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**LA INCLUSIÓN DE TEORÍAS, METODOLOGÍAS, ENFOQUES
DOCENTES, INTERCULTURALIDAD, LAS TICS E INSTRUMENTOS
DE EVALUACIÓN EN LA PLANEACIÓN DOCENTE**

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

PRESENTA:

[MARIO PIÑA NATERA]

[TUTOR: ROSA MARIA CASTILLO DEL CARMEN]

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UNIDAD AJUSCO

**ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS
COMO LENGUA EXTRANJERA (Modalidad en línea)**

PROYECTO FINAL

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[TUTOR: ROSA MARIA CASTILLO DEL CARMEN]

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Chapter 1: Philosophy and theory

INTRODUCTION

For several years I have been trying to acquire , learn and understand the theories, methodologies, strategies, approaches assessment tools materials and resources to teach a class in the best possible manner it has been a long journey, but I always try to educate myself to give a good class, before I started teaching I took TKT, and I enrolled in the English program at Centro de Idiomas In the UAZ that was my first contact with the teaching methodologies, I went to several international Colloquiums about SLA and I was granted with several diplomats as well, but last year I was given the opportunity to enroll in the specialty of English teaching, therefore I have the opportunity analyze my practice in the classroom .

The main problem I notice about English so, doesn't matter what level, was motivation it didn't matter the age, ss always mention how difficult was for them to learn the new language so my objective since I moved in to this field was to change this assumption about the L2, my practice have been with elementary ss from first to sixth grade where my purpose is that ss learn in a fun and productive way with motivation high, using the TICS realia and authentic materials so my ss can get better results when they get any proficiency exams or they move to a different country as well as been ready for higher grades , junior high , high school and college.

Another important aspect of my teaching has been assessment the effect that, this element has on ss motivation, my choice always was portfolios as well as formative and summative assessment, giving feedback through the whole lesson and not only at the end like the old times I notice even now days some teachers still use just a final exam at the end of the semester, it happened to me recently in Law school when I have to memorize complete books and believe me it wasn't pleasant.

About strategy's come to my mind while writing this lines first able the use of TICS, since they installed tvs and internet in my classrooms I have been using the internet all the time to complement my classes in addition to my activity books and reader books,

My ss has gotten familiar with audio visual content since day one. Including technology like the use of cellphones to make input comprehensible, to check meaning to investigate and to present their final product with a video PowerPoint presentation as well as office word, this has been a challenge and an interesting experience.

Reading, writing listening and speaking are complex, during any reading making sure ss understand any word helps during any class applying the krashen's hypothesis, also negotiation of meaning, Vygotsky's ZPD and krashen's *I +1 can be used along with other theories mention on this project*

the main purpose of this production is to share with the reader my perception of the theories, strategies and approaches and how I try to apply them in my everyday teaching, and thanks to this specialty the way I have been building my teaching philosophy as part of a life process that never ends trying to be a little bit better every day.

My teaching philosophy

During this specialty I change roll again am a teacher as well as a student there are a lots of subjects authors and things I have to reflect and identify, a lot of this authors and theories I have seen along these years of teaching a few are new some I agree with some I don't we all learn at different pace and in a different ways and at the end practice is the thing that make a better teacher, I have taken a lots of training through the years focus on performing better as a teacher I also always try to reflect in what I love about my English classes.

As a student in my early days of junior high, and I always remember how Exited I was about learning the language, I use to be amazed about how some of my classmates coming from the USA where able to speak both languages and having my sisters living in Aurora CO and thinking about going there I make learning English one of my firs life goals, but it wasn't going to be easy back than my only source of that language was my English teacher, with no computers no internet and no money to buy books my only resource was the activity book, and I expend lots of times studying an practicing with it, back than my teachers didn't use the social practices , didn't work with competency's and probably didn't know about Dell Hymes or Jacobson's models off communication, back than they were using the communicative language teaching method with a grammar oriented approach, there were no interaction between ss , no audios to listen to, no drilling vocabulary totally teacher

oriented and of course we start with the “hated verb to be” most of the students hated English because it was new for us and complex, Somehow, I learn the basic colors greetings likes and dislikes an a few more things cero pronunciation and cero functions of the language.

After that I went to the USA and I started practicing. I bought some videos about basic English. They were using the grammar translation method and they were very helpful. I started watching English shows starting with Teletubbies and Arthur and similar shows with simple language. I also started practicing with my coworkers.

Somehow everything workout and in about a year I was speaking English, record time since some of my coworkers from Mexico had a life time living there and didn't speak English at all,

I try to take some English classes in Denver but it didn't work for me the reason they were focus in grammar they were very confusing and the teacher had a very heavy Indian accent it was hard to understand him plus driving thirty minutes for one hour class two days a week wasn't worth it I decide that the best way to learn was getting surrounded with English speaking people and get into the real context there I stop listening to Spanish music and only listen the target language , I did the same thing about t.v. I hung out more with my American friends and got immersed into American culture. That is how I learn English. Of course ,I'm still learning now. I need to improve my writing skills.

Why do I mention all this about me? Because Somehow it worked because I always take time to tell this to my student that English sometimes is hard to learn buy if you find the way that is easier for you , it is going to be not only easy but also fun, I tell my students English is like a stair where the first step is big and hard to take but after the first one the rest is so easy and fun, I try to show my ss how to learn by themselves finding books , videos , music and anything from their own interest and practice enjoying themselves, also to talk with their relatives using the target language I'm proud to say that some of my advanced ss from elementary can Carrie a fluid conversation in English and most of them by sixth grade can comprehend very good English texts my classes workout very good but I'm always trying to improve try to include technology games and every resource I can find to make easier their journey .

I also try to tell them about the importance of most commonly known as the international language and why is so important worldwide I always make remarks in about what's English

language the international language, the global lingua franca, the language of global commerce, international diplomacy, air traffic control, most common in internet, most used for international travelers with different native languages and most common language of academic journals therefore English got its status because of the USA roll as a world superpower and since we are so close to this giant and linked in so many ways to it is very important to be able to communicate with them to understand them their culture and to take advantage of all opportunities of being their neighbor like job opportunities scholarships etc. that is the reason why we have to prepare better ours ss for the roll they are going to play when they grow up in the international relations with USA.

Being a teacher is one of the most rewarding careers and one of the best choices I ever made. How is it to be a teacher in Mexico? It is a very complex question, in my case with 200 ss twelve groups limited resources and five to six months a year teaching is very complex hard but also one of the bet jobs I ever have, I have been a teacher for about ten years mainly working from first grade to sixth grade, each grade completely different each group. I work in small community in Jerez Zacatecas it's called Ermita de Guadalupe , most of the families are dedicated to farming there are a few with a college degree, girls usually get married at early age, sometimes at sixteen or seventeen there are also some ss that have relatives in USA and Canada, all this context make school desertion very common, during this first units I change roll again am a teacher as well as a student there are a lots of subjects authors and things reflected and identify, a lot of this authors and theories I have seen along these years of teaching a few are new some a agree with some I don't we all learn at different pace and in a different ways and at the end practice is the thing that make a better teacher, I have taken a lots of training trout the years focus on performing better as a teacher .I also always try to reflect in what I love about my English classes as a student and the things I didn't like.

In my practice as a teacher, we mainly focus on competency's communicative approach and the functions of the language. I haven't used the task-based approach since our syllabus is not based on that one.

For example, we at PRONI or Programa Nacional de Ingles we use social practices, different environments, literary and ludic and educational or academic, specific competency, achievements, doing with the language, knowing about the language, being through the language and at the end we finish with a product and we try to share it with the whole school

and teachers, if possible, for example perform a song in public, this is how is a unit structured.

On the other hand, I also use some other methodologies to complement my practice depending on the group age and previous knowledge of the ss language, this may include inductive approach, grammar translation, direct method, audio lingual, communicative, TPR, humanistic, TBLT and recently CLIL. That is how I try to construct my own teaching philosophy. along with all the theories, methodologies and approaches that have been exposed during this specialty doing a reflection I try them all through the years.

Why is it important to develop a teacher's philosophy? because having one can show your values, focus, meaning, explicit or implicit ways of correction, if you like CLT, CTL, TBLT, PPP Vygotsky's ZPD and Krashen's *i +1*, Stephen Krashen's Monitor Model, the Input Hypothesis, or any other theory methodology or approach, the process of task and how we develop our material and activities for our students the way we conduct with the students it also helps us understand what's the right way to learn to teach or at least what's acceptable in the classroom and be more confident about our teaching I believe that English is also a journey of learning through my nine years of teaching I have learned more about my weakness passions and fears I was able learn a lot about language and its acquisition process, how my actions affect students, of course some of them possess lots of previous knowledge of the language and some don't, I have seen my students improve over the years ,English learning is not a standalone process during many cases is a step into the journey to immigration personal development personal improvement access to scholarships, get a better job or simply to pass a grade but I believe the that both processes teaching and learning can be a life changing experience.

My teaching approach is has been largely form through my in class experience as a young teacher in Mexico I have to adapt to a lots or almost zero previous knowledge of the language, large groups, little resources, I start developing my class management techniques, I have to adapt to the academic environment, the greatest impact has come from teaching elementary students, the methodology and pedagogy learn on TKT, also attending to various diplomats of English teaching as a second language and international colloquiums where they give us practical activities and also a lot approaches I practice during this specialty

Exposure to teaching through competence and functions of the language task based learning and research in the field of applied linguistics and other theories, has enabled me

to get a better understanding of teaching approaches best suited for a particular context, teaching in a variety of situations such as teaching elementary students from first to sixth grade, junior high, and adults, applying the different methodologies, currently I like to try using the task-based learning using the communicative approach you will let the students focus on meaning form and communication during the different stages in the lesson meanwhile I have been taking a lots of training about digital competence for teachers and students as well as intercultural activities.

As a student I used to get engaged by teachers who exhibit patience, motivation and consistency. As a teacher I hope to contribute to the development of the top-level of teaching in Mexico. A good ESL teacher dedicates himself to continuing professional development.

One of my best personal experiences as a teacher has been seeing my fifth and sixth graders reading and translating to Spanish full texts and also having a fluid conversation using the target language.

theoretical foundation

Methodologies and approaches in SLA

Jacobson mention about communication has to have sender a receiver a message a context channel and a code about the language functions emotive, conative referential, poetic, phatic and metalingual, since the ss cannot get in to the real context for this example of lesson one and two I repeat myself and the best way to apply Jacobson's theory is using videos according to the function of the lessons, for lesson one and two they are buying

ingredients for burritos but I use a video of a grocery store where they can see all the items they can buy and I always provide different videos so they can practice listening a reading about different shops and ways to buy, so they can practice at home I also show them the way they can look for similar videos by themselves.

Negotiate the meaning of what they are saying with their classmates; to negotiate the meaning of words or sentences is always good to teach students some basic questions for example: *I'm sorry but I'm not sure I understand? sorry but I don't quite follow you? Could you say it in another way? Can you clarify that for me? Could you rephrase that? Can you give me an example? I'm sorry I'm not sure what you mean? Could you say it in another way?*

establish communities of practice using English as a lingua franca

establish communities of practice using English as a lingua franca.

The best way to establish a community as a lingua franca is taking advantage of the Internet. Usually students can get in touch with other students from different countries through the Internet. The Mexican national English program has a pilot where the kids from different countries can get in touch with each other in a safe environment.

sociolinguistic, pragmatic, discursive and linguistic aspects.

Sociolinguistics is the study of variation in language in society internal structure and meaning of language example I ain't

external non linguistic

Dialects

- someone else speaks
- different social groups
- Region
- social dialects

- Pronunciation
- Vocabulary
- grammar

Pragmatic

Pragmatic competence is the ability to make choices and how we use the language appropriately in a social context their choices have reason and an effect why we use a particular way rather than other

language transfer positive effect we have to take advantage of language transfer teaching our students to apply linguistic features from L1 2L2 for example cognates its usage

Negative effect when the different language structure from L1 and L2 little systematic errors in this case using hielo instead of yellow

L1 use strategies of L1 to perform a linguistic function which is performed differently in the L2

Example in textbooks about buying they can ask can I have a jealous shirt usually the answer is yes or sure and not of course I'll be happy to help you with it my beloved customer

Teaching social linguistics in a class the role of a teacher is be aware of ways in which pragmatic transfer manifests, be responsible to prevent students from pragmatic failure, use pragmatics to complement the whole communicative and pragmatic competence illustrating examining real data in a specific context designing activities focus on interpersonal use of language and inducting students to notice the different functions and features

Finally, from my chosen texts analyze the type of texts, the domain of discourse, the writer or the speakers, the different intentions of the text, and the linguistic aspects that are used.

The readers text used to learn and develop language an order skill such as critical thinking, during previous lessons it has been used a narrative text design to entertain engage children

and make them participate as active reader and listener activities of page 8 and 9 are the design to develop critical thinking participate in social practice in this case commercial transaction.

About the linguistic aspects with their predictions, role play sentence identification and reading purchasing of items aloud students are expected to gain a better understanding of the language, this lesson lacks one aspect of linguistics that I think is very important which is ss are not able to follow their own interest that's why is important to give them a choice about purchasing different items like video games clothing or toys.

Concepts SLA

What are the different approaches to Second Language Acquisition and how are they relevant to our teaching practice? Do some approaches conflict with each other?

There are three schools of thought that can be distinguished in SLA: the first trend is informed by **Behaviorism and Structuralism** which see language acquisition as a process of habit formation. The second trend, **Generative Linguistics**, sees language development as conforming to a set of principles which are universal in nature, and learners as actively engaged in creating and testing hypotheses about language.

The third school of thought, **Sociocultural Theory**, looks at how the environment and the mind interact to shape language development.

Then we looked at **Behaviorism**. We defined it as a psychological theory of learning. In the early stages of SLA research, behaviorism was very influential.

Contrastive Analysis. Learning an L2 is considered to be a process of acquiring new linguistic habits, different from those of the L1. The belief that a connection could be traced between L2 learners' errors and their L1 led to the Contrastive Analysis Hypothesis. The strong version of Contrastive Analysis held that learners' difficulties and errors in the process of acquiring an L2 could be predicted and accounted for by conducting an analysis of the learners' knowledge of the L1 and L2.

Stephen Krashen's Monitor Model. We saw that this model is based on a view of language learning as information processing, a radically different view from that of behaviorism, which viewed learning as habit formation.

The Input Hypothesis and Affective Filter. The **Input Hypothesis** states that only comprehensible input (i.e. oral or written input slightly or roughly beyond a learner's current level of proficiency) can be learned.

theory	acquisition	learning
Behaviorism and Structuralism		see language acquisition as a process of habit formation
Generative Linguistics		sees language development as conforming to a set of principles which are universal in nature, and learners as actively engaged in creating and testing hypotheses about language.
Sociocultural Theory	looks at how the environment and the mind interact to shape language development.	
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<p>Contrastive Analysis</p>	<p>Learning an L2 is considered to be a process of acquiring new linguistic habits, different from those of the L1. The belief that a connection could be traced between L2 learners' errors and their L1 led to the Contrastive Analysis Hypothesis.</p>	
<p>Input Hypothesis</p>	<p>only comprehensible input (i.e. oral or written input slightly or roughly beyond a learner's current level of proficiency) can be learned.</p>	
<p>ZPD</p>	<p>refers to the range of abilities an individual can perform with the guidance of an expert, but cannot yet perform on their own.</p>	

Stephen Krashen's hypothesis

Krashen (1) suggested that language is acquired through exposure to comprehensible input, which he defined as the linguistic input (i) which is either at or just beyond the learners' current level ($+1$). According to Krashen's input hypothesis, learning will occur when learners are exposed to $i + 1$, being " $+1$ " all input that is slightly beyond the learners' current level. (Krashen, (1982)

There are still a lot of controversy about Input theory a lot of detractors of Krashen mention that input only don't do it you need grammar and so forth where are this five thesis today according to Krashen and many theorists before him we learn to read by comprehension by understanding was on the text and things like spelling vocabulary most complex rules of phonics are the result of reading, this is real people just get better with comprehensible input, he hypothesized that grammar is not bad is just very limited and its primary function is for editing, it is mostly helpful for most of us when we write we do it always a little different than the accepted standard, each of us has his own idiosyncrasies different from the standard, most of the language squared is from input activities, to be good a grammar you have to be very interested in the structure of the language with those constraints in mind a very proficient ss can accomplish the perfection of the grammar but in contrast a beginning language ss who hasn't acquired even 1 percent of the language and being forced to monitor the whole thing, the problem lies in overwhelming beginning ss with grammar, some people require completely transparent input so they at least have the illusion that they are understanding everything for example with TPR but it has its limits, the trick is reading compelling stories,

of the strategies people need to get is that you don't need to know every word you can skip, on the other hand for bad independent readers the advice is to provide them with interesting books.

Vygotsky's Zone of Proximal Development

The zone of personal development (ZPD) or zone of potential development, refers to the range of abilities an individual can perform with the guidance of an expert, but cannot yet perform on their own.

Developed by psychologist [Lev Vygotsky](#), this learning theory may be observed in a classroom setting or anywhere else where an individual has the opportunity to develop new skills.

“During (ZPD) instruction leads to development. (Vygotsky, (2002))

We start with the discussion about L1 and L2 debate in immersion education

debate about when ss first language should be used and when the target language should be used during target language instructional time Developed by psychologist [Lev Vygotsky](#), this learning theory may be observed in a classroom setting or anywhere else where an individual has the opportunity to develop new skills. I believe that Vigotsky's ideas can provide us with several theory based guiding principles related to language use in SLA in previous decades the target language was to be used during instructional time and it was referred as a monolingual policy of immersion education it appears to be diluted over the years often for pragmatic reasons, We have to think about ZPD not as a space but rather as an activity in which all aspects of life is brought together and also one in which one is always building from the known to the unknown, for teachers the target language always has a priority because their main goal is to achieve a high level of proficiency, the use of L1 must be purposeful and not random. We can use L1 to illustrate cross linguistic comparisons or to provide the meaning of abstract vocabulary items can help to mediate L2 development during ZPD in the target language

Vygotsky's guiding principles serve to reassure teachers and teachers educators that students L1 languaging may be essential and beneficial to L2 development as well as potentially an efficient route to L2 development and that the way teachers use language to mediate classroom interaction truly matters, we need more research on second language acquisition in the classroom, particularly we need research in the ways teachers and ss language learning outcomes, we as teachers need our own actions research .

Analysis and observation of processes: Input, intake, interaction and output meaning

input: language is acquired through exposure to comprehensible input, which he defined as the linguistic input (*I*) which is either at or just beyond the learners' current level (+1). According to Krashen's input hypothesis, learning will occur when learners are exposed to *I +1*, being "+1" all input that is slightly beyond the learners' current level. 1). To help our students make sense of the input we can modify our input and use language and structures that our students will understand. The result of this process is called **Modified Input. On**

the other hand, **intake** refers to that part of the input that students can internalize and learn. This means that, for language learning, intake is the critical part of input. There is no doubt that input is crucial for language development. (Krashen, (1982)

Interaction: is more than an opportunity for learners to practice the language but that through interaction, learners develop their second language. He believed that **negotiation for meaning**, and especially negotiation work that triggers interactional adjustments by the NS (native speaker) or more competent interlocutor, facilitates acquisition because it connects input, internal learner capacities, particularly selective attention, and in productive ways.”(2) According to Long, there are several ways for NSs (native speakers) to provide NNSs (non-native speakers) with **modified input** and provide them with feedback; these resources –negotiation of meaning, feedback, clarification requests, **confirmation checks**, repetitions, **reformulations** and **recasts**- are known as interactional modifications . (Long, 1996)

Developing listening strategies in my classroom using technology

Listening comprehension is a challenge for ss and teachers. We need to use the appropriate strategy to help our s not learn but acquire the listening skill. There are a lot of obstacles that ss and teachers must have to overcome to make a listening practice productive and even more challenging making it fun.

Before any planning teachers must review the listening elements: listening for comprehension, predictions and important parts of the message, we must allow the ss to find their best way to check for comprehension, depending on their level by using the dictionary, translator or just asking the teacher in their L1.

Reflexion

We as teachers should find ways for the student to find some good activities[C1] on their own to practice the listening skill. In addition to the classroom practice we should teach them the different kinds of activities they can do on their own to master the art of listening.

When teaching a new language technology is one of the most helpful resources for teachers, what I do when I plan a listening activity is to deal with it like a complement activity, listening is something we should do in our everyday class, if reading include listening by

reading out loud to so, if writing always pronounce the words so can notice the difference about writing and reading, when talking elicit info about you are talking about to check comprehension even using L1 as needed

When designing and implementing online listening activities one of the most important aspects to think about is the level of difficulty of the audios, always complement them with close caption, the best then is using a video to help ss with comprehension if needed but I would say the most important thing is to make sure the video is interesting for most students if they start getting distracted or start losing interest change it, always have a plan b and also always complement listening activities to do at home been optional and tell ss about the importance of working any skill in an independent way at home.

An advice is to consider what kind of activities we do , the level of difficulty ,the general program the model bottom up or top down, the micro and macro skills for listening to solve the problems during the listening learning process, avoiding possible problems, following the steps to an appropriate lesson plan applying adequate listening strategies making sure they involve comprehension and acquisition, multimedia technology must be included in listening practice, and rubrics to assess the ss and most important motivate ss to keep learning.

Exploiting the different SLA theories will result in better language acquisition also a superior class presentation and an appropriate teacher ss interaction, as well as student interaction with their peers to promote learning, teacher reflection in this subject is crucial to increase ss motivation, teachers must comprehend[and examine procedures in the SLA approaches and put them to practice so they can use the best one to fit ss needs, there is no reasonable doubt that applying this actions mentioned above will result[in an increase of the English proficiency levels of ss in Mexico.

Teachers should consider when designing listening techniques not to overlook the importance of techniques that specifically improve comprehension using activities that develop top-down and bottom-down activities.

Teachers should enhance their students' listening skills by using a wide variety of listening comprehension materials in their classrooms. Some examples could be:

- A telephone conversation
- A song
- The news
- Watching an episode from a famous sitcom

As part of their many different activities, ESL/EFL teachers must prepare their learners to be successful when they listen to English in the classroom as well as when they are out in the real world. Consequently, by integrating all available resources, teachers can effectively help students in developing their listening comprehension skills.

I always prefer top to down activities because I consider that ss should be exposed to the most language they can assimilate, making it simple but using authentic material since day one.

Listening is one of the most important skills to develop in order to acquire English as a second/foreign language. The listener goes through certain processes in constructing a message out of information that he or she hears in the target language. As set four rules by McErlain , this includes:

1. Perception: the process of identifying speech sounds the listener hears, trying to recognize the intonation and sounds, and turning this information into something meaningful for them.

2. Decoding. The way that listeners create some kind of understanding of a message by taking in chunks and not just sentences.

3. Predicting or making guesses about what comes next, allows the student to listen without needing to understand every word; selection is being able to filter information (make choices about what is important) and identify the relevant information.

kinds of classroom listeners:

- *Active listener.* This student participates fully in the communication process, listening attentively, providing feedback, and doing their best to understand and remember messages.
- *Passive listener.* This listener is not quite as enthusiastic as an Active Listener. A common trait is the belief that they can absorb information and learn effectively even if they do not contribute to the interaction. They place the responsibility for successful communication on the speaker.

- *Impatient listener.* Students may have short periods when they are active listeners but are easily distracted. They try to pay attention, but lose focus quickly.

We as teachers should try to take advantage of technology and the appropriate listening techniques so we can convert the passive and impatient listener into an active one.

As EFL teachers, we generally include listening comprehension activities in our syllabus, and regardless of how difficult or easy they are for our students, it is important to know the ideas behind this process. Let's have a brief overlook at some important theories related to listening:

<p>The Input Hypothesis</p> <p>Natural Approach</p> <p>Total Physical Response</p>	<p>Methodologies that view listening comprehension as key to acquiring a second language. From these perspectives, providing listening input that is appropriate and ensuring that this input is comprehensible are some of the teacher's main responsibilities.</p>
<p>Attention Theory</p>	<p>This theory uses consciousness-raising activities to increase learner awareness of grammatical structures when they listen.</p>
<p>Conversation Theory</p>	<p>Associated with CLT, this theory emphasizes the importance of second language listening since it is not possible to fully participate in a conversation and take advantage of conversational feedback without understanding what your classmate is saying.</p>

There is not such a thing like the perfect theory the best thing to do for teachers is to master all of them and use them to fit the ss needs

It is important for teachers to be familiar with these important concepts when planning listening activities.

Background knowledge, previewing, advance organizer, meaning support, recall, recall question, inference question, intonation

Comprehension skills are the key to a better listening performance so we as teachers must have them so we can teach them to our ss

The Stages of Student Listening

1. *Recognition of the Target Language;*
2. *Recognition of Isolated Words*
3. *Recognition of Phrase Boundaries*
4. *Listening for the Gist (core idea*
5. *True listening*

Classifying an activity based on the chart above will help teachers and ss to have an easier and productive listening practice.

The Listening Process

It can be seen from two perspectives: as comprehension and as acquisition. The first view is the way we help the learning process of a target language. The second perspective includes the tools of communication to help this listening process. Then, the teaching of listening can be based on different models

Listening Strategies

1. ***Bottom-up processing*** refers to the usage of incoming aural input as the basis for understanding the message.
2. ***Top-down processing*** bottom-up processing goes from sound to language to meaning, top-down processing goes from meaning to language.

<i>Pre-listening</i>	This phase prepares students with these two processes through activities that involve prior knowledge, making predictions, and reviewing key vocabulary.
<i>While-listening</i>	This stage focuses on comprehension through exercises that involve selective listening, general idea, sequencing, etc.
<i>Post-listening</i>	Finally, this step leads us to a response to comprehension and may require a student's opinion about the topic.

Listening Fluency

L1 listeners usually have fast, automatic, bottom-up skills while **L2** listeners often rely on top-down skills to supplement their less developed bottom-up listening.

With the use of authentic materials, students learn to distinguish the elements that are included in the language, such as:

- a natural rate of delivery and intonation
- false starts

- slang
- reduced forms
- abbreviations
- and other characteristics of spoken language that may represent a challenge for them.

c has become more accessible to teachers and learners of other languages, its potential as a tool to enhance listening skills becomes a practical option. Multimedia allows integration of text, graphics, audio, and motion video in a range of combinations. Multimedia is essential especially when teaching listening because it gives us access to a vast variety of activities they can choose from

Reflexion

Listening for comprehension is not so complicated for ss and teachers, using the appropriate strategy's ss will practice the listening skill, there are lots of obstacles that teachers and ss have to overcome to make a listening practice productive and even more challenging making it pleasurable is possible to obtain if before any planning teachers consider the listening elements.

We should provide materials according to the ss sociocultural context this way will be easier for the ss to get into in the activity.

Consider while planning bottom up and top down processing and using it accordingly to the ss needs, I prefer top down processing it work better for my ss since real language com fluid and ss should get use to this way ss will get use to respond to real life listening situations

Technology has proved very useful in my classroom YouTube is my favorite website my ss are used to see what videos since first grade and they are great to develop the listening skill, when i plan a class i always separate a few minutes to show ss how to translate on google check for pronunciation, how to look for videos related to the target vocabulary or context how to find additional material audios or videos with the appropriate level for them so this way they can see a listening practice like something fun to do an not as a torment.

It is always very rewarding when is talk about the shows, videos songs and movies they watch but even more gratifying is to see a real advance on language acquisition , multimedia materials help improve every single aspect of language whether we are talking about a natural rate of delivery, false start, slang, reduced forms abbreviations and even colloquial language kids are a sponge and providing authentic material with the help of technology.

The process of evaluating is not less important because you cannot observe the actual process of listening or the product you have to observe it through some other skill what they know what they we should evaluate so ss will increase their noticing abilities not only on themselves but also in others, we should remember to establish what skills are we assessing micro macro or both, intensive listening, responsive listening with questions or TPR, selective listening, for specific information, extensive listening, communications discussions etc. Even note taking could be a good way to assess listening.

Cultural awareness and intercultural competence in my English Teaching

Model of Intercultural Competence

One of the most popular models of intercultural competence in language education has been developed by the British language educator, Michael Byram, and his colleagues. Table 1 offers the model as presented in Byram, Gribkova, and Starkey (1).

Five characteristics of the model:

Intercultural attitudes. You are curious about where you are and you want to understand the people you are with. You ask questions and listen to what people say. (3).

During my intercultural class last week, I tried to foment a positive attitude towards interculturality by trying to foment their curiosity towards different cultures. We brainstorm about the different aspects that separate and unify one culture from others.

You have to put yourself in the shoes of others without prejudice

One of my main questions for the ss was which culture is better, which food, ways of dressing or behaviors are better. It was very rewarding knowing that my ss did not show prejudice at all.

Knowledge of social groups. By interacting with the people you are with, you become aware of cultural differences. (4).

my teaching practice is in a small community most s shares the same culture and traditions with the exception of some ss that go for vacations to the USA or some that use to lived there and come back with a heavy Spanish accent, but since they are used to the American accent and to the English language isn't a big difference in culture at all between them.

to make them aware of cultural differences I showed some videos in class about Mexican culture,, we review some texts and read a laud on the reader book some legends covering the same subject , and also teach them how to look for more videos and material so they so they can better understand their own culture , as a homework they did a contrast of the Mexican culture and a culture of their choice, i give them the option to do it on the notebook , power point , video or even use an cellphone app of their choice.

Knowing how to behave in a different social environment and when socializing with foreigners understand the differences and behavior knowing that not any culture is better, they are just different.

Skills of interpreting and relating. You are watching the people around you. You see an older woman from China. An American from the United States approaches her and gives her a huge hug, totally embracing her. The Chinese woman looks surprised and uncomfortable. (5).

for this aspect we talk about Arab culture and the way they use long cloths and cover their face, and we orally contrast about the Mexican culture and other cultures.

Being able to understand other cultures and analyze them and compare them with their own to better understand why we do things the way we do.

Skills of discovery and interaction. Over time, you acquire new knowledge of the cultures and cultural practices and you begin to use this information. (6).

During the second intercultural class with my sixth graders, first we watched a video about Mexican culture and traditions made by one of my ss. After that we reviewed and analyzed the investigations of five students contrasting our culture and American culture. We did it as a whole group.

Been able to assimilate new knowledge and practices the hunger to participate in new ways to do things and apply them in real situations

different roles a teacher takes on to encourage the development of intercultural communicative competences

“Language teachers need to be able to adapt their roles and responsibilities to the new requirements.” (7) Teachers who do not have a competence in innovation will be unable to exploit their students’ abilities, needs, interests, challenges, and skills in the field of learning culture and in the acquisition of intercultural competence. Even in a classroom where there is no apparent cultural diversity, we will find students who will bring up their own cultural paradigms and background that is different from their peers, and this might be remarkable not only in how they picture their lives, but also in their L2 learning.

As is evident, teachers need not only teach, but also must learn and plan how their classroom should be managed to fulfill the roles and responsibilities which have to be implemented within the educational space. It is important to analyze which roles could be considered significant when teaching in an intercultural classroom.

Usually in my school the ss with different culture are the Mexican Americans that sometimes they don't even speak good Spanish but they usually assimilate the Mexican culture really easy,

Personally I think they adapt really well if ss are used to respect the others beliefs and ways of interaction, which is something i always try to promote. Most of my ss see foreigners as normal since they are used to the different languages since first grade.

agent of change

By assuming this role, the teacher fosters precisely the type of intercultural perspective that aims to avoid prejudice, so as to shun distinctions between the culture of their students and the culture within the language they are learning. This is why we should transmit to our students that a variety of behaviors can be found that facilitate all types of interaction within any culture.

For example, I teach different holidays to ss and the different ways to celebrate them in different parts of the world.

The teacher as manager

One of the most important roles a teacher has is to administer all the human and material resources available. Some of these are materials, setting, environment, students, time, learning activities, planning for different backgrounds and learning styles, and the teacher's personal experience.

I think the most important thing here is to use all the resources available especially internet and very important share the personal experience

The Teacher as Learner

It has been more or less assumed that teachers who know more will teach better.(8) Indeed on a regular basis teachers are required to take new courses and renew their certifications. Resources, materials, and support are widely available if we know where to look and are not afraid to learn. Learning how to use a computer, website, and blog, as well as new educational trends, is a must for any teacher. We are long-life learners.

We never stop learning what we have noticed through my teaching experience. The more we know the better resources we have as teachers to do a better job, for example I have learned before about intercultural learning, but this year I learned the importance of the subject in language teaching .

I was very pleased and surprised when I saw my sixth graders homework's students being able to edit videos and investigate things in L2. I was very proud and shared their projects with other teachers and other groups using cell phone apps.

The Teacher as Ethnographer and Researcher

The ethnographic role encourages knowing the students' needs, cultural, and economic backgrounds, and personal worldviews in order to inductively link their present knowledge to the new knowledge. The teacher becomes a participant as well as an observer, and fosters active research to create activities, tasks, and materials for the class.

Teachers may use action-research to observe how students work and react with their classmates. Teacher attitudes and perceptions of their students from diverse cultures play a major role in their expectations. (9), (10)

This role is in case you work with multicultural ss , in Mexico we can see ss from different etnias in Zacatecas we have Wicholes but during my ten years teaching I haven't teach a ss with this culture but i have been researching about their culture in case it happen.

helping students develop attitudes, knowledge, interpretative skills and other aspects of intercultural competence

Third culture in the classroom

Can we actually work with culture from “day one”? If so, how can we do it? Can students actually learn intercultural communication skills in the classroom, in a situation where there aren't a lot of speakers of the target language?

The best way to teach ss from day one is to show them how different cultures act, dress, speak and act in different ways than we do and they are not better or worse than us. The main point is to show respect and understanding and empathy.

Ss should always have a positive attitude towards new culture and the ways they interact achieving it is familiarizing ss with different ways of living using the activities in the syllabus but changing them with a intercultural tendency

The first thing that we should bear in mind, as has been pointed out on several occasions, is that culture is creative and not static. That means that our classroom is in itself a space of cultural creativity, a community of practice and a space for cultural encounters. This has been described as “the third culture in the classroom”, where students find a neutral space in which they create, explore, and reflect on their culture and contrast it with the target language culture (11). Students can play with ways of greeting, for example, and realize that a simple greeting is conveyed differently in different cultures. In doing so, they also learn about their own culture. Clifford Geertz, a famous anthropologist, suggested that the aim of anthropology is to make the exotic seem ordinary and the ordinary exotic. (12) Students can be defined then, as anthropologists. In this way, our students achieve a level of empathy, appreciating that the way people do things in their culture has its own coherence.

For my next classes when i have a chance and according to my syllabus i will include practices from the different ways to greet people in English speaking countries, and will try to create “the third culture in the classroom”, were ss can appreciate other cultures as well

as their own and step by step make interculturality part of my everyday classes as much as possible

We have to choose or create materials. In my case I use lots of videos because the class I am teaching is fast and easy and usually productive. I use lots of videos from YouTube since my ss are familiar with it and have lots of content and easy ways to find it.

We have to teach students how to understand their culture first so they can take input from other cultures as well as produce input been careful to do the appropriate Pedagogical activities

Also taking advantage of representations of the target culture in textbooks as well as media, taking advantage of the internet.

Relationship to Byram's model of intercultural competence

Byram (13), in his model of intercultural competence, explains the importance of the types of knowledge presented in this lesson. He believes that in order to be an intercultural speaker, a person needs to know the social and cognitive processes that impact us, beginning at birth and continuing throughout our lives. He 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" (14).

we are what our parents transmit t us , our community our context and even our social status sometimes we don't even know how to interact with our own culture especially with all the new urban tribes , cholos, punks, floggers, skatos, chacas, emos, goths, hipsters, rockabillys and otakus. They are natural groups of people, usually under 30 years of age, who share musical tastes, ways of dressing, meeting places, hobbies and ways of thinking in general but lots of times they disagree with the other tribes, it is also imperative to make a reflection of ss economic strata therefore when we talk about intercultural competence we can use this tribes as analogies so ss can better understand and respect other cultures and appreciate their own even more.

The cultural criticality approach

Cultural critics think that the potential barriers created by cultural differences require that students understand, respect and face such obstacles in order to avoid communication breakdowns (Whorf (15); Hall (16), and Singer (17).

ss should understand their own culture and other cultures by my own experience. The mentioned potential barriers could be an advantage to interact and practice language. I remember in my young days interacting with people from different cultures and being amazed by their culture and our differences many times was the center of our conversations in a very productive way.

Cultural dialogism

Cultural dialogism is a different perspective; it emphasizes internationalism, world-wide communication and humanism. It focuses on developing cross-cultural communication skills through self and cross-cultural awareness. This approach is culture-general and seeks to overcome differences (18).

Internationalism, world-wide communication and humanism are part of are everyday lives now days is very common to run into people from all over the world without living even a small town like mine, it is very common to see people from different countries and nationalities, worldwide communication is a reality even in small communities where some parent go from Canada to Hawaii, to Germany or even Europe to work or study, the new Mexican school includes humanism in its curricula with the vision of forming honest citizens incorrupt and honest to create a new society coexisting with respect, civics and values.

The dynamic process approach

Culture and communication are not monolithic, but dynamic, always changing, multi-level and complex. Students are trained to access and critically analyze cultural practices, meanings, social processes and their outcomes, whatever their status. There are three levels of analysis: national, group and individual (19).

culture is dynamic as we mentioned before with all the new tribes that didn't even exist when i was a child and the new ones developing right now in our society.

The experiential learning approach

As we saw in Module 1, the Kolb's Experiential Learning Cycle states that it is not enough to read or listen about other cultures for becoming intercultural: it is also fundamental to be confronted with new and unknown situations, to experience insecurity, fear, security, trust, sympathy and empathy (20).

we need to try to teach our ss how to avoid or deal with bad situations and embrace the good ones.

Third culture in the classroom

The first thing that we should bear in mind, as has been pointed out on several occasions, is that culture is creative and not static. That means that our classroom is in itself a space of cultural creativity, a community of practice and a space for cultural encounters. This has been described as “the third culture in the classroom”, where students find a neutral space in which they create, explore, and reflect on their culture and contrast it with the target language culture (21).

in my classrooms I always tried to to create a space where ss can assimilate and understand their own culture and enable them to get immersed in the target culture lucky in the PRONI syllabus there are many activities we can use to compare and contrast the different cultures and we can do it even better with what we learn during this lesson.

As Zhu (22) points out, it is important to allow for cultural input in the teaching of a foreign language, as well as to analyze the factors of failure in cultivation of students' intercultural communication skills.

The intercultural input is already included in elementary curricula. The ones that are lucky and have the opportunity to experience exposure to different cultures can better understand and transmit the knowledge to our ss. It all goes to the same point: respect and understanding if ss get these two points they are already one step ahead.

Authentic Materials, Text Genres and Skills Development

As Peterson and Coltrane (23) show us, while the concept of culture in language teaching is nothing new for EFL teachers, in many ways, this concept has been focused on a few topics (holidays, everyday clothing, popular characters /songs, and food). Although these topics are useful, without a larger context or framework that offers little in the way of

enriching our students' linguistic or social vision, particularly if the goal of language teaching is to enable students to function effectively in another language.

The use of authentic materials is fundamental to understanding the use of language in a foreign country in an intercultural environment. What I usually do in my classroom is use some authentic videos so ss can see how other cultures express and we analyze the vocabulary and explain common expressions.

As Byram, Gribkova and Starkey (24) point out, it may be easy to assess learners' acquisition of information. But even so, information cannot be established as relevant in the way grammar structures can be. What are relevant facts for English? The number of inhabitants of a country? The historical facts? If so, whose version would be used? It becomes obvious that this cannot be pre-established as a competence. With regards to learners' knowledge and understanding, this is somewhat easier, as "rather than testing recall of historical 'facts', historical understanding and sensitivity can be assessed in essays where learners discuss events. Grading criteria will be the learner's ability to express his/her position with respect to an event. The problem is that these two components are not all of the intercultural competences established by Byram. The "savoir être" and the "savoir s'engager" have to be worked on. Is it possible to assess whether learners have changed their attitudes, for example? Have they become more tolerant of differences and the unfamiliar? In a sense, a top-down type of assessment would be contradictory with the approach. How can we assess the presence or absence of prejudice by conveying an attitude of "you must not be prejudiced"? What the authors above suggest is that we see assessment not in terms of tests and traditional examinations, but rather in terms of producing a record of learners' competences. In a case like that, then a portfolio approach is possible and in fact desirable.

my choice for assessment always have been portfolio not only for intercultural awareness but also for acquisition of the target language, since motivation is essential in learning English because at the end of the month and year ss can witness their own improvement and they also can do a self-assessment of their performance which is as well as important as our own.

Reflexion

we must include intercultural competence along with linguistic competence since the first one is not enough for ss to function in a foreign environment since interculturality is not

about knowing facts about a specific or many countries but more about communicating effectively in a range of cross cultural context in other words know how to react and interact in a determined situation for this matter respect for other people habits or ways of doing things is key to function in an intercultural environment.

working in a small community, with very rooted traditions they perceive the world the way their parents and grandparents did some of them don't even think about enrolling in junior high in the other hand we have ss with access to the internet where they are exposed to all kinds of content my perception is that it is our job as teachers to guide our ss to the right web pages or app so they can develop the linguistic competence in L2 as well as intercultural competence I like to see myself less like a teacher and more like a facilitator a guide that can show ss where they can find the content to progress in their journey to a new language acquisition, I lived in the USA for about twelve years I learned more in my house and job than school, I got frustrated with my English classes and my English teacher our ss go through the same trouble a certain extent, my ss only get English classes five or six months a year they can use media to get the intercultural skill to be able to function in any country .

During my classes I haven't notice children stereotyping at least not in a negative way in their context we don't see ethnic groups as we can see in many parts of Mexico the exposure to interculturality comes from people coming back from the USA and Canada other to stay or visit my ss get excited to see their cousins or uncles coming back, prejudice is not a problem here they embrace the visitors for my ss this visitors give them an opportunity to practice their social , intercultural and language skills .

I have been developing intercultural competences since I started teaching without even knowing since I learned English as an adult. I can transfer this knowledge to my ss using authentic texts, videos and magazines, from different parts of the world with the use of the internet.

when I read about the approaches to interculturality and do a deep analysis just like any other skill Realize that I used them all to a certain extent I'm barely getting immersed in this matter I have to read more , and watch more videos and materials about it so I can master myself the skill and help my ss to do it too, as I mention before as a teacher "to have to be" is not pretending but been for real a mediator , ethnography researcher, manager mentor and for this matter interculturality a Learner I'm doing my best to use all this teacher roles and other to create a third culture classroom.

I have been taking advantage of the resources available in my school and try to use the right activities, i notice a really good attitude in my classrooms not only towards the target language but also towards other cultures I'm going to keep trying to promote respect and curiosity about other countries and languages also self-learning and self-assessment

Chapter 2: Methodology and practice

procedures

assessment

there are several ways to prepare rubrics to assess speaking we should consider several aspects: Pronunciation/ diction, fluency, word choice, usage ideas and meaning (25)

personally I think that rubrics are helpful when we let our s do their self-assessment at least on elementary school level since motivation is a big issue there

Based on this data, teachers should provide feedback to students at any moment to strengthen areas or aspects that need more practice. (26)

feedback should be provided by the t and ss all the time during the class ss need to get used to it and perceive it as a form of improvement.

Some easy ways that do not require too much preparation for eliciting speech are picture-cued descriptions or stories, radio broadcasts, video clips, information-gap activities, improvisations, oral reports, and debates. (27)

During my classes to elicit speech my choices are games, videos, songs reading, oral reports and drills just to mention a few

Probably writing is the most suitable skill to be assessed within the quadrant *Observation of Process*. Based on this idea, we will follow some five stages suggested by O'Malley and Valdez-Pierce (28):

Stage 1 This stage is also called *Prewriting*.

Stage 2 *The student starts the writing process.*

Stage 3 *This stage is also called Post-writing or Revising.*

Stage 4 *This stage is called the editing process.*

I have been trying to use this process since my ss usually presents a project. For example my sixth graders are doing an invitation to a foreign country as a monthly project. I did try to include the four stages during the process.

We might initially think that including meaningful vocabulary and its assessment in our classes and as part of the learning process of our ELLs is both necessary and reasonably simple. Vocabulary is required in order to build blocks of language, and grammar is necessary in the process of creating larger structures such as sentences, paragraphs, and whole texts (29).

in the communicative approach we don't teach grammar the way they use to do it I introduce them as needed when I notice ss get confused personally i think aquating a language is better by exposure so if ss understand later on they will have time to improve their grammar when they have enough vocabulary at least during the early stages of learning English

functional interpretation and formal aspects by giving students tasks that enhance the relationship between grammatical items and the contexts in which they occur. (30)

What I recommend to my ss is to read a lot and watch lots of videos and movies so they can notice the context, appropriateness and functions of the language.

To evaluate the ability of our students to recognize and make appropriate use of certain vocabulary, EFL teachers should make use of such diverse activities as role plays, word journals, discussions, and vocabulary quizzes among others. (31)

My choice to assess new vocabulary since my time is limited. I use the tasks mentioned in the previous paragraph in addition to L1 as needed. I Always try to consider presenting any new vocabulary using videos so ss can practice reading, listening and using images to cover the aspect of comprehensible input.

Dimensions of Vocabulary Assessment: The discrete-embedded dimension is focused on the assessment tool teachers use to know the progress of their students, that is, it is linked to the construct of the learners. The second dimension, selective-comprehensive, has as its aim the range of vocabulary to be included in the assessment, either because of its importance, use, or meaningfulness. The last dimension, context-independent, understands vocabulary as words presented to students in a sentence (or even larger discourse) rather than as an isolated element.(32)we have to know by heart this dimensions in order to do a better assessment

ESL/EFL teachers need to help learners see that successful communication involves a balance between functional interpretation and formal properness by giving students tasks that enhance the relationship between grammatical items and the discourse contexts in which they occur. (33)

interpretation, formal properness and knowledge of grammatical items as well as intercultural abilities are key for ss success on new language acquisition.

“Formative assessment is part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening. In this sense, formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. Summative assessments are given periodically to determine at a particular point in time what students know and do not know. Many associate summative assessments only with standardized tests such as state assessments, but they are also used at and are an important part of district and classroom programs. Summative assessment at the

district/classroom level is an accountability measure that is generally used as part of the grading process". (34)

The main thing that I keep in mind's how formative assessment really helps the t and ss through feedback to help ss improve and t make the proper adjustments to the lesson planning.

informal assessment refers to a continuous evaluation which is reflected in class work throughout the school year. Formal assessment consists of planned and systematic techniques that help teachers determine students' achievement. (35)

both are equally important some teachers traditionally focus on formal assessment but we must include informal to it can gives a better picture of how good our ss are really aquareting the language or not

Design of assessment

The assessing or evaluating tools application

My first choice for assessment are rubrics there are several ways to prepare rubrics to assess speaking we should consider several aspects: Pronunciation/ diction, fluency, word choice, usage ideas and meaning

personally I think that rubrics are helpful when we let our s do their self-assessment at least on elementary school level since motivation is a big issue there

To elicit speech are picture-cued descriptions or stories, radio broadcasts, video clips, information-gap activities, improvisations, oral reports, and debates.

To assess all the skills, I use diverse activities such as role plays, word journals, discussions, and vocabulary quizzes among others and portfolios.

My choice to assess new vocabulary: I use diverse activities such as role plays, word journals, discussions, and vocabulary quizzes among others and portfolios.

To assess competencies of the language my preference is project presentation

this presentation can be on a video, power point, white board, construction paper

or in front of the whole group using the projector and audio and or visual content.

Some others ways to assess competencies are self-assessment, peer assessment

and i use them once in a while this way ss can identify their own achievements and weakness and areas of opportunity also give their peers feedback

team	skill	100%	50%	other/ comments
	Identifies purpose, function, intended audience, and sender of diverse invitations			

	Identifies the parts of an invitation letter			
	Answers questions about the event described in the letter.			
	Make sentences to produce a written response to an invitation.			
	Writes and reads a reply aloud			
	Explore invitation letters.			

	Respond to invitations in writing.			
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Criteria	5 points	3 points	1 point
Pronunciation/ diction	Student (S) is easy to understand and makes few errors	S makes many errors in pronunciation but can be understood.	S is very difficult to understand or responds in L1
Fluency	S can effectively communicate in different contexts	S can generally communicate in most situations	S cannot communicate effectively in any situation
Word choice	S uses appropriate words to express meaning	S uses words or phrases to express simple meanings	S speaks using unrelated words

Usage	S makes minor errors in grammar and structure and can be understood	S makes major or frequent mistakes in grammar and structure but it is possible to understand	S makes major or frequent mistakes in grammar and structure making speech difficult to understand
Ideas/meaning	S responds with connected vocabulary and language to express ideas. Response contains few errors	S responds with limited vocabulary and language to express ideas. Response contains frequent errors	Unable to respond using English language vocabulary.

WEEKLY LESSON PLAN

SCHOOL: IGNACIO ZARAGOZA CCT: 32DPR1208M CITY: JEREZ

ADVISOR: MARIO PIÑA NATERA DATE: DEL 3 AL 7 DE MAYO DEL 2022

GRADE LEVEL: 6° UNIT: 4a

SOCIAL LEARNING ENVIRONMENT: Familiar and

community
COMMUNICATIVE ACTIVITY: • Comprehend and respond to invitations through letters. **SOCIAL PRACTICE OF THE LANGUAGE:** Read and write notes and letters **ACHIEVEMENTS:** • Identifies purpose, function, intended audience, and sender of diverse invitations. • Identifies the parts of an invitation letter. • Answers questions about the event described in the letter. •

Clarifies new vocabulary and phrases by using bilingual dictionaries. •
 Make sentences to produce a written response to an invitation. • Writes
 and reads a reply aloud

<p>OBJECTIVE: What do I want the students to know and/or be able to do?</p> <p>Explore invitation letters.</p> <p>Interpret invitations in letters.</p> <p>Respond to invitations in writing.</p> <ul style="list-style-type: none"> • Use language as a means for suggesting and inviting. • Show courtesy Explore invitation letters. • Infer purpose. • Identify the parts of a letter. • Unscramble a letter. • Identify addressee. • Identify situations in which letters are used. Interpret invitations in letters. • Identify register. • Determine the nature of the event (happy, sad, popular, communal, public, private, free entrance, etc.). • Classify invitations based on the formality or informality of an event. • Answer questions about an event. • Complete sentences based on the date, time, and place of the event. • Find out the meaning of unknown words or expressions. Respond to invitations in writing. • Identify elements in which a reply is expected (e.g., confirm attendance, bring something to the event, etc.). • Practice the writing of dates and places. • Select a suitable addressee for an invitation. • Build up sentences to respond to 	<p>APPLICATION: What will students do to demonstrate their learning?</p> <p>Ss will present a project within the group an other groups</p> <p>ASSESSMENT: Based on the application, how will I know students have learned what I intended?</p> <ul style="list-style-type: none"> • Rubric, portfolio and project evaluation • Test • Participation
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<p>elements of an invitation. • Select the most suitable closing formula for a letter. • Check that all aspects in the writing of invitations are complete and included in the reply. • Write on an envelope information regarding the sender and the addressee. Read a letter aloud to practice sentence intonation and word pronunciation</p>	
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RESOURCES/MATERIALS:

Notebook

CD player

Workbook

White board

Markers

Pencil

Illustration images

Reader book

Tv

Computer

Internet

cellphone

INTRODUCTION: How will I engage the students?

Warm up: Warm up: game hit the target using parties vocabulary

ACTIVITY 1:

Warm up: game hit the target using parties vocabulary

Pre: explain to the ss that as a final project they will pretend to be from another country and they will send a video invitation to their party to their mexican friend also they will tell their friend about the places they are going to visit after the party the food they are going to try and the things that are not appropriate in their culture

watch a video about writing an invitation draft, whole group [Writing an Invitation Draft - YouTube](#)

While: ss will watch a video about how to make a telephone invitation. Explain to the Ss that they are going to listen to a recording about a cell phone invitation and they have to – Organize the information obtained using mind maps. Check answers with the class.

Post: Have Ss to work in teams of four. Write the invitation by paraphrasing main ideas of consulted texts and adding relevant supporting information to the subject .The invitation is students' election for example to a party , to watch a movie, or to go on a bike ride – Check that the invitation is complete and spelling is conventional, first among the students and then with the teacher's help

Closing: – will discuss the content of the invitation

Sello de la escuela

Prof. Gilberto Martínez Cabrera

NOMBRE Y FIRMA

ADVISOR: MARIO PIÑA NATERA DATE:10 AL 14 DE MAYO DEL 2022 GRADE LEVEL:6° UNIT:4a

SOCIAL LEARNING ENVIRONMENT: Familiar and

community
COMMUNICATIVE ACTIVITY: •Comprehend and respond to invitations through letters. **SOCIAL PRACTICE OF THE LANGUAGE:**Read and

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Clarifies new vocabulary and phrases by using bilingual dictionaries. •

Makes sentences to produce a written response to an invitation. • Writes and reads a reply aloud

<p>OBJECTIVE: What do I want the students to know and/or be able to do?</p> <p>Explore invitation letters.</p> <p>Interpret invitations in letters.</p> <p>Respond to invitations in writing.</p> <ul style="list-style-type: none"> • Use language as a means for suggesting and inviting. • Show courtesy <p>Explore invitation letters. • Infer purpose. • Identify the parts of a letter. • Unscramble a letter. • Identify addressee. • Identify situations in which letters are used. Interpret invitations in letters. • Identify register. • Determine the nature of the event (happy, sad, popular, communal,</p>	<p>APPLICATION: What will students do to demonstrate their learning?</p> <p>Ss will present a project within the group an other groups</p> <p>ASSESSMENT: Based on the application, how will I know students have learned what I intended?</p> <ul style="list-style-type: none"> • Rubric, portfolio and project evaluation • Test • Participation
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public, private, free entrance, etc.). • Classify invitations based on the formality or informality of an event. • Answer questions about an event. • Complete sentences based on the date, time, and place of the event. • Find out the meaning of unknown words or expressions. Respond to invitations in writing. • Identify elements in which a reply is expected (e.g., confirm attendance, bring something to the event, etc.). • Practice the writing of dates and places. • Select a suitable addressee for an invitation. • Build up sentences to respond to elements of an invitation. • Select the most suitable closing formula for a letter. • Check that all aspects in the writing of invitations are complete and included in the reply. • Write on an envelope information regarding the sender and the addressee. Read a letter aloud to practice sentence intonation and word pronunciation

RESOURCES/MATERIALS:

Notebook

CD player

Workbook

White board

Markers

Pencil

Illustration images

Reader book

Tv

Computer

Internet

cellphone

INTRODUCTION: How will I engage the students?

Warm up: Warm up: conga conga dance using parties vocabulary

ACTIVITY 2:

Warm up: conga conga dance using parties vocabulary

Pre: watch a video mi birthday party [My Birthday party | English Fairy Tales | Kids Audio Story | BIGBOX - YouTube](#)

While: ss will watch videos similar to [My Birthday party | English Fairy Tales | Kids Audio Story | BIGBOX - YouTube](#)

Post: ss will write their own version of :my birthday party ss will write the text paraphrasing main ideas of consulted texts and adding relevant supporting information of the subject. Check that the text is complete and spelling is conventional, first among the students and then with the teacher's help

Closing: – Write a draft of my birthday party; teams of four

Sello de la escuela

Prof. Gilberto Martínez Cabrera

NOMBRE Y FIRMA

ADVISOR: MARIO PIÑA NATERA DATE:16 AL 20 DE MAYO DE MAYO DEL 2022 GRADE LEVEL:6° UNIT:4a

SOCIAL LEARNING ENVIRONMENT: Familiar and community
COMMUNICATIVE ACTIVITY: •Comprehend and respond to invitations through letters. **SOCIAL PRACTICE OF THE LANGUAGE:****Read and write notes and letters** **ACHIEVEMENTS:** • Identifies purpose, function, intended audience, and sender of diverse invitations. •Identifies the parts of an invitation letter. • Answers questions about the event described in the letter. • Clarifies new vocabulary and phrases by using bilingual dictionaries. • Makes sentences to produce a written response to an invitation. • Writes and reads a reply aloud

<p>OBJECTIVE: What do I want the students to know and/or be able to do?</p> <p>Explore invitation letters.</p> <p>Interpret invitations in letters.</p> <p>Respond to invitations in writing.</p> <ul style="list-style-type: none"> • Use language as a means for suggesting and inviting. • Show courtesy <p>Explore invitation letters. • Infer purpose. • Identify the parts of a letter. • Unscramble a letter. • Identify addressee. • Identify situations in which letters are used. Interpret invitations in letters. • Identify the register. • Determine the nature of the event (happy, sad, popular, communal, public, private, free entrance, etc.). •</p>	<p>APPLICATION: What will students do to demonstrate their learning?</p> <p>Ss will present a project within the group an other groups</p> <p>ASSESSMENT: Based on the application, how will I know students have learned what I intended?</p> <ul style="list-style-type: none"> • Rubric, portfolio and project evaluation • Test • Participation
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Classify invitations based on the formality or informality of an event. • Answer questions about an event. • Complete sentences based on the date, time, and place of the event. • Find out the meaning of unknown words or expressions. Respond to invitations in writing. • Identify elements in which a reply is expected (e.g., confirm attendance, bring something to the event, etc.). • Practice the writing of dates and places. • Select a suitable addressee for an invitation. • Build up sentences to respond to elements of an invitation. • Select the most suitable closing formula for a letter. • Check that all aspects in the writing of invitations are complete and included in the reply. • Write on an envelope information regarding the sender and the addressee. Read a letter aloud to practice sentence intonation and word pronunciation

RESOURCES/MATERIALS:

Notebook

CD player

Workbook

White board

Markers

Pencil

Illustration images

Reader book

Tv

Computer

Internet

cellphone

INTRODUCTION: How will I engage the students?

Warm up: video peppa pig my birthday its my birthday dance [KIDZ BOP Kids - It's Your Birthday \(Dance Along\) - YouTube](#)

ACTIVITY 3:

Warm up: video peppa pig my birthday its my birthday dance [KIDZ BOP Kids - It's Your Birthday \(Dance Along\) - YouTube](#)

Pre: watch the videos videos mi birthday party [Peppa Pig - My Birthday Party \(full episode\) - YouTube](#)

While: ss will write what questions about the previas video

Post: ss will pretend to be from a different country of their choice in teams of 4 they will choose a country and will find 3 places to visit , three foods to eat and things to wear and to finish three things not to do they will find the videos on their cell phone

Closing: – ss will discuss about the intercultural differences in the country they choose and mexico

Sello de la escuela

Prof. Gilberto Martínez Cabrera

NOMBRE Y FIRMA

ADVISOR: MARIO PIÑA NATERA DATE:23 al 27 DE MAYO DE MAYO DEL 2022 GRADE LEVEL:6° UNIT:4a

SOCIAL LEARNING ENVIRONMENT: Familiar and community
COMMUNICATIVE ACTIVITY: •Comprehend and respond to invitations through letters. **SOCIAL PRACTICE OF THE LANGUAGE:****Read and write notes and letters** **ACHIEVEMENTS:** • Identifies purpose, function, intended audience, and sender of diverse invitations. •Identifies the parts of an invitation letter. • Answers questions about the event described in the letter. • Clarifies new vocabulary and phrases by using bilingual dictionaries. • Make sentences to produce a written response to an invitation. • Writes and reads a reply aloud

<p>OBJECTIVE: What do I want the students to know and/or be able to do?</p> <p>Explore invitation letters.</p> <p>Interpret invitations in letters.</p> <p>Respond to invitations in writing.</p> <ul style="list-style-type: none"> • Use language as a means for suggesting and inviting. • Show courtesy <p>Explore invitation letters. • Infer purpose. • Identify the parts of a letter. • Unscramble a letter. • Identify addressee. • Identify situations in which letters are used. Interpret invitations in letters. • Identify register. • Determine the nature of the event (happy, sad, popular, communal, public, private, free entrance, etc.). • Classify</p>	<p>APPLICATION: What will students do to demonstrate their learning?</p> <p>Ss will present a project within the group an other groups</p> <p>ASSESSMENT: Based on the application, how will I know students have learned what I intended?</p> <ul style="list-style-type: none"> • Rubric, portfolio and project evaluation • Test • Participation
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invitations based on the formality or informality of an event. • Answer questions about an event. • Complete sentences based on the date, time, and place of the event. • Find out the meaning of unknown words or expressions. Respond to invitations in writing. • Identify elements in which a reply is expected (e.g., confirm attendance, bring something to the event, etc.). • Practice the writing of dates and places. • Select a suitable addressee for an invitation. • Build up sentences to respond to elements of an invitation. • Select the most suitable closing formula for a letter. • Check that all aspects in the writing of invitations are complete and included in the reply. • Write on an envelope information regarding the sender and the addressee. Read a letter aloud to practice sentence intonation and word pronunciation

RESOURCES/MATERIALS:

Notebook
CD player
Workbook
White board
Markers
Pencil
Illustration images
Reader book
Tv
Computer
Internet
cellphone

INTRODUCTION: How will I engage the students?

Warm up: watch the videos of USA [Visit America - The DON'Ts of Visiting The USA - YouTube](#), [10 Must Try AMERICAN FOODS - YouTube](#), [Top 25 Places To Visit In The USA - YouTube](#),

ACTIVITY 4:

Warm up: watch the videos of USA [Visit America - The DON'Ts of Visiting The USA - YouTube](#), [10 Must Try AMERICAN FOODS - YouTube](#), [Top 25 Places To Visit In The USA - YouTube](#),

Pre: remain ss that as a final project they will pretend to be from another country and they will send a video invitation to their party to their mexican friend also they will tell their friend about the places they are going to visit after the party the food they are going to try and the things that are not appropriate in their culture, they can use Canvas , tik tok or any app to edit the video.

While: s in teams of for will make draft of their video using any resources like magazines newspapers books and internet

Post: t will check for errors and ss will make the final version of their invitation video

Closing: – ss will show their videos to their classmates and peers using the whatsapp t will give them the final grade on their video

Sello de la escuela

Prof. Gilberto Martínez Cabrera

NOMBRE Y FIRMA

Chapter 3: Experience Report

Report and analysis

Brief description of the development and outcome of the activities

The final project they will pretend to be from another country and they will send a video invitation to their party to their Mexican friend also they will tell their friend about the places they are going to visit after the party the food they are going to try and the things that are not appropriate in their culture

During the first week the first activity was to play a game and hit the target using the invitation vocabulary previously taught. We watched a video about a telephone invitation to a birthday party and at the end ss in groups of four talked about the video and how they can invite someone to their country.

For week two ss danced conga using vocabulary from the telephone invitation previously viewed on tv, after ss watched a video [My Birthday party | English Fairy Tales | Kids Audio Story | BIGBOX - YouTube](#) and a different one they chose, after that ss analyzed the videos and in teams of five wrote their own version of a birthday invitation. ss watched videos about ten things to eat in usa , ten places to visit and ten things not culturally appropriate

On week three ss watches a video about a birthday invitation while team one prepares a presentation on the whiteboard of their draft about visiting japan the things to eat, places to visit and culturally inappropriate behaviors there.

week four this lesson will be next week remain ss that as a final project they will pretend to be from another country and they will send a video invitation to their party to their Mexican friend also they will tell their friend about the places they are going to visit after the party the food they are going to try and the things that are not appropriate in their culture, they can use Canvas , tik tok or any app to edit the video.

ss in teams of four will make draft of their video using any resources like magazines newspapers books and internet ss in teams of four will make draft of their video using any resources like magazines newspapers books and internet will check for errors and ss will make the final version of their invitation video, using a rubric where ss and teachers can assess the project.

For several years my main form of assessment has been portfolios trying the following stages: planning stage, the information gathering stage, the analyzing and interpreting information stage, and the decision reporting stage. A portfolio could include pieces of information from one quadrant, or from the four quadrants as a whole. Finally, I read that the portfolios can be kept at home or at school under the student's responsibility. have been proven helpful in assessing my ss writing and comprehension of the new target vocabulary. I can assess pretty much any skill using the portfolio since ss needs all skills to comprehend the class and to achieve a determined task except the speaking skill.

The use of rubrics during the ss final presentation of the project should include aspects to achieve proficiency, achieving objectives strengths and weakness, they also have to provide confidentiality on ss, keep the teacher program on track as well as motivate ss by themselves.

During lesson four when I made my rubric I tried to include the achievements: Identifies purpose, function, intended audience, and sender of diverse invitations. Identifies the parts of an invitation letter. Answers questions about the event described in the letter. Make sentences to produce a written response to an invitation. Write and read a reply aloud and the objective: What do I want the students to know and/or be able to do? Explore invitation letters. Interpret invitations in letters. Respond to invitations in writing.

And make copies for the ss so they as well as the teacher can make their own assessment and peer assessment.

during assessment we as teachers should always include our ss in the decision making about the methods and reasons to use them this way ss as well as teachers can be happy or at least understand the reasons of certain grade this way we can increase the level of validity of our assessment i been having about two hundred ss average each year and I ask

and I can deduct that ss are ok and accept the way I assess them and happily participate on the process to with the self-assessment.

Real evidences

<https://drive.google.com/drive/folders/1n7bAIBP0XsQbBFOhV5odJNDorTIWZe6h?usp=sharing>

Chapter 4: Conclusions

Description of results

Rubrics were used during the ss final presentation of the project including aspects to achieve proficiency, achieving objectives strengths and weakness, they also assist me to provide confidence on ss, keep my program on track as well as motivate ss by themselves.

My rubric includes the achievements: Identifies purpose, function, intended audience, and sender of diverse invitations. Identifies the parts of an invitation letter. Answers questions about the event described in the letter. Make sentences to produce a written response to an invitation. Write and read a reply aloud and the objective: What do I want the students to know and/or be able to do? Explore invitation letters. Interpret invitations in letters. Respond to invitations in writing. ss did self-assessment peer assessment and I provided assessment and final feedback.

After the project presentations portfolios were checked including all stages planning stage, the information gathering stage, the analyzing and interpreting information stage, and the decision reporting stage, and quadrants ss were responsible for keeping their portfolios they were proven helpful in assessing my ss writing and comprehension of the new target vocabulary. I did assess pretty much any skill using the portfolio since ss needs all skills to comprehend the class and to achieve a determined task except the speaking skill.

At the end of the assessment and as a final touch I asked ss if they agreed to the final grade and if they were satisfied with the assessment process obtaining positive feedback from ss.

Conclusion

It has been a long journey where I have the opportunity to take a deep analysis of the theories approaches and methodologies that have been using from Jacobson mentioning about communication and how has to have sender a receiver a message, establish a community as a lingua franca and taking advantage of the Internet.

Usually students can get in touch with other students from different countries through the Internet, Sociolinguistics is the study of variation in language in society internal structure and meaning of language, pragmatic competence is the ability to make choices and how we use the language appropriately in a social context their choices have reason and an effect why we use a particular way rather than other, Negative effect when the different language structure from L1 and L2 little systematic errors in this case using hielo instead of yellow, The readers text used to learn and develop language an order skill such as critical thinking, used a narrative text design to entertain engage children and make them participate as active reader and listener activities, Learning an L2 is considered to be a process of acquiring new linguistic habits, different from those of the L1. to recall some approaches.

The belief that a connection could be traced between L2 learners' errors and their L1 led to the Contrastive Analysis Hypothesis, Sociocultural theory is the one that looks at how the environment and the mind interact to shape language development. The Input Hypothesis only comprehensible input (i.e. oral or written input slightly or roughly beyond a learner's current level of proficiency) can be learned, and ZPD refers to the range of abilities an individual can perform with the guidance of an expert, but cannot yet perform on their own all part of the acquisition learning model. When I plan I always keep in my mind all the anterior concepts among with others that are part of my teaching philosophy all in the context of a Communicative approach.

When we talk about listening We should provide materials according to the ss sociocultural context this way will be easier for the ss to get into in the activity. Consider while planning bottom up and top down processing and using it accordingly to the ss needs, I prefer top down processing it work better for my ss since real language com fluid and ss should get use to this way ss will get use to respond to real life listening situations. Technology has proved very useful in my classroom YouTube is my favorite website my ss are used to see what videos since first grade and they are great to develop the listening skill,

During my lessons I tried to foment a positive attitude towards interculturality by trying to foment their curiosity towards different cultures. We brainstorm about the different aspects that separate and unify one culture from others. You have to put yourself in the shoes of others without prejudice.

My ss take two fifty min classes a week only five months a year, that's why I always give ss tips about how they can become self-learners, so during my practice always recommend , websites materials , and resources to learn without a teacher not only using with the approaches i have learned through the years but also what help me even before I was a teacher.

The teacher roles are also part of are practice and a good way to help us develop their L2 skills, from agent of change, The teacher as manager, The Teacher as Learner, The Teacher as Ethnographer and Researcher. and with multicultural ss our roll of helping students develop attitudes, knowledge, interpretative skills and other aspects of intercultural competence

Lesson planning is a key element for a successful class even if they say if you want to make god laugh plan, we as teachers need to be flexible during our classes if an activity doesn't go as planned or if it is not doing its purpose change it.

For several years my main form of assessment have been portfolios trying the following stages: planning stage, the information gathering stage, the analyzing and interpreting information stage, and the decision reporting stage. The use of rubrics during the ss final presentation of the project should include aspects to achieve proficiency, achieving objectives strengths and weakness, they also have to provide confidentiality on ss, keep the teacher program on track as well as motivate ss by themselves. At the end of each unit ss present their final work in English and also in Spanish to check for real comprehension of their project.

Technology in the classroom is another important element s are allowed to use their cellphones during our classes in a controlled manner, they are also used for the final projects where ss presented their work if they want on a video, PowerPoint presentation or a word document.

As a final thought the elaboration of this pedagogical intervention helped me to understand better the ways of teaching and good practices. Becoming a perfect teacher may not be an

obtainable goal, like my junior high teacher used to tell me dream high and you may achieve at least half of it.

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