforts students when they are upset or unhappy
7. Diagnostician: Able to recognize the cause of students' difficulties.
8. Resource: Can be used by the students for help and advice.

1.02 THEORY UNDERLYING YOUR TEACHING PRACTICE AND IDENTITY.

A personal believe is that a good teacher knows and understands students, how they develop and learn. According to Vygotsky, “students actively construct and transform their own knowledge based on past experiences and prior learning” (Vygostky, 1995). I know that students do not all learn in the same way or at the same rate. I believe it is my responsibility as a teacher to be an effective diagnostician of students’ interests, abilities, and prior knowledge. I must then plan learning experiences that will both challenge and allow every student to think and grow.

Also, a good teacher must also understand motivation and the effects of peer interactions on learning. I want all my students to achieve at high levels, so I avoid sorting them and setting them up to compete with each other. I know most learning happens through social interaction; therefore, I structure learning so that students productively collaborate and cooperate with each other the vast majority of class time.

When thinking about learning and helping students to learn as opposed to teaching, It is believed that many teachers have come to accept a working definition that teaching means giving information, which I believe is only the beginning of teaching and certainly only a small part of learning. When one gives information, it is so easy to equate learning with the memorization of that information. Memorization is not always learning because learning requires thinking. A long this specialization it has been understandable that the teacher’s greatest gift to the learner is helping the learner be motivated to think, and then to want to learn more.

The ability to speak, or to produce everything from basic vocabulary, sentences, to complex ideas, is an extremely important skill to achieve effective communication.

According to the English program for primary education, oral production is the final goal, therefore, it is focused on communication, hence, according to the curriculum, students are provided with a series of opportunities to produce the foreign language through principles such as: a lot of stimulation through listening and practice, generally using the Audio lingual method, development of authentic linguistic tasks and the use of the target language in the classroom. There for, paying attention to the different skills and learning styles of each student.

In this way, a flexible curriculum is managed, allowing teachers to manage classes according to the progress of the students. The above is done through different techniques and activities that as a teacher I develop. These elements refer to the most repetitive aspects in all classes, thus becoming common techniques in the teaching of English at the primary level. Here's a more detailed reference to each of them.

Routines:

These are activities that are applied everyday in the classroom in order to develop the mastery of social skills and abilities that are the basis for creating an adequate climate in which to carry out the teaching-learning process. At the beginning of the class the teacher elicits date and weather asking the questions What day is today? What's the weather like today?

Brain storming:

Brainstorming is a large or small group activity that encourages students to focus on a topic and contribute to the free flow of ideas. By expressing ideas and listening to what others say, students adjust their previous knowledge or understanding, accommodate new information and increase their levels of awareness. Brainstorming's main purposes are to: generate a quantity of ideas, teach acceptance and respect for individual differences and provide an opportunity for students to share ideas and expand their existing knowledge by building on each other's contributions.

Drilling.

Drilling means listening to a model, provided by the teacher, or a tape or another student, and repeating what is heard. This is a repetition drill, a technique that is still used when introducing new language items to students. The teacher says (models) the word or phrase and the students repeat it. The above is in order to provide learners with intensive practice in hearing and saying particular words or phrases. They can help learners get their tongues around difficult sounds or help them imitate intonation that may be rather different from that of their first language.

Songs.

Songs can help young learners improve their listening skills and pronunciation, therefore potentially helping them to improve their speaking skills (Murphey, 1992). Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns.

Games:

Games offer an environment where the learners can practice using new words and are free to express themselves; participating in such activities can be an efficient way to develop communication skills, strengthen relationships and face the world with confidence. Games are highly encouraging and increase cooperation.

Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children, especially the youngest, language learning will not be key motivational factor. Games can provide this stimulus. Games automatically stimulate students' interests. Therefore, a properly introduced game can be one of the highest motivating techniques.

What's the difference between Approaches, Method & Technique?
A set of assumptions dealing with the nature of language, learning, and teaching Method. An overall plan for systematic presentation of language based upon a selected Approach Technique Specific activities manifested in the classroom that are consistent with a method and therefore in harmony with an approach.

An approach is the level at which assumptions and beliefs about language and language learning are specified. Method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented. Technique is the level at which classroom procedures are described. Often techniques are created based on certain approaches.

The first school of thoughts about learning is Behaviorism; this can be broadly defined as a school of psychology that bases learning on the interaction between a stimulus and a response. (Virtual).

GRAMMAR TRANSLATION METHOD.

The Grammar-Translation method involves translating in both directions (that is, to and from the students' first language,) stating grammar rules, applying newly-learned grammar rules in exercises involving substitution, conjugation, translation, and memorizing vocabulary and forms (past and past participle forms, for example). The role of the teacher is authoritarian and students are passive recipients of instruction.

DIRECT METHOD.

This method is where teachers use explicit teaching techniques to teach a specific skill to their students. This type of instruction is teacher-directed, where a teacher typically stands at the front of a room and presents information. Students are exposed to the target language without using the mother language (L1).

Grammar is important under this method but grammar rules are not taught directly. Instead, the grammar rules are learned through 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. (Virtual).

AUDIO LINGUAL METHOD.

The Audiolingual Method is based on the idea that learning a language involves the formation of habits (from behaviorism) and on principles of structural linguistics. As well as the direct method, Students learn how to respond correctly when they practice the drills. The Audio-Lingual method focuses on oral skills. It aims 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.

COMMUNICATIVE LANGUAGE TEACHING (CLT).

Emerged as a contradictory or a challenging method, perhaps it shares some of the behaviorist ideas. However, its methods and techniques are designed in a more global perception of the use of language or L2, they promote the use of L2 in classroom and encourage students to use what they learnt in real life situations. Teachers recreate common lifestyle environments in class, promoting

solutions to different problems, establishing rules for different games, organizing plays to represent popular characters with the only purpose of developing communicative competence.

This method also considers the correct usage of language in form and meaning. Although accuracy and fluency may not be required, this language performance has to be produced as a result of the development of communicative skills. Since they perceive that errors are part of the learning process, this error correction strategy relies on the teacher's role as a regulator and facilitator. They think that by using positive reinforcement, teachers can help students to transform these errors in a natural outcome for the development of the language. Students are active participants of his own learning process; they may become independent and self-conscious of their weakness and strengths. They acquire certain responsibility to achieve the goals. (Larsen-Freeman, 1996)

Among all methods revised here, I think that Communicative Language Teaching (CLT) purposes are really focused on the students' needs, the roles of the teacher and students can be successfully implemented in an EFL classroom mainly in a country like Mexico, the only problem that I will consider is the responsibility of the students.

There are other contemporary methods to revise, they are sustained in a different framework like Sociocultural and Constructivist theories that can be suitable to our personal teaching practice. These methods could be a complement to the other methods and may accomplish techniques and ideas that could guide us as teachers to prove the efficiency of their proposal.

KOLB'S MODEL.

According to Kolb, effective learning can only take place when an individual completes a cycle of the four stages: **concrete experience, reflective observation, abstract conceptualization and active experimentation.**

The first stage is concrete learning or concrete experience, where the learner encounters a new experience or reinterprets an existing experience. This could be where the learner is exposed to a new task or a new way of carrying out a project, in a way they haven't seen before.

The next stage, reflective observation, is where the learner reflects on the experience on a personal basis. This is where the metamorphosis from seeing and doing to reflecting can embed the learning

into real-time absorption of materials and methodology. It could be where a person is shown how to accomplish a goal and then looks at how it could be applied in differing circumstances.

The next stage is the abstract conceptualization, where learners form new ideas, or modify current abstract ideas, based on the reflections that arise from the reflective observation stage.

They now have the chance to see how the ideas learned previously can be applied in their real world.

Then, there's the active experimentation stage; this is where the learner applies the new ideas to her surroundings to see if there are any modifications in the next appearance of the experience. This is the stage where the subjective concrete experience from the first stage is transformed into an objective and observable output like a product or it can be observed as a reaction. (Kolb, 1984)

This second experience becomes the concrete experience for the beginning of the next cycle, beginning at the first stage, and this process can happen over a short or long time.

Within the framework of the social function of language, it is important to consider the contribution of Jane Willis (Willis, 1996) She had presented in his work seven communicative purposes that we can observe and identify during the process of language acquisition in children and also in the same process of EFL students. These functions are:

Instrumental: The instrumental function has to do with attending one's requirements for food, shelter, and so on.

Regulatory: It is used to tell others what to do.

Interactional: It is used to establish relationships.

Personal Functions: It is about expressing one's own identity.

Heuristic Function: The function to gain knowledge about things in the surrounding environment.

Imaginative Function: The role of stories and jokes.

Representational Function: The exchange of facts and information. (Eaile, 2020)

TASK BASED LEARNING APPROACH

According to Willis J and Willis D (Willis & Willis, 2001); It refers to an approach based on the use of tasks as a core unit of planning and instruction in language teaching. It is presented as a logical development of communicative language teaching. A task is an activity or goal that is carried out using language.

This approach has a framework which consists in:

Pre-Task: Is the introduction to the task. Teacher explores topic with the class, helps students to understand instructions and prepare.

Task cycle: Students do the task in pairs

- 1) **Task:** Is done by the students. The teacher walks, monitoring and encouraging them.
- 2) **Planning:** In this step, the students prepare the next step (report). They make a draft of what they want to say or write.
- 3) **Report:** The teacher ask the students to report to the whole class what they did in the task.

Post- Task: Students give a report. Repeat the task (e. g. students switch groups) Consciousness-raising activities. Students listen to a recording or watch a clip of fluent speakers doing the same task, and compare their tasks with theirs. Teacher gives feedback and evaluates the success of the task.

These communicative functions can be presented accordingly to the cognitive level of our students. Not all of these functions could be part of the language acquisition process of English as Foreign Language (EFL) students. Since they are based on social needs, they might be useful when planning a class. If we consider for example, the interactional function in a lesson planning, we can design dialogues or conversations that active this function.

BLOOM'S TAXONOMY

Bloom's taxonomy was developed to provide a common language for teachers to discuss and exchange learning and assessment methods. Specific learning outcomes can be derived from the taxonomy, though it is most commonly used to assess learning on a variety of cognitive levels.

- 1.- Remembering: Recall basic facts and concepts (memorize, recognize, recall)
- 2.- Understand : Explain the ideas and concepts (discuss, summarize, classify)
- 3.- Apply: use information learned (solve, execute, implement)
- 4.- Analyze: Draw connections among ideas (differentiate, organize, compare, distinguish).
- 5.- Evaluate: Be able to justify a stand or decision (check, critique)
- 6.- Create: Produce a piece of work (generate, produce, plan, construct, design)

Bloom's Taxonomy indicators should seek to measure the development of interests, attitudes, and values: examples include essay exams, reflective journal entries, or creative writing assignments.

Bloom assumes that students could be able to assess their outcomes at the end of this cognitive process, and they will know if they are right or wrong in their performance as an auto evaluation, but this task will require a lower mental operation then creating.

After developing in this part of the project different Learning Models for EFL students, a Mind Map was made to link theories approaches and techniques. There are important ideas on each of these models that can support and justify the performance of teachers in class in order to facilitate the learning process of our students. We can also decide which model or approach defines our own teaching style or could be suitable to obtain better results.

Total Physical Response.

This method involves acting out language rather than speaking. It can be through mimic or only responding to audiovisual cues. Games like 'Simon says...' or the charades are classic examples of this method of teaching.

This method is a fun way of learning language and therefore is very useful.

ACQUISITION AND LEARNING

English teachers are always observing and monitoring their students during classes. It can be said, that teachers act as both observers and actors in the same stage, but despite of these roles that we play in class, there are always many questions that are impossible to be answered without the help of science.

In order to have a better appreciation of our student's L2 learning process, it is important to start this work with a slight review of different concepts.

The different theories reviewed in Unit 2 are displayed in the next chart, Behaviorism and Structuralism, Generative Linguistics and Contrastive Analysis were the first theories that observe the learning process as a result of developing learning habits. The other group of theories are focused on cognitive processes, and distinguish different elements on the subject like the differences among the process of learning and acquisition, the importance of monitoring the production of language and the relevance of comprehensive input and exposure to language. (UPNvirtual, 2021)

These theories belong to the field of psychology and linguistics sciences that provide useful information to our teacher practice and help us understand how our students learn a foreign language or L2.

The Sociocultural Mind Theory include both elements and includes the social dimension of learning, it explains the higher abilities of mind: memory, attention, rational thinking, emotion and the control over them that every person could have as they interact in a social and cultural plane. In the chart, the concepts are organized.

SLA Theories	Learning process	Language Acquisition
Leonard Bloomfield (Behaviorism)	Behaviorism study the process of learning language in an objective form, they also observe linguistic behavior and consider learning as	They explain the L1 acquisition arguing that children are compelled to imitate language when they first hear it, and they

	a process that results from an interaction between stimuli-response.	become a more competent speaker as they are being reinforced gradually from the first utterance through more complicated use of language
Structuralism	Structuralism like behaviorism base their theory in objective observation of the use of language describing different aspects of the language like phonology, syntax, and morphology; they don't accept mental approaches during this process of learning.	The acquisition of language depends on the correct use of all the elements of language as a result of a set of habits.
Chomsky (Generative Linguistics) (Chomsky)	Generative linguists regard the principles of Universal Grammar as underlying processes of L2 performance.	Chomsky said that children everywhere acquire language in an innate way, as if we were born with the basis to acquire language as an inherent mental function.
Lev Vigotsky (Sociocultural Theory of Mind)	In the language learning process the interaction between social and cognitive factors are implied. Vigotsky includes the mental process in the language learning approach	The social practice of the language facilitates the L2 acquisition. Vigotsky said that our social and mental activities are affected by language and vice versa

<p>Contrastive Analysis</p>	<p>During the learning process students can find some difficulties that can be predicted by comparing the L1 with the language to be acquired. Teachers can use these predictions to help their students by given them additional support.</p>	<p>Learners use their L1 language acquired habits to acquire the L2. This interference could be used as an established pattern of language acquisition.</p>
<p>Stephen Krashen (Monitor Model)</p> <p>5 Hypothesis</p> <p>1)The Acquisition / Learning</p> <p>2) Monitor Hypothesis</p> <p>3)The Natural Order Hypothesis</p> <p>4)The Input Hypothesis</p> <p>5)Affective filter Hypothesis</p>	<p>This model is based on a view of language learning as information processing in a cognitive level. Learning is a conscious and intentional process.</p> <p>1)The Acquisition / Learning Dichotomy: learning and acquisition are different processes</p> <p>2) Monitor Hypothesis: learners output can be modified by monitoring their language production</p> <p>4)The Input Hypothesis: only comprehensible input can be learned</p> <p>5) Affective filter Hypothesis: anxiety, motivation, and stress interfere with the learning</p>	<p>Acquisition is a subconscious and incidental process. Exposure to language is final for its acquisition.</p> <p>During the process of learning students are more focused in convention of meaning than on grammar. They produce the language in a very intuitive form.</p> <p>3)The Natural Order Hypothesis: structures are acquired in a predictable order</p>

	process.	
Merrill Swain (Output Hypothesis)	Output is not only a product but the opportunity for students to notice gaps in their interlanguage.	
Michael Long Rod Ellis Susan Gass (Interaction Hypothesis)	The breakdowns in communication help students make interactions modifications like negotiation of meaning	

1. STEPHEN KRASHEN'S HYPOTHESIS.

According to STEPHEN KRASHEN; The acquisition-learning hypothesis states **that there are two independent ways in which we develop our linguistic skills: acquisition and learning**. According to Krashen acquisition is more important than learning. (KRASHEN)

Krashen's theory of second language acquisition consists of five main hypotheses:

1.- **The Acquisition- Learning hypothesis:** Krashen believes that there are two ways of developing knowledge of a second language; he believe that acquisition in a subconscious and incidental process. Learning on the other hand, is a conscious and intentional process.

2.- **The Monitor Hypothesis:** The monitoring function is the practical result of the learned grammar. According to Krashen, the acquisition system is the utterance initiator, while the learning system

performs the role of the 'monitor' or the 'editor'. The 'monitor' acts in a planning, editing and correcting function when two specific conditions are met:

a).-Focus on form (The learners have to be focused on the form of the target language).

b).- Knowledge of the grammatical rule: (or think about correctness)

3.- **The Input Hypothesis:** According to this hypothesis, 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.

4.- **The Natural Order Hypothesis:** Suggested that the acquisition of grammatical structures follows a 'natural order' which is predictable.

5.- **The Affective Filter Hypothesis:** Krashen (Krashen, 1987) expresses 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.

The Communicative Approach, Task – Based approach, and the Experiential Learning Model created by Kolb, has coincident points of view. They are based on Sociocultural and Constructivism theories, they also conceive language as a communicative tool, and they implemented collaborative activities as a learning technique.

These three models coincide in the study of the language as object of investigation trying to explain the process of acquisition of the language and designing their own learning methods. The cognitive functions are important during the learning process since students should demonstrate progress depending on their cognitive level. The learning process may require the use of certain mental functions that could be simple in the initial stage and more complex in the last stage. Communicative Approach requires the development of certain social attitudes rather than cognitive ones because it is more focused on the development of communication skills. Students need to be actively collaborating and participating in the construction of their learning process.

The Communicative approach does not have not techniques of its own, but the experience achieved and its thoughts and communicative intends are very similar to the other models. For example, they expect students to become independent after a companion period during which students keep building their own knowledge.

These three methods encourage the students to acquire the formal use of language, fluency and accuracy. Although errors at the beginning of the process are considered a pedagogical strategy, they are accepted as part of the learning process, but in time they are assumed to allow the students to achieve levels of preparation more attached to the forms.

It can be mentioned that the approaches on which my teaching philosophy is based is the direct, communicative and TPR methods, due to the level at which students are currently working. It is worth mentioning that each and every one of the approaches and methods has been useful at some point and / or context, however, during the last years, working with elementary school students between 8 and 11 years old, Therefore, It is necessary to consider the mentioned methods to be more effective for teaching in this range of ages.

Currently, the classes are based on planning that promotes the Communicative Approach, focused on the development of social language practices.

Classes are dosed with specialized learning that is aimed at the achievement of a final product, after each unit is completed. Outcomes could be considered, however, that level of output is missing, that many students do not achieve, as well as the development of higher mental operations such as analysis or abstraction.

A new proposal would be to promote the experiential method in teaching practice and to record results based on trial and error in order to adapt it to the cognitive of my student's needs because I consider this method the most complete.

CHAPTER 2
METHODOLOGY AND PRACTICE

2.01 A PRACTICAL AND USEFUL LESSON PLAN.

With the purpose of demonstrating that the present intervention project in which the Travelogues are taken as an effective means for the development of intercultural awareness in fifth grade students, four lessons were planned, each one focused on one of the four communication skills; Reading, Writing, Listening and Speaking.

1. Lesson plan identification cell.	
Author	Claudia Carolina Adrian Zamudio
Educational stage	5th grade. Elementary.
Title of your Lesson plan	Travelogues
Learning Objective of the plan/Competency	<p>Purpose of the language.</p> <p>To develop in the student the ability of distinguish and express natural aspects and find similar and different cultural expressions among Mexico and other countries in order to make a comparative chart by writing descriptive sentences about it.</p> <p>Formative- Intercultural Purpose.</p> <ul style="list-style-type: none"> o To guide the participants to identify and compare differences and similarities among an English-Speaking country and their own.
Communicative skill considered	Reading/Writing/ Listening/Speaking
State of the following options	Recycling topic
Functions	<ul style="list-style-type: none"> - To talk about other countries information. - To compare other countries with students country.
Main Grammar structure	<ul style="list-style-type: none"> -Question words - Past tense verbs.
Other Grammar structures	
Brief description of the plan	<p>Students will read a story about a trip to an English-speaking country; they will classify information using the vocabulary words.</p> <p>An incomplete reading will be delivering to students in order to listen and complete the missing gaps with the correct word. They will write descriptive phrases to compare and contrast aspects of two countries: Weather, clothes, food, traditions, etc. in order to make their own comparative chart and present it to the class.</p>
Hours of the plan implementation	200 minutes.
Number of sessions	4 sessions of 50 min. each.
Contents required for the lesson	Travelogues from different English- Speaking countries.

Link of the content	Evaluation link: https://quizizz.com/join/quiz/62773dde4c0094001d262ca9/start?studentShare=true
EEAILE tutor on line	Gabriela Ruíz De La Rosa.

Reading

The purpose of this lesson is to point out and name aspects of nature and cultural expressions, this information was extracted from a travelogue, which is a truthful account of an individual's experiences traveling, usually told in the past tense and in the first person. According to Behaviorism theory, (Skinner, 1953) the learning is based in interaction between a stimulus and response, this stimuli could be any kind of input and this input causes the reaction of the learner to that stimulus.

As a warm up in this class, a word search puzzle was projected, in this activity the learners found some hidden words in order to recycle vocabulary from previous lessons.

As a first activity, the students were asked if they have ever been in any English-speaking country, but none of them had ever been; after this, they were asked to look at the projection and take a look at the pictures and at the reading, through the subskill of skimming and the context in the pictures and say what they think the reading was about, many students were able to answer due to the reading had many words from previous lessons.

The main activity was focused in developing the reading skill; the students read the travelogue about someone spending Christmas in a place in Canada. For this reading, some subskills were used due to the purpose of the lesson said above; the learners read for detail and in an extensive way; every detail was read carefully in order to extract the meaning out of every single word.

According to Mayer, Schema theory is an explanation of how readers use prior knowledge to comprehend and learn from text. A formal schema refers to "background knowledge of the formal, rhetorical organizational structures of different types of texts" (Mayer, 1975).

The next activity consisted In making a comparative chart where students extract important aspects from the place like nature, food, weather, clothing and animals; contrasting this information with their own countries.

For evaluation, the learners receive peer correction, they exchange their notebooks and another student gave the feedback, and at the end of the lesson according to their participation a checklist (appendix) was used to evaluate predicting, if they read for meaning, if they had comprehension and pronunciation.

In this activity, the students were actively participating from the beginning in the vocabulary review activity with the word snake activity; they recovered all the words very quickly.

In the second activity, which consisted of reading a travelogue about someone who spent Christmas in a place in Canada called the Yukon, they had some pronunciation and understanding difficulties, but the immediate correction was made and the unknown words were shown to them through mimics, drawings and the last source was translation in their L1.

The third activity consisted of retrieving information on important aspects of the place; they made a comparative chart where they recorded the results. (appendix)

OBJECTIVE OF THE LESSON	Point out and name aspects of nature and cultural expressions.			
STEP OF THE LESSON	TEACHER ACTIVITIES	STUDENTS ACTIVITIES	MATERIAL	EVALUATION
BEFORE THE LESSON	Daily routine: Teacher greets students and elicits date and weather, and then writes them on the board.	Students greet the teacher. They say the date and weather, then write them in their notebooks.	<ul style="list-style-type: none"> - Whiteboard - Markers - Projector - Computer - Notebooks 	-
DURING THE LESSON VOCABULARY REVIEW	Teacher reviews briefly the topics seen in the previous lesson. <ul style="list-style-type: none"> • Teacher come up with the word snake game, in order to 	Students practice what they learned in the previous class. Students take turns to participate	<ul style="list-style-type: none"> -PP slides - Projector 	- Participation

<p>ACTIVITY I</p>	<p>review previous vocabulary words: (Monuments, location, beach, New York, hamburger, tacos, cold and sunny).</p> <p>Teacher asks to students if anyone have ever been in Canada or any other speaking English country, if so, information will be elicited (location, weather, clothes, food, etc)</p>	<p>finding the words hidden in the snake's body.</p> <p>Students participate by saying information they know about Canada or other speaking English country.</p>		<p>Participation.</p>
<p>PREDICTION.</p>	<p>Teacher says to ss that they will read about a place called YUKON, and from that reading, they will extract important information.</p> <p>Teacher asks ss to look at the images on the board and asks them what they think the Reading will deal with.</p> <p>Teacher asks a student at the time to read, correcting pronunciation,</p>	<p>Ss attend what teacher says, paying attention and following instructions.</p> <p>Ss look at the pictures and try to deduce what they will read about.</p>		<p>- Participation</p> <p>- Participation -Observation</p> <p>- Rubric</p>

<p>READING COMPREHENSION.</p>	<p>stress & intonation.</p> <p>Teacher asks a student, who hasn't read, to explain the paragraphs read. Asks clear questions to motivate a good explanation. Example: What is the weather like in Canada? What animals can be seen? What did they do in the evenings?</p> <p>Teacher makes sure all the students have read or explained at least once</p> <p>Teacher asks ss to answer individually a chart, extracting important information from the reading.</p> <p>Have Ss exchange their answers. Asks the class to confirm if the answer is right. Once they have the right</p>	<p>Students explain with their own words the paragraphs read. When they finish, others can add information to enrich the explanation.</p> <p>Ss fill the spaces with the information requested.</p> <p>Ss give peer correction by exchanging notebooks among</p>		<p>- Rubric</p> <p>- Exercise solving - Monitoring.</p> <p>- Monitoring - Observation</p>
--	---	--	--	---

	answer Comprehension skills, making corrections if needed.	them. Ss pass to the board and write the answers in the spaces. Students mark and correct to classmates' answers, using a different ink color.		
WRAP UP/ CLOSING	Asks to ss In which country would they like to spend christmas and why?	Students think and answer.		Participation
ASSESSMENT	- Peer correction. Encourages the students to discover the mistakes by themselves and correct them. - Monitoring. Monitors students' performance during the class. - checklist.			Exercice Checklist.

Writing.

For this lesson, the purpose is to complete a graphic resource writing similarities and differences of aspects of nature and cultural expressions.

As a warm up, In order to review last class vocabulary, learners played the game “throw the dice” through this activity they were able to categorize information which makes vocabulary learning more manageable by creating a kind of retrieval system from category to specific word. These categories located on each dice’s face are: Nature (flora and fauna), cultural activities, food, clothing and

countries. The learners were very participative and enthusiastic, all of them wanted to throw the dice.

After the warm up and as a first activity, a comparative chart was projected, this chart contained information about Mexico, which the student's is born country, and this information was about the information elicited in the dice's game. The learners were asked to choose one of the countries travelogues seen along the unit to work with in their notebooks in order to contrast information with their own country. At the end, they produced sentences contrasting the information about the two countries.

For evaluation purpose of this skill, the students wrote sentences contrasting the information from the comparative chart. In this case, the evaluation used was based in Criterion, giving individual learners some feedback or grades with respect to target language structures taught in a class.

Writing Outcome:

In the first activity, which consisted of throwing the dice, the students took turns throwing it and saying a word related to the category that the face of the dice indicated at the moment of falling, these categories were cultural activities, animals, clothing, food, vegetation, country names. The students were very enthusiastic, the participants answered correctly with the word indicated to them.

The following activity consisted of the selection of two travelogues previously seen in class, to contrast information between them using a comparative table and later make sentences contrasting the information of both; In this activity, the time was not enough, so they took homework to finish the activity at home, and in the next class, the students presented their work. (appendix)

OBJECTIVE OF THE LESSON	Complete a graphic resource writing similarities and differences of aspects of nature and cultural expressions.			
STEP OF THE LESSON	TEACHER ACTIVITIES	STUDENTS ACTIVITIES	MATERIAL	EVALUATION
BEFORE THE LESSON	Daily routine: Teacher greets students and elicits date and weather, and then writes them on the board.	Students greet the teacher. They participate saying the date and weather.	A Big cube. Projector White board Notebooks	Participation.

DURING THE LESSON	<ul style="list-style-type: none"> •Introduces the game “throw the cube” Teacher will place words such as (animals, vegetation, weather, food, cultural activities, country) inside the cube and the student must use the vocabulary that was looked at during the last class to answer what has fallen on the cube. 	Students takes turns to throw the cube and say a word related to the category fallen on the cube in order to review vocabulary.	A big cube	Participation.
VOCABULARY REVIEW				Participation
ACTIVITY I	<ul style="list-style-type: none"> •Ask students to say the meaning of the game’s words. 	Students participate saying the meaning of the words from the word game.		Participation.
DEVELOPING SKILL (WRITING)	<ul style="list-style-type: none"> •T projects a comparative chart example. <p>Ask learners to complete the chart contrasting important information about Mexico and the country they have chosen.</p>	Students check the chart and think about what country they would like to use for this activity.	Projector PPT presentation.	Participation.
DEVELOPING SKILL (WRITING)		In pairs, students extract the requested information from the travelogue they have chosen and write it in their chart.	Notebook. Projector.	Monitoring Observation.
COMPREHENSION SKILL	Ask students to add some drawings from both countries and write each item name under each one.	The team work classify the information writing it in the comparative chart and adding some drawings to the activity with their corresponding names under each	Notebook	Completed Exercise.

		one.		
WRAP UP/ CLOSING	Teacher asks some students to read what they have written once is completed and corrected.	Students read the activity once they have finished and corrected mistakes.	Notebook	Completed activity
ASSESSMENT	Monitoring Observation Completed activity Check list			

Listening.

Listening involves making sense of the meaningful sounds of language. We do this by making use of contacts, language and our knowledge of the world. Listening involves understanding spoken language.

The purpose if this lesson was to listen and complete a travelogue with some missing words. Here the learners pay attention to the instructions, about the topic, they think about the topic, they listen to the audio, and fill some gaps with missing information. Most of the time the students had errors for the reason they are not very good at spelling due to we are back two years after the pandemic and they don't have physical classes, working in person will never be the same as working in the

classrooms that in online classes. I have to admit that although they have been gone for two years, something has really changed in them, and that is their attitude towards my class because they weren't very interested in English classes before. and now I can feel they are very motivated to learn.

According to McErlain T. (McErlain, 1999) The listener goes through certain processes in constructing a message out of information that he or she hears in the target language. As set forth by McErlain , this includes: Perception: they listen and relate speech sounds turning them into something meaningful, Decoding: when they listen to the travelogue and identify chunks or words.; Prediction and selection: The learners were able to predict what was coming next just reading parts of the text, because they were familiarized with some chunks.

For evaluation, In this scheme, the evaluation is carried out through a checklist based on performance analysis, O'Malley and Valdez Pierce (O'Malley & Valdez, 1996) propose that the evaluation based on the performance required to lead language learners to use the language in real situations. In this case, the students identify important information from a travelogue by listening a narration.

Other evaluation instruments used were monitoring and peer correction, the learners interchange their listening worksheet and another student checked and graded it. The evaluation was focused only in comprehension.

Listening Outcomes:

The development of this activity was a little difficult to carry out due to the lack of good sound equipment, a very small speaker was used and its volume was not enough for the size of the group and the classroom. Even though the audio was played three times, at the end the teacher had to read the script slower than the audio was, to let students complete the worksheet.

At the end the students completed the activity. For evaluation, they received peer correction to get a grade and the teacher registered listening comprehension in a checklist.

OBJECTIVE OF THE LESSON	Listen to and identify intended audience and purpose.			
STEP OF THE LESSON	TEACHER ACTIVITIES	STUDENTS ACTIVITIES	MATERIAL	EVALUATION
BEFORE THE LESSON	Daily routine: Teacher greets students and elicits date and weather, and then writes them on the board.	Students greet the teacher. They participate saying the date and weather.	Projector Worksheets Speaker	Participation.
DURING THE LESSON VOCABULARY REVIEW ACTIVITY I DEVELOPING SKILL (LISTENING)	<p>Teacher reviews briefly the topics seen the previous lesson.(York, Canada, Traveling, Rainy, Weather, England, Winter, sunny)</p> <ul style="list-style-type: none"> Teacher come up with the unscramble word game, in order to review previous vocabulary words. Teacher asks to students to take out notebooks, and write the date. Give students a copy with incomplete information about a travelogue, tell them to listen and complete the missing gaps according to the audio. Reproduce the audio twice. Then asks students to switch 	<p>Students takes turns to unscramble words. Students tell the teacher the meaning of each word.</p> <p>Students participate saying the meaning of the words from the word game.</p> <p>Students read the activity and try to guess the missing words.</p> <p>Students listen to the audio in order to complete the missing information in the worksheet.</p>	<p>Projector</p> <p>White board</p> <p>Ppt presentation</p> <p>Worksheets.</p> <p>Speaker</p>	<p>Participation</p> <p>Participation</p> <p>Monitoring Observation.</p>

<p>COMPREHENSION SKILL</p>	<p>worksheets with a classmate to grade the activity.</p> <ul style="list-style-type: none"> • Teacher plays the audio again and elicits correct answers from students • Write correct answers on the board. • Once the activity is graded, ask students to give back the worksheet to their classmates and to paste the activity in their notebooks. 	<p>Students interchange activities with other classmates to grade the activity. They mark and correct their classmates' answers, using a different ink color.</p> <p>Students read the activity once they have finished and corrected mistakes.</p>	<p>A pen</p>	<p>Peer correction.</p> <p>Completed Exercise.</p>
<p>WRAP UP/ CLOSING</p>	<p>Reproduce the audio one more time to let students read and listen all complete and checked.</p>	<p>Listen and read the activity once is completed.</p>	<p>Speaker</p>	<p>Monitoring</p>
<p>ASSESSMENT</p>	<p>Monitor closely and help with any pronunciation problems.</p> <ul style="list-style-type: none"> - checklist 			<p>Observation Monitoring</p>

Speaking.

Finally, in the fourth session, the focus was on developing Speaking skill, in this part, the learners were able to use the information from the last session comparative chart. It is a fact that students lack vocabulary and cannot spell many words in English; they mainly compare places we have seen before in class and places where they have recorded information. Teacher really appreciated their effort and motivation, but sometimes they lack the information to complete some tasks. Teacher gives as much information as possible for them to work with and in the end some really understand the purpose of the activity, while others just do what they have to do to get their job done without understanding. Several students presented their final work and The teacher really appreciates the courage of those who dropped by and carefully read their comparison chart. As you can see, most of my students always respond in Spanish and for me this is a very good step because it tells me that they understand what I am saying. We have to consider that we have many factors working against us, the context, the two years of the pandemic, the maturity of each student in the learning process, their motivations, their different filters, etc I work with what I have on hand at the moment and I take pride in the efforts and work of my students. We tried our best and we can always do better. The results obtained show that the student achieved the expected learning outcomes from the lesson. They put in a lot of effort, but perhaps their contribution is too high for their English level. Others may have a better understanding but lack the extensive vocabulary to feel more comfortable speaking or writing when trying to communicate ideas.

This lesson was carried out through the communicative approach in which communicating meaning is the most important thing, according to (Krashen & S., 1985) Krashen's comprehension, input hypothesis, students use something they can learn and still understand. Learner at stage I then exposed to $i+1$. Learners learn one Word and then use it in a sentence.

Speaking Outcomes.

The activity "toss the ball" was an unplanned and informal way of evaluation, In this activity, the learners asked open questions about important aspects of the countries previously studied in travelogues, the accuracy and appropriacy was not good, but the questions were understandable to everybody, so they interacted using real meaningful language.

The second activity was about expose the comparative chart previously made where they chose two countries to contrast important information.

The students made some sentences contrasting the information they organized in the comparative chart, and they said them in front of the group.(appendix)

The evaluation tool used to assess this skill was based in performance but also registered in a checklist, where many aspects like completion of the task, grammatical accuracy, pronunciation, fluency and attitude, were taken into count. (appendix)

OBJECTIVE OF THE LESSON	Talk about different cultures.			
STEP OF THE LESSON	TEACHER ACTIVITIES	STUDENTS ACTIVITIES	MATERIAL	EVALUATION
BEFORE THE LESSON	Daily routine: Teacher greets students and elicits date and weather, and then writes them on the board.	Students greet the teacher. They participate saying the date and weather.	-Soft ball -Comparative charts from previous activity.	Participation.
DURING THE LESSON VOCABULARY REVIEW ACTIVITY I	<ul style="list-style-type: none"> • Teacher brings a ball to the class to tosses it and asks comprehension questions about past classes. Asks students to toss the ball to another learner and ask similar questions to them Example... <ul style="list-style-type: none"> - What is a travelogue? - Say 3 types of weather. - Say the parts of a travelogue. - Say a cultural aspect 	<p>When a student catches the ball he/she has to answer a question.</p> <p>Students toss the ball to another classmate to ask them similar questions about information from past travelogue readings.</p>	A Soft ball	Participation

	give feedback of the activity to students.	listen to the teacher's feedback		Correcting pronunciation.
ASSESSMENT	Monitor closely and help with any pronunciation problems. - checklist			

2.02. DESIGNING OF NECESSARY TOOLS TO ASSESS/ TEST THE PROGRESS OF STUDENTS.

As a first approximation to the conceptual precision of the term, we can say that the word evaluation designates the set of activities that serve to give a judgment, make an assessment, measure "something" (object, situation, process) according to certain value criteria with which said judgment is issued.

The evaluation can be classified according to the purpose for which it is carried out, that is, it responds to the purpose for and is related to the opportunity when it is evaluated. So it can be: diagnostic or initial evaluation, formative or process evaluation and summative, final, integrative or outcome evaluation.

In this case the evaluation is fundamentally qualitative, it is focused on identifying the advances and difficulties that children have in their learning processes. In order to contribute consistently to the learning of students, it is necessary for the teacher to observe, reflect, identify and systematize information about their forms of intervention, the way they establish relationships with the principal, their fellow teachers, and with families.

Reading evaluation.

According to Mayer, Schema theory is an explanation of how readers use prior knowledge to comprehend and learn from text. A formal schema refers to "background knowledge of the formal, rhetorical organizational structures of different types of texts" (Mayer, 1975).

For evaluation, the learners receive peer correction, they exchange their notebooks and another student gave the feedback, and at the end of the lesson according to their participation a checklist

(Fig. 1) was used to evaluate predicting, if they read for meaning, if they had comprehension and pronunciation.

No.	Reading Skill 5th B	S PREDICTS THE READING	S INTERPRETS THE READING	READING COMPREHENSION	PRONUNCIATION
1	ALVAREZ ZATARAIN EMILIANO	IP	IP	IP	IP
2	CHIQUETE ONTIVEROS GILBERTO	A	A	A	A
3	CORRAL SANDOVAL EMILY MONSERRAT	A	A	A	A
4	GARCIA LUMA AYMEE VALENTINA	A	A	A	A
5	GARCIA ROJAS SANTIAGO	IP	IP	IP	IP
6	GAYTAN ZATARAIN VALERIA	A	A	A	A
7	HABANA RIVERA GERARDO FABIAN	A	A	A	A
8	INGLES SCOTT JESUS SANTIAGO	A	A	A	A
9	LUNA BARRERA DIEGO ENRIQUE	NI	NI	NI	NI
10	MEDINA PEREZ JONATHAN TADEO	NI	NI	NI	NI
11	PADILLA RENTERIA ARIADNE DARINA	A	A	A	A
12	PERAZA PATRON ANGEL FERNANDO	A	A	A	A
13	QUINTERO AGUILAR BRIAN OSVALDO	A	A	A	A
14	QUIROZ OSUNA ANGEL EVERARDO	IP	IP	IP	IP
15	RIOS HURTADO ANGEL JULIAN	A	A	A	A
16	SOTELO OTAÑEZ ALEJANDRO DE JESUS	A	A	A	A
17	TEJEDA LOAIZA CARLOS ALONSO	NI	NI	NI	NI
18	TIRADO CASTILLO MARIA LORETO	A	A	A	A
19	VILLALOBOS AGUILAR MARCO ANTONIO	NI	NI	NI	NI
20	ZAMBRANO HINOJOSA JIMENA VALENTINA	NI	NI	NI	NI
21	ZAMORA RAMIREZ HUGO ALBERTO	NI	NI	NI	NI
22	ZAVALZA SANCHEZ REGINA	A	A	A	A

Fig.1. Reading checklist.

A= ACHIEVED

IP= IN PROCESS

NI= NEEDS IMPROVEMENT

Writing Evaluation.

According to Brown (2007), there are micro-skills and macro-skills for writing, where micro-skills, focus on producing graphemes, this is handwriting and spelling patterns in English, in the case of this planning, micro-skills are manifested, in the correct reproduction of letters, and of the words learned, the identification of upper and lower case, as well as the arrangement of the letters, when writing the words learned.

The learning of the written English language through oriented instruction, considering first, the ability in the recognition of written words thanks to complex, second, the cognitive and linguistic abilities derived from oral language.

For evaluation purpose of this skill, the students wrote sentences contrasting the information from the comparative chart. In this case, the evaluation used was based in Criterion, giving individual learners some feedback or grades with respect to target language structures taught in a class. Also some aspects were taken in to count for a final evaluation, this information was concentrated in a checklist.(fig. 2)

No.	Writing Skill 5th B	The date is written correct.	Text starts with capital letter.	Finger spaces.	Sentences make sense.
1	ALVAREZ ZATARAIN EMILIANO	A	IP	IP	IP
2	CHIQUETE ONTIVEROS GILBERTO	A	A	A	A
3	CORRAL SANDOVAL EMILY MONSERRAT	A	A	A	A
4	GARCIA LUMA AYMEE VALENTINA	A	A	A	A
5	GARCIA ROJAS SANTIAGO	A	IP	IP	A
6	GAYTAN ZATARAIN VALERIA	A	A	A	A
7	HABANA RIVERA GERARDO FABIAN	A	A	A	A
8	INGLES SCOTT JESUS SANTIAGO	A	A	A	A
9	LUNA BARRERA DIEGO ENRIQUE	IP	IP	IP	IP
10	MEDINA PEREZ JONATHAN TADEO	IP	IP	IP	IP
11	PADILLA RENTERIA ARIADNE DARINA	A	A	A	A
12	PERAZA PATRON ANGEL FERNANDO	A	A	A	A
13	QUINTERO AGUILAR BRIAN OSVALDO	A	A	A	A
14	QUIROZ OSUNA ANGEL EVERARDO	A	IP	IP	IP
15	RIOS HURTADO ANGEL JULIAN	A	A	A	A
16	SOTELO OTAÑEZ ALEJANDRO DE JESUS	A	A	A	A
17	TEJEDA LOAIZA CARLOS ALONSO	NI	NI	NI	NI
18	TIRADO CASTILLO MARIA LORETO	A	A	A	A
19	VILLALOBOS AGUILAR MARCO ANTONIO	NI	NI	NI	NI
20	ZAMBRANO HINOJOSA JIMENA VALENTINA	A	IP	IP	IP
21	ZAMORA RAMIREZ HUGO ALBERTO	NI	IP	IP	IP
22	ZAVALZA SANCHEZ REGINA	A	A	A	A

Fig. 2 Writing skills evaluation checklist.

A= ACHIEVED
 IP= IN PROCESS
 NI= NEEDS IMPROVEMENT

Listening evaluation.

McErlain (1999) establishes three processes that students use when they intend to understand spoken English:

perception, which is the process of identifying the speech sounds that the listener hears, trying to recognize intonation and sounds, and turning the information into something meaningful to them.

Decoding is the way listeners create some kind of understanding of a message by taking chunks and not just sentences. The children to whom the exposed plans are applied identify in the proposed audio the words or grammatical structures previously seen.

Prediction and selection, where predicting or making guesses about what comes next, allows the student to listen without needing to understand each word; selection is when students can filter the information, this is being able to make decisions about what is important and identify the relevant information.

The checklist below, shows the result of listening comprehension in 5th grade.

No.	Listening Skill 5th B	general understanding
1	ALVAREZ ZATARAIN EMILIANO	IP
2	CHIQUETE ONTIVEROS GILBERTO	IP
3	CORRAL SANDOVAL EMILY MONSERRAT	A
4	GARCIA LUMA AYMEE VALENTINA	IP
5	GARCIA ROJAS SANTIAGO	IP
6	GAYTAN ZATARAIN VALERIA	IP
7	HABANA RIVERA GERARDO FABIAN	IP
8	INGLES SCOTT JESUS SANTIAGO	IP
9	LUNA BARRERA DIEGO ENRIQUE	IP
10	MEDINA PEREZ JONATHAN TADEO	IP
11	PADILLA RENTERIA ARIADNE DARINA	IP
12	PERAZA PATRON ANGEL FERNANDO	IP
13	QUINTERO AGUILAR BRIAN OSVALDO	A
14	QUIROZ OSUNA ANGEL EVERARDO	IP
15	RIDOS HURTADO ANGEL JULIAN	A
16	SOTELO OTAÑEZ ALEJANDRO DE JESUS	A
17	TEJEDA LOAIZA CARLOS ALONSO	IP
18	TIRADO CASTILLO MARIA LORETO	A
19	VILLALOBOS AGUILAR MARCO ANTONIO	IP
20	ZAMBRANO HINOJOSA JIMENA VALENTINA	IP
21	ZAMORA RAMIREZ HUGO ALBERTO	IP
22	ZAVALZA SANCHEZ REGINA	IP

Fig. 3. Listening skills evaluation checklist.

A= ACHIEVED

IP= IN PROCESS

NI= NEEDS IMPROVEMENT

Speaking skill evaluation.

This lesson was carried out through the communicative approach in which communicating meaning is the most important thing, according to (Krashen & S., 1985)Krashen’s comprehension , input hypothesis, students use something they can learn and still understand. Learner at stage I then exposed to i+1 . Learners learn one Word and then use it in a sentence.

Richards (1990), has defined fluency as reasonable speech, or the ability to fill time with conversations using coherent, reasoned and semantically dense sentences, this is having appropriate things to say in a wide range of answers as well, being creative and imaginative in the use of a language. Filmore quoted by richards (2009), states that fluency is the assumption that speakers produce understandable, easy-to-follow speech free of errors and communication failures, although according to Richards himself (1990), this is generally not met due to the demands of processing and production.

Approaches to pronunciation focus on developing intelligibility rather than achieving native pronunciation, and it is required to focus pronunciation on suprasegmental characteristics, which are stress, rhythm, and intonation.

The most important aspects of speaking considered, were concentrated in the checklist below.(fig4)

No.	Speaking Skill 5th B	Completion of task	Grammatical accuracy	Pronunciation	Fluency	Attitude
1	ALVAREZ ZATARAIN EMILIANO	NI	NI	NI	NI	NI
2	CHIQUETE ONTIVEROS GILBERTO	A	A	A	A	A
3	CORRAL SANDOVAL EMILY MONSERRAT	A	A	A	A	A
4	GARCIA LUMA AYMEE VALENTINA	NI	NI	NI	NI	NI
5	GARCIA ROJAS SANTIAGO	A	A	A	A	A
6	GAYTAN ZATARAIN VALERIA	A	A	A	A	A
7	HABANA RIVERA GERARDO FABIAN	A	A	A	A	A
8	INGLES SCOTT JESUS SANTIAGO	A	A	A	A	A
9	LUNA BARRERA DIEGO ENRIQUE	NI	NI	NI	NI	NI
10	MEDINA PEREZ JONATHAN TADEO	NI	NI	NI	NI	NI
11	PADILLA RENTERIA ARIADNE DARINA	A	A	A	A	A
12	PERAZA PATRON ANGEL FERNANDO	A	A	A	A	A
13	QUINTERO AGUILAR BRIAN OSVALDO	A	A	A	A	A
14	QUIROZ OSUNA ANGEL EVERARDO	IP	IP	IP	IP	IP
15	RIOS HURTADO ANGEL JULIAN	A	A	A	A	A
16	SOTELO OTÁÑEZ ALEJANDRO DE JESUS	A	A	A	A	A
17	TEJEDA LOAIZA CARLOS ALONSO	NI	NI	NI	NI	NI
18	TIRADO CASTILLO MARIA LORETO	A	A	A	A	A
19	VILLALOBOS AGUILAR MARCO ANTONIO	NI	NI	NI	NI	NI
20	ZAMBRANO HINOJOSA JIMENA VALENTINA	IP	IP	IP	IP	IP
21	ZAMORA RAMIREZ HUGO ALBERTO	NI	NI	NI	NI	NI
22	ZAVALZA SANCHEZ REGINA	A	A	A	A	A

fig. 4 Speaking skills evaluation checklist.

A= ACHIEVED
 IP= IN PROCESS
 NI= NEEDS IMPROVEMENT

To assess the four abilities i used an informal assessment, through the classroom- based assessment, that means a Summary format which consists in to fill up a chart with information about the text; decided to do it through peer correction, due to The idea of self-correction is closely tied with learner autonomy as well as the say, “Tell us, we forget; Show us we remember; Involve us, we learn.” (Benjamin Franklin). Self-correction is the technique which engages students to correct their own errors.

I decided to work this way because in this group there are some intermediate level students and they encourage the whole group to be participative, no matter the pronunciation and/or reading skills, they are very competitive among them; and I believe that exposing them orally in every class, they are able to reach a meaningful knowledge at the end of the lessons.

In order to evaluate my learners, I used two useful and functional evaluating tools. One of them is a checklist provided by the program I work for PRONI Sinaloa and the other one is a quiz from Quizizz. (appendix)

CHAPTER 3
EXPERIENCE REPORT.

Through the application of the four lessons it was possible to develop the four communicative skills: reading, writing, listening and speaking. During the application period, several difficulties were faced, due to the resurgence of COVID-19 infections, since the constant lack of students affected the ability to properly apply and record each class, due to this, the recordings of the classes were made in two different groups of the same grade.

The reason this topic was chosen was because travelogues are an easy way for readers to learn about a country or culture, without ever having to move from their own place. Travelogues are important as they are an easily accessible way of learning about life and developing one's identity. This is principally due to the simple language and structure that is commonly found in travelogues. A first-person narrative means that the reader can easily place themselves in the traveler's shoes and understand their experiences.

Through travelogues it was possible to carry out various activities, which the students enjoyed a lot and participated in effectively. Also for the teacher, this practice has been very favorable for improving the development of English language teaching as well as new strategies and methods have been acquired for the teaching-learning process which was not previously applied; moreover, travelogues is a good idea to apply the intercultural competence. According to Byram (Byram, 2002) in order to be interculturally competency, you must be curious and ready to learn about your own culture and also other cultures in an open, nonjudgmental way.

What I have learned the most from this experience is a new way of carrying out my teaching practice, due to the understanding of the theoretical references that support each activity in the classroom and I have also learned to use other approaches different from those that I have commonly used; and that motivation plays a very important role in acquiring meaningful learning.

Undoubtedly, the new way of working that we have faced due to the situation that has been experienced in the world in the last two years, has led both students and teachers to incorporate technological resources in a mandatory way, which It has been extremely useful in the teaching-learning process.

Finally, the challenges I have faced have been mainly the lack of technological resources for many students when working remotely, and in recent weeks of face-to-face work, it has been the constant

absence of students due to respiratory diseases and COVID -19 that is being suffered, since Mazatlan is a very humid city because it is in the tropics and therefore, the population suffers from these diseases in addition to allergies most of the year.

CHAPTER 4

CONCLUSIONS.

This document represents the organization of a project, to teach the four skills in English language teaching in fifth grade in elementary school.

It has still been a challenge to prepare the four plans in this way, since the institution works with textbooks, which already have their planning included, and their materials. It was also a challenge to make the materials, since you do not have the technical or digital ability to make high quality materials.

The language that is being learned is the most important and influential factor in this learning process, but there are occasions or circumstances in which its importance must decrease, as it happens with those courses whose students have as main goals -for the cause that is to learn to read and write in English, for example. Generally speaking, however, it seems demonstrated that the harmonious development of the four skills in modern language classes favors not only each of those in particular, but all the others. To this M. A. Sharwood-Smith states: "In fact, Reading and writing may positively speed up spoken performance". And even says: "The four skills are to some extent facets of the same diamond. We must not separate them too rigidly for the purposes of constructing specific teaching materials. Classroom activities should be designed to help learners perceive the interrelationships between the listening, speaking, reading and writing skills.

Starting from the fact that a language is, above all, a system of communication through the word, and that every act of communication requires, at least, the participation of two people, one who speaks and one who listens - the sender and the receiver - it is necessary that students get used to the sounds as soon as possible, intonation, accent and rhythm of the English language.

To achieve this, the teacher can use his own voice, or the different technical means that may be at his disposal. The material chosen to practice this skill must be easy to understand and must have a certain quality in terms of rhythm, intonation and accentuation, since it is convenient that the student, from the beginning, associate together the phonic representation and the global meaning of each expression.

To perfect the ability to listen, it is very convenient to perform a series of exercises specially prepared and graduated in terms of their difficulty, so that students improve and sharpen their ability to hear effectively. In these exercises, students should pay more attention to meaning than to words and to grasp the essence of what they have heard. They have to learn to select.

The speaker is as important as the listener in oral communication, and therefore, it is evident how important this skill is in the teaching of a language. Moreover, in recent years its importance may have been exaggerated, to the detriment of other "skills".

As for the time to start exercising this skill, it seems obvious that oral practice in English classes should be done from the very beginning of the learning process.

The importance of "writing skill" is due, in large part, to the recognition of the positive influence that its practice has on the overall development of the teaching-learning process. It is important to start very early to do some writing practices, either by copying sentences, dialogues, or any text that has been read, or by completing sentences and sentences that have been previously practiced in class.

Although the development of each of the four skills has been treated separately by virtue of greater clarity of exposition, we trust that it has been sufficiently proven that the practice of each of them reinforces all the others and that none should be isolated from the rest. It is necessary, therefore, that students frequently practice the four "skills" in English classes in a creative and meaningful way, paying the greatest possible attention to real communication, for which an exact program will be made of how each class will be worked, and how much time will be dedicated to the practice of each of the skills.

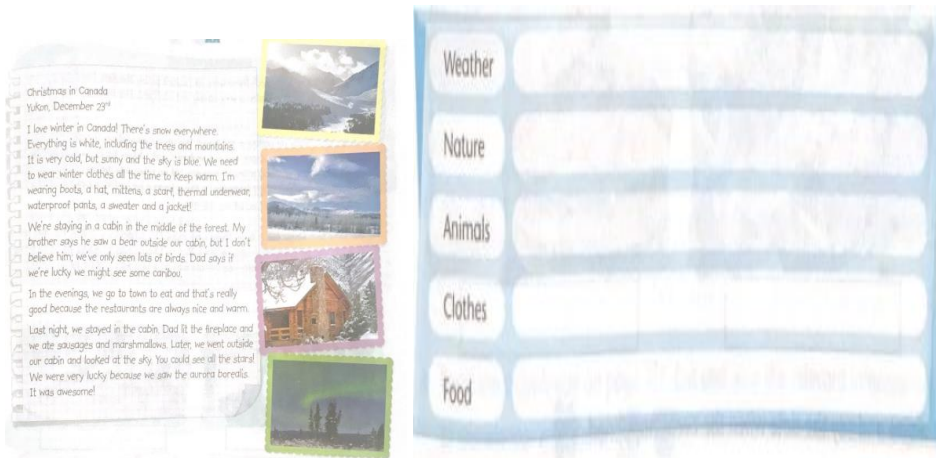
4.01 APPENDIXES

READING

Snake Word game



Appendix 1.- 5th. Graders finding hidden words in the snake's body.



Appendix 2.- Travelogue; Reading activity

Writing Skill



Appendix 3.- 5th. Graders playing "throw the cube game" for reviewing previous vocabulary.

Task 2: Compare English and USA


20/11/2022

	Mexico	USA
WEATHER	Hot and rainy	Warm and windy
NATURE	Deserts, mountains, rainforests	Mountains and forests
ANIMALS	Wolves, jaguars, snakes, birds, bees, butterflies	Wolves, bears, eagles, snakes, birds, bees, butterflies
CLOTHES	Shorts, tank tops, sandals	Shorts, t-shirts, sandals
CULTURE	Day of the dead, Cinco de Mayo	Day of the dead, Thanksgiving
FLAG		

Thursday, May 20th 2022

Mexico and USA

In Mexico the weather is hot and rainy. In Mexico there are deserts, jungles and beaches. In the United States there are mountains and many trees. In Mexico there are animals like jaguars, snakes, birds, bees, butterflies, wolves, bears, eagles and many birds. In the USA there are bears, eagles and many birds. In Mexico, the typical clothes are shorts, tank tops and sandals. In the USA people wear t-shirts, jeans and boots. In Mexico people celebrate Day of the Dead in November and in the USA they celebrate Halloween on the 31st of October. The Mexican flag is green, white and red and the American flag is blue, white and red with stars.



Appendix 5.- Reading activity evidence.

LISTENING SKILL

Unscramble the words.

oYk _____

adaCna _____

ingaTeVl _____

heWthrea _____

nlagdEn _____

invaR _____

niWret _____

uynSn _____

Chir Mosenrat corral Sánchez

Today is Tuesday, May 24th 2022

Travelling in England by Brian Fernandes

July 20th

York, England.

We left rainy London yesterday. We are in the wonderful city of York.


In North East England, it is a small historic city with a wall around it, a 13th century castle, and the ruins of an abbey.

The castle was awesome, but the best was the dungeons.

This is where they tortured prisoners in the past. It was dark and scary.

The guards said there is a ghost, and I think I felt something touch my back. (Maybe was my hair, laughing me).

Tomorrow, on the train again. My parents want to visit Oxford, which is very important university city. I hope we don't walk a lot. My feet hurt and I'm tired. That's all for tonight.



Appendix 6. Listening

Evidences.



References.

- Byram. (2002). Becoming an Intercultural Mediator: A Longitudinal Study of Residence Abroad. *Journal of Multilingual and Multicultural Development*.
- Chomsky, N. (s.f.). *Present5*. Obtenido de <https://present5.com/generative-grammar-noam-chomsky-1928-american-linguist/>
- Eeale, U. (27 de Octubre de 2020). *readings UNIT 3 Lesson 10*. Obtenido de <http://eeale.upnvirtual.edu.mx/mod/book/view.php?id=2860&chapterid=6255>
- Kolb, D. A. (1984). *as cited in Eeale, UPN readings Unit 3 lesson 10*. Obtenido de <http://eeale.upnvirtual.edu.mx/mod/book/view.php?id=2860&chapterid=6262>
- KRASHEN, S. (s.f.). Obtenido de https://teflpedia.com/Acquisition-learning_hypothesis
- Krashen, S. (1987). *Principles and Practice in Second Language Acquisition*. Prentice-Hall International.
- Krashen, S., & S., D. (1985). *The input hypothesis: Issues and implications*. . London: Longman.
- Larsen-Freeman, D. (1996). *Eeale UPN readings Unit 3 Lesson 9*. Obtenido de <http://eeale.upnvirtual.edu.mx/mod/book/view.php?id=2850&chapterid=6235>
- Mayer. (1975). *Organization of Prose and Its Effects on Memory (North-Holland studies in theoretical poetics)*. North Holland.
- McErlain, T. (1999). *The Nature of Listening: The need for listening in English for Academic Purposes*. Retrieved from <http://www.aelfe.org/documents/text1-McErlain.pdf>
- Murphey, T. (1992). *Music and song*. Oxford, England: Oxford University Press.
- O'Maley, J. M., & Valdez, P. (1996). *Authentic Assessment for english learner*. Adison- Wesley publishing company, Inc.
- Skinner, B. F. (1953). *Science and Human Behavior*. New York: Macmillan.
- UPNvirtual*. (Septiembre de 2021). Obtenido de <http://eeale.upnvirtual.edu.mx/mod/book/view.php?id=3892&chapterid=8259>
- Virtual, U. (s.f.). *eeiale.upnvirtual*. Obtenido de <http://eeale.upnvirtual.edu.mx/mod/book/view.php?id=3892&chapterid=8239>
- Vygostky, L. (1995). *redalyc.org*. Obtenido de <https://www.redalyc.org/journal/5610/561059326007/movil/>

Willis , D., & Willis, J. (2001). "Task-based language learning". *Cambridge University Press*, 173-179.

Willis, J. (1996). *A Framework for Task-based Learning*. London: Longman.