

UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

**PROPUESTA DE INTERVENCIÓN EDUCATIVA
INTEGRATING TEACHING APPROACHES TO FOSTER
LEARNING AND MOTIVATION**

TRABAJO RECEPCIONAL

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

PRESENTA:

ELDA MARIA GUZMAN QUIROZ

ASESOR: DANIELA OTERO SOSA

México, DF. A 18 de Junio de 2022



UNIVERSIDAD PEDAGÓGICA NACIONAL



UNIDAD AJUSCO

**INTEGRATING TEACHING APPROACHES TO FOSTER
LEARNING AND MOTIVATION**

PRESENTS:

TUTOREE: ELDA MARIA GUZMAN QUIROZ

TUTOR: DANIELA OTERO SOSA

Mérida, Yucatán, June 19th 2022

SUBSTANCE

<i>INTRODUCTION</i>	4
<i>CHAPTER I</i>	6
Textbooks 1.01	8
Second Language Acquisition 1.02	9
Structuralism 1.03.....	10
Learning hypothesis 1.04	11
Use of technology in the classroom 1.05.....	15
Translation method and structuralism 1.06	16
Audio-lingual method 1.07	17
Communicative approach 1.08.....	18
<i>CHAPTER II</i>	26
<i>METHODOLOGY AND PRACTICE</i>	26
1. Lesson plan identification cell.....	27
LINK OF THE MICROTEACHING REPORT	40
<i>CHAPTER III</i>	41
<i>EXPERIENCE REPORT</i>	41
<i>CHAPTER IV</i>	43
<i>CONCLUSIONS</i>	43
<i>CHAPTER V</i>	48
<i>APPENDIXES</i>	48
<i>REFERENCES</i>	52

INTRODUCTION

This project it is focus on humanistic approach in education, this means that further than only being focus on the acquisition of new knowledge and developing work habits of students. It is important to develop the skills that students will need later in life, like developing positive attitudes and empathy. Forming socially acceptable attitudes and developing empathy is extremely important if one of the goals of education is to enable students to become responsible members of society.

The humanistic learning theory was developed by Abraham Maslow, Carl Rogers, and James F. T. Bugental in the early 1900's. Abraham Maslow is considered the father of the movement, with Carl Rogers and James F.T. Unlike the traditional approach to education, a humanistic approach emphasizes the importance of the inner world of students; their thoughts, feelings and emotions are put into the forefront of development.

In this lesson plan, I am taking into account cultural awareness among my students and the rest of the world, intercultural awareness have been an important hub of modern communicative language studies, reflecting a greater significance of the inseparability of language and culture and the need to prepare students for effective intercultural communication in order to succeed in a global work environment (Kirvalidze, *Linguo-cultural and pragmatic peculiarities of the phenomenon of anglicisation in Georgia.* , 2017). Under the tutelage of such backdrop, this lesson plan focuses on prioritizing intercultural awareness both in

teaching and learning English, linking culture with language in pursuit of excellence in borderless effective communication.

This lesson plan shows that in teaching English as a lingua franca, it is necessary to incorporate and develop aspects of cross-cultural awareness as a part of the course curriculum to immerse students in effective intercultural communicative competence, as “simple mastery of the linguistic forms of a language is not enough for learners to be considered competent in the target language” (Krasner, 1999).

English language learners need awareness of cultural dimension in language instruction through an intercultural approach, in any society which expects its education system to prepare people for living in an internationalized culture and globalized economy, and also for the interaction between people of different cultures within and across national boundaries, the process of tertiary socialization and the acquisition of intercultural competence are clearly desirable. (Byram, 2002) Therefore, linguistic and cultural diversities are significant factors for communication with the people of diverse race, custom, and ethnicity. Cross-cultural awareness implies preparing students for effective and competent intercultural communication which requires not only mere teaching of linguistic skills like phonology, morphology, lexicology, and syntax, but also the vital component of cultural knowledge and awareness. Communication that lacks appropriate cultural content often results in an odd or humorous situation leading to misunderstanding and miscommunication (Kirvalidze, A university course in text linguistics. , 2008) In other words, learning a language effectively requires knowing something about the cultural aspects of that language.

CHAPTER I PHILOSOPHY AND THEORY

“Language is a vital part of human connection. Although all species have their ways of communicating, humans are the only ones that have mastered cognitive language communication. Language allows us to share our ideas, thoughts, and feelings with others. It has the power to build societies, but also tear them down. It may seem obvious, but if you’re asking yourself, why is language important? You’ll have to break it down to truly understand why.” (university of the people, 2021)

The most important difference between us as humans and the rest of the living beings is that we can talk. And this is the most complex way of communication that we have been able to develop and master through ancient times. By language we can understand each other feelings, thoughts, etc. so is the bridge to share all of these sources of intelligence to make something marvelous and unique.

“The main function of language is the usefulness of language. It gives us the ability to communicate thoughts, ideas, and feelings with others as quickly as possible. But, within that, we can understand language more by looking at its basic functions”. (university of the people, 2021)

According to the quote above, I want to highlight the importance of the functions of the language that is knowing what the real purpose is of the message in the utterances, for instance: if the speaker says “can I borrow your pencil?” the real function of the question is asking for permission to take something that belongs to the person. It is important to know the intention of the sentences to understand how the language works.

One of the first components necessary for understanding language is to understand how we assign meaning to words. Words consist of sounds (oral) and shapes (written) that have agreed-upon meanings based in concepts, ideas, and memories. When hearing the

word “blue,” you may have thought of your favorite color, the color of the sky on a spring day, or the color of a really ugly car you saw in the parking lot. When people think about language, there are two different types of meanings that people must be aware of: denotative and connotative.

“Denotative meaning is the specific meaning associated with a word. We sometimes refer to denotative meanings as dictionary definitions. The definitions provided above for the word “blue” are examples of definitions that might be found in a dictionary. The first dictionary was written by Robert Cawdry in 1604 and was called Table Alphabeticall. This dictionary of the English language consisted of three thousand commonly spoken English words. Today, the Oxford English Dictionary contains more than 200,000 words. (oxford university press, 2011). How many words are there in the English language?”

Connotative meaning is the idea suggested by or associated with a word. In addition to the examples above, the word “blue” can evoke many other ideas: State of depression (feeling blue), Indication of winning (a blue ribbon), Side during the Civil War (blues vs. grays) and sudden event (out of the blue). We also associate the color blue with the sky and the ocean. There are also various forms of blue: aquamarine, baby blue, navy blue, royal blue, and so on.

(Baugh, 2002) Explained the idea that today's English language is resulted from centuries of political development and social events which affected the English history and as a result they had an impact on the English language. The history of the English language can be summarized in four phases of evolution: Old English, Middle English, Early Modern English, and Present-Day English. Old English is the language used between 450 AD and 1100 AD, the period from 1100 to 1500 is Middle English, Early Modern English was used between 1500 and 1800, and the period since 1800 is Present-Day English.

The Roman conversion of the church of Britain in 597 AD, made contact between England and Latin civilization and made some additions to vocabulary. The Scandinavian invasions had an influence, in addition to the Norman Conquest, and later, English changed in both form and vocabulary from what it had been in 1066. In a similar way, the Hundred Years' War, the Renaissance, the development of England as a maritime power, the expansion of the British Empire, and the growth of commerce and industry of science and

literature have contributed to the development of the English language.

The political and cultural history of the English language is not simply the history of the British Isles and of North America, but also the history of some societies which have driven the language to change. Much of the vocabulary words of Old English has been lost and new words were born. Change of some words in meaning can be illustrated in the Shakespearean language, for example Nice in Shakespeare's time meant foolish; rheumatism signified a cold in the head. (Rodgers, 1986) Emphasize that English is nowadays the most studied foreign language, but five hundred years ago, Latin was dominant in terms of education, commerce, religion and government in the western world.

It is commonly believed that English is becoming a widely used language, and through it, one can participate in a variety of social activities, because language is more than simply a way of expression, it helps people form relationships and know how to interact in different social contexts depending on sociolinguistic situations. English is one of the most important languages of the world. As stated by (Baugh, 2002), it is spoken by more than 380 million people in the United Kingdom, the United States, and the former British Empire. It is the largest of the Western languages. Many people are aware of the value that the English language has in today's world. For that reason, the demands for learning it are increasing every day. There are different factors which make that language dominant and important; some people see it as their window to the outside world in the sense that they can use it as a medium of communication with others from different countries because it is widely spread. Others believe that through that language they can check recent researches and read books from other countries so it represents for them a source of knowledge. It is widely recognized that the English language is becoming an effective means to communicate, to participate in international business activities, and to obtain information about the events all around the world. In her book "Teaching English Overseas", (Mckay, 1992) demonstrates that the reason for the widespread of English is the belief that a certain proficiency in that language may provide social and economic gains.

Textbooks 1.01

"Textbooks have been part of the stock in trade of the educator for centuries. There is something special about a book. It has a very long life, far longer than that of the individual reader. It is a low technology device. It is accessible to anyone who can read the language

in which it has been written. During the hours of daylight it can be read (accessed) without any other supporting technology at all. It needs no maintenance except the occasional strip of adhesive tape” (Tuchten, May 2014).

The textbooks have been useful in certain way according to my context because the editorials are from foreign countries and they are not suitable for our weather, culture, economical system, etc. however I’ve tried to do my best to take advantage of this aid. So I picked two lessons from my textbook from the fifth grade. The philosophy of this textbook: yes, we can! Is to enable primary students to become competent English users in a pleasurable way. Learners will do what children like to do, pretend, play games, sing and chant, draw, color, listen to stories and music, mime, cut, paste and do hands-on activities. If learning is enjoyable, it is more effective.

Throughout the program, learners actively participate, assimilating the new knowledge into their existing framework and thus making it more meaningful. In other words, students become active constructors or builders of their own knowledge. The child is at the center of the program. Children have a natural desire to learn and communicate. For this reason, the students are offered as many opportunities for learning and communication as possible. In addition, children are empowered by being constantly challenged to propose their own version of facts, to express opinions, to suggest alternatives and to adapt general concepts to their own context.

Second Language Acquisition 1.02

Second Language Acquisition (SLA) has been an extensively discussed field for the last 50 years. In this regard, this discipline plays a fundamental role in the shaping of policies concerning the teaching of a second language (Tollefson, 2000; Lo Bianco, 2004; Cassels, 2012). In Mexico exists a good endeavor to implement English programs at school, I work for PRONI (National English Program), so, according to the context I teach which is the primary school students, one of the most critical problems is concerning this issue is the disparity regarding the training of teachers which, in turn, directly affects the teaching and learning of the language. The corresponding formation of teachers as a solid background, is firstly needed.

According to the reading of EEAILE “In the field of SLA, the term second is typically used to discuss and explain the process of learning languages which are learned after the first language (L1). However, it is important to understand the complexities underlying the term second. The term second is a very general concept which hides many of the complexities underlying the process of learning English as a foreign language in Mexico. One of the first issues with using the term second is that it is not necessarily true that all of our learners are in the process of learning a second language.”

In the text of the course EEAILE mentions that the first and earliest perspectives are behaviorism and structuralism. The behaviorist tradition originates from the field of psychology and the structuralism tradition originates from the field of linguistics. And behaviorism, according to this perspective, humans learn as a result of receiving both negative and positive reinforcement after responding to a given stimuli. In the context of public primary school in Merida Yucatán, the behaviorism has worked highly well by using positive stimulus that through the constant reinforcement the students have reacted with a good motivation that encourage the students to continue learning the L2.

Structuralism 1.03

In lesson 2 that the Structuralism, a school of linguistics, also contributed to early thought and research in SLA in at least two important ways. First, language was conceptualized as complex structures. Each part of the language structure could be analyzed with reference to the larger structure. To complete the analysis, there was no need to refer to the language users. Concerning the study of language in use, structuralism rejected any “mentalist” approach that is, any approach that took account of the user as a creative generator of language. Behaviorism and structuralism concerned themselves with describing language phenomena in purely objective terms.

Structuralism was concerned with describing several aspects of the language including the phonology, syntax, and morphology. Phonologists studied the sound system of a language, or its phonology. Phonology refers to the set of sounds which are possible in a language and how these sounds can be combined to form words. In SLA, several studies look at sounds that are difficult for a learner especially when the sounds are not in the learners' first language.

Syntax refers to the grammar of a language. By grammar, we mean the patterns of language including word order and question formation. In other words, grammar is understood as a set of rules that NSs acquire implicitly (i.e., without any help from grammar books or teachers). The syntax of a language refers to the rules governing how sentences are formed in a language, and determining possible combinations of parts or constituents within a sentence. Knowledge of syntax allows native speakers to judge whether a sentence is grammatical/right or ungrammatical/wrong. Knowledge of grammar also helps speakers know if two sentences mean the same thing. I have used the teaching approach structuralism when I elaborate the lesson plan for each topic and I analyze those aspects of the language, like the phonology, so I try that my students listen different types of podcasts and I do different drilling activities so they repeat and repeat the words until they get a good pronunciation of the words. Sometimes this step represents a lot of time consuming so I set and schedule during the month to dedicate one or two classes for this specific purpose.

Learning hypothesis 1.04

A first hypothesis of the Monitor Model is the acquisition/learning dichotomy. The acquisition/learning dichotomy has received a lot of attention. Krashen believes that there are two ways of developing knowledge of a second language. He believes that acquisition is a subconscious and incidental process. Learners pick up language implicitly by being exposed to it. Learning, on the other hand, is a conscious and intentional process. In other words, in the case of learning, language development is an explicit process.

In the module 2 in EEALIE it is mentioned that the first hypothesis of the Monitor Model is the acquisition/learning dichotomy. The acquisition/learning dichotomy has received a lot of attention. Krashen believes that there are two ways of developing knowledge of a second language. He believes that acquisition is a subconscious and incidental process. Learners pick up language implicitly by being exposed to it. Learning, on the other hand, is a conscious and intentional process. In other words, in the case of learning, language development is an explicit process.

At all times learners can develop language incidentally and implicitly (acquisition) or intentionally and explicitly (learning). When our learners produce language they are drawing on their “acquired” knowledge. That is to say, at the stage of production, learners are more concerned with conveying meaning than they are with focusing on grammatical form.

Similar to child's first language. This means that babies learn language naturally, without any effort, only through the exposure of the language, children acquire the L1. Formal knowledge of language. On the other hand, learning means that the learners study the language, particularly in the classroom. The students have to do an effort to learn the target language. "Picking up" a language, since the children are constantly exposed to the language, they acquire it by the interaction of the environment. "Knowing about the language", this means that the students have to study the language generally in the classroom. They only learn the culture of the language through books, brochures, podcasts, magazines, etc.

Subconscious, the children acquire the language without even notice it, with the general purpose of communication. Conscious, the learners are aware all the time about their learning process. Since they have to study the language. Formal teaching doesn't help, the children don't need the guidance of the teacher to learn the language. Formal teaching helps, the students need the guidance of the teacher to achieve the L2 The concept of zone of proximal development (ZPD from now on) is one that emerged late in Vygotsky's professional career. In fact, it is a concept that received limited attention in Vygotsky's own work. However, the idea of a ZPD as a conceptual construct and tool has attracted a lot of interest and is being studied and implemented in many educational contexts.

"Any function in the child's cultural development appears twice [each on a different plane]. First it appears on the social plane, and then on the psychological plane. In other words, it first appears between people as an inter psychological category, and then within the child as an intra psychological category (Vygotsky 1978)". This quote, while complex, nicely captures one of the ideas that Vygotsky tried to resolve. Namely, cognitive development occurs from interaction occurring on the social plane (i.e., between two people or inter-mental) and this knowledge is internalized by the learner who uses this information on the intra-mental plane.

Lev Vygotsky (1896 – 1934). The zone of proximal development (ZPD) has been defined as: "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through

problem-solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978, p. 86).

Input, a word borrowed from industry referring to the raw material that is put in a machine for processing, can be defined in teaching as spoken or written forms of language to which students are exposed. English language learners are exposed to multiple sources of input in their classrooms. Teachers, the primary source of oral input, can give instructions in English, explain grammatical structures or patterns and facilitate activities and tasks.

Another important source of input comes from the students themselves; when they work in pairs, ask questions, and do short presentations, students are providing their classmates with input. In addition to oral input, students are exposed to different sources of written input including the textbook, workbook, materials and handouts prepared by the teacher, short stories, etc. So, although your students are learning language in a Spanish-speaking context, they are still exposed to various sources of input and have access to these inside and outside the classroom.

Like input, intake is a word borrowed from industry, but it refers only to that part of the raw material which is usefully consumed by a machine. In EFL, input refers to foreign language that is available to the learner. However, intake is just what students are able to internalize (a behavior which is made automatic). In other words, intake is what they do learn.

The Interaction Hypothesis: Michael Long argued that 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 and will be presented later on in this chapter.

The Interaction Hypothesis helps us understand how interactional modifications and feedback help the development of our students' English language. The hypothesis is summarized as follows: When learners have the opportunity to negotiate communication breakdowns, the interactional modifications (e.g. requests for clarification and confirmation) which arise in the discourse make grammatical features salient so that they can be acquired.

A communication breakdown can occur when the speakers do not understand each other. To repair the communication breakdown, the speakers need to modify their input and negotiate for the meaning that they are trying to communicate.

By negotiating the language, two possible outcomes can be observed: either the communication is successful or it fails and the learners decide to abandon or change the topic. The second part of the definition that is highlighted is connected to the saliency/importance of linguistic input. As speakers negotiate and try to repair the communication breakdown, certain features of the language become more visible/salient to the speakers. The speakers are able to notice the "problems" and repair them. By focusing on specific language features, the input can be internalized as intake, and may lead to learning.

The hypothesis places a lot of importance on interaction and negotiation of input for language learning – the negotiation and interactional process is believed to be highly important to the development of a foreign language. It is suggested that conversational interactions are not only useful for students to practice the target structures – conversational interactions offer learners great opportunities to learn the language while output understood as product is important (because we do want to know how far our students have come in the learning process), we want now to expand our understanding of the role and function of output. Output is not only an opportunity for teachers to test students on their knowledge, or for students to demonstrate it – it is an opportunity-rich moment for them to learn the language. We will now begin discussing the output hypothesis and link these ideas to SCT-mind.

Output Hypothesis: According to Swain's output hypothesis, producing (oral and written) language constitutes part of the process of L2 learning. Swain explained: Negotiating meaning needs to incorporate the notion of being 'pushed' toward the delivery of a message that is not only conveyed, but that is conveyed precisely, coherently, and

appropriately. Being pushed in output, it seems to me, is a concept parallel to that of the $i + 1$ of comprehensible input. Indeed, one might call this the 'comprehensible output' hypothesis. Swain believes that by pushing our learners to produce language in meaningful interactions with other students, we can help our learners in various ways:

Learners begin to notice gaps in their interlanguage (IL)

Learners test emerging hypotheses about the language

Learners reflect on language through using language

First principle: Noticing gaps. During interaction, communication breakdowns can occur – sometimes these breakdowns are a result of word choice, pronunciation, grammatical markings, and so on. There appears to be certain benefits to communication breakdowns: they can give learners the opportunity to negotiate for meaning. Another central benefit to interaction and negotiations is that it draws the learners' attention to features of the language.

Second principle: Hypothesis testing. As learners produce language and/or try to repair a communication breakdown, they rely on their linguistic knowledge to fix the problem. Trying these other ways of expressing their idea is a form of hypothesis testing. It is a fact that today we live in a globalized world, where new generations of students are exposed to easily obtainable bilingual educational information online that they receive through different devices or technological tools. Furthermore, the traditional method of teaching in which there was a deeper connection between the teacher and the pupil, has been left behind.

Use of technology in the classroom 1.05

Today it has become a challenge for English language educators at the primary level to face these new changes that all the technological, educational and scientific innovations have introduced, in order to be able to have the necessary tools to be able to clearly understand what is happening around us and how these changes impact on the education sector, especially in the interest of students.

It values the old language model, emphasizes written language, neglect oral language. It tries to purify language and settle language. So it's called prescriptive grammar, which was adopted by most school in their language class. In this case, it's called school

grammar as well. Broadly speaking, traditional grammar includes the scholarly traditional grammar that originated from the end the 19th century as well. Some of this kind of grammar emphasizes the principal of historical comparative study of language; some emphasizes contemporary language phenomena. Generally speaking, both of them take the attitude of descriptivism, trying to describe the change of language and the use of language objectively".ll (Yin, 1990, p. 1)

Although there has been a trend towards using grammars which incorporate more modern approached to language description and language teaching, some schools still use traditional grammar. Another method that I studied during the second module of the specialization was the Grammar Translation Method, a typical lesson conducted under the guidance of this method bears the following characters: The ultimate purpose of foreign language teaching is to read materials written by foreign language, such as reading foreign classics, so written language is emphasized rather than oral language. The goal of foreign language learning is to translate that foreign language into one's mother tongue. If a student can do this, he or she has become successful in foreign language study.

Translation method and structuralism 1.06

Because oral language ability is not the goal of this kind of teaching, it results in many learners who have learnt even more than ten years buy still couldn't use it to communicate with native speakers of the language he or she had learnt. The class is always teacher-centered, this means that the teacher control the group, and the students only follow the teacher's directions. (Journal of Language Teaching and Research, Vol. 5, No. 3, pp. 559-565, May 2014 2014 academy publisher)

Some scholars gradually became not satisfied with the grammar translation method when they got to see clearly about the flaws of traditional grammar. They thought it blocked the way of further research of language. It eventually would cause negative effect on language development and the development of linguistics. They looked for new approaches to language study, and this brought about structuralism.

According to Longman Dictionary of Language Teaching and Applied Linguistics, Structuralism is an approach to linguistics which stresses the importance of language as a system and which investigates the place that linguistic unit such as sounds, words, sentenced have within this system. Swiss linguist Ferdinand de Saussure, called as the father of modern traditional linguist, is widely respected as the founder of structuralism. He

is a major modern linguist who made preparations for structuralism. Saussure affirmed the validity and necessity of diachronic approaches used by former linguists and then introduced the new synchronic approach, drawing linguists' attention to the nature and composition of language and its constituent parts. That is to say, Saussure holds that language is a highly organic unity with internal and systematic rules.

From the above comparison, we can see that their differences are rather huge. Their difference has made us realized that it was basing on the total destroy of traditional grammar that structuralism came into being. It's more scientific than traditional grammar.

The research of the psychological fields at the beginning of the 20th century. At that time, mentalism lead by W. Wundt was in a dilemma. Psychologists were thinking about a new theory to help psychology get out of the mud. Then, a psychological revolution launched by J. B. Watson established behaviorism to replace Wundt's mentalism. They argued that the acquirement of any knowledge involves direct experience: knowledge acquired only through objective and observable experiment can be reliable, otherwise not. Any feeling, impression is not to be dependent upon. Bloomfield used behaviorism to guide his structuralism approach to language study, and audio-lingual language teaching method was brought forward.

Audio-lingual method 1.07

Audio-lingual method is different from grammar translation method discussed above, audio-lingual method treats language as a kind of human habit, it is the speech that is supposed to be spoken by language speakers rather than written out by them. So we need to teach language itself, not knowledge. Usually, a language class conducted by way of Audio-lingual language teaching method has the following characters: Drilling is a central technique. The study process of a foreign language is the process of habit forming. The first step is mimicking, and this process repeats constantly until a learner feels natural to speak out the sentence he or she is required to learn. That means the formation of a habit of saying such a sentence naturally. Teachers are required to guide students to practice the same sentence again and again until they finally get familiar with it. As for the dialogues and texts in the textbooks, students are required to read them again and again, until they could recite them. Communicative activities are achieved through a long, boring and repetitive process of rigorous drills and exercises. One main teaching responsibility of the teacher is that he or she should try his or her best to prohibit students making mistakes. The existence of

mistakes may stay in the habit, which is called mistake acquisition. So whenever a mistake is found out, the teacher should correct it at once.

Teachers play the role of a model for the target language; students should try their best to mimic the pronunciation and intonation of the teacher. Teachers are supposed to provide very standard, native-sound pronunciation and intonation of the target language. (Journal of language teaching and research 561 2014 academy publisher.)

In my case, I like this audio lingual method, because when I learnt English, I knew a lot of vocabulary and grammar structures, however, when I tried to talk to a native speaker, he/she seemed to not understand well some of the words I was saying, so I felt frustrated and embarrassed. That is the main reason I strongly work with my students the pronunciation through this method, using many drillings.

Communicative approach 1.08

Communicative approach with such great enrichment of language theories during this period of time, people couldn't help seeing the coming of new language teaching theory. And surely it did. These new theories have made it clear that communication is the most basic function and characteristic of language. Meanwhile, they have brought the birth of communicative approach of language teaching. This approach was first mentioned by Wilkins and Widdowson in 2000.

The definition of Communicative Approach is characterized by a set of ideas that include not only a reconsideration of which aspects of language to teach, but also an emphasis on how to teach. The ancient Chinese proverb "giving a man a fish and you feed him for a day, teaching him how to fish and you feed him for a lifetime" can best illustrate this approach.

The Principles of Communicative Approach of Language Teaching In communicative approach of language teaching, what matters most is that students should be aroused the desire to communicate something, supply them a purpose of communicating, for example, to write a letter to a friend, to make an appointment with a teacher, to book an airline ticket. Students should concentrate on the content of what they are saying or writing rather than on a particular grammatical point. They should use a variety of language structures rather than just a single language structure.

During the course of a students' activity, the teacher shall not interrupt before it is finished; and the materials the teacher use will not dictate what specific language forms the students should use. That is to say, such activities should attempt to take the place of real communication in life. The multiple roles a teacher plays include planner, participant, diagnostician, provider, manager, and organizer etc. Widdowson, H. G. (2000)

All these issues can be real challenges to language teaching. To solve these problems, new language theories are expected to emerge in the new age. History has proved that new language-teaching theories are the off springs of new language theories. How much we understand our languages, how far we can go in teaching them. Only depending on new language theory, language teaching theory can move forward step by step. Luckily, the buds of spring are indeed round the corner. With several new branches of linguistics, such as computational linguistics, corpus linguistics, psycholinguistics, etc., are marching forward in a fast speed in our time with the assistance of information technology, brain science, psychological science, and so on, we hopefully will witness the day that new language teaching theories will emerge in the near future.

Theoretical perspectives of the Communicative approach, the Task Based approach and Kolb's model of Experiential Learning

The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes (1972) referred to as "communicative competence." Hymes coined this term in order to contrast a communicative view of language and Chomsky's theory of competence. Chomsky held that linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitation, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance. (Chomsky 1965: 3)

For Chomsky, the focus of linguistic theory was to characterize the abstract abilities speakers possess that enable them to produce grammatically correct sentences in a language. Hymes held that such a view of linguistic theory was sterile, that linguistic theory needed to be seen as part of a more general theory incorporating communication and culture. Hymes's theory of communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community.

In Hymes's view, a person who acquires communicative competence acquires both knowledge and ability for language use.

This theory of what knowing a language entails offers a much more comprehensive view than Chomsky's view of competence, which deals primarily with abstract grammatical knowledge. Another linguistic theory of communication favored in CLT is Halliday's functional account of language use. "Linguistics ... is concerned... with the description of speech acts or texts, since only through the study of language in use are all the functions of language, and therefore all components of meaning, brought into focus" (Halliday 1970: 145). In a number of influential books and papers, Halliday has elaborated a powerful theory of the functions of language, which complements Hymes's view of communicative competence for many writers on CLT (e.g., Brumfit and Johnson 1979; Savignon 1983). He described (1975: 11-17) seven basic functions that language performs for children learning their first language:

Learning a second language was similarly viewed by proponents of Communicative Language Teaching as acquiring the linguistic means to perform different kinds of functions. In my experience I've used this approach based on the functions of the language, when it is carried out different activities in the classroom to talk about general topics, taking into account the social practice of the language according to the syllabus.

Exploring how individuals approach learning can assist teachers in comprehending the strategies needed to assess students. David A. Kolb developed the experiential learning concept, which has proven useful for teachers who are tasked with the critical responsibility of cultivating and maintaining a successful and constructive learning environment.

Kolb's experiential learning cycle concept divides the learning process into a cycle of four basic theoretical components: concrete experience, reflective observation, abstract conceptualization, and active experimentation. In an attempt to establish practical application of the model, Kolb connects each of these four concepts to particular learning preferences. Understanding how an individual's preferred learning style fits into Kolb's model can help leaders fine-tune approaches to education, training, and professional development. Kolb, D. A. (1984).

As the first component of the experiential learning cycle, concrete experience relates to our everyday experiences, whether they occur in professional, personal or educational

settings. In my context this experience happens in the classroom when the students are told to do a new task or we are studying a new subject that in a way brings something emotional to the students, I provide them with the handouts to help my students with the topic.

Reflective Observation

The second component of the experiential learning cycle is reflective observation, which naturally occurs after having new experiences. While reflective observations can be impacted by preconceived notions and learned ideologies, it is vital for teachers to consistently reflect upon their experiences and adjust their approaches for solving new challenges and making critical educational decisions. For example, if a student fails to accomplish a certain task or meet a goal, the teacher can reflect on previous approaches and develop a strategy to help the learner succeed the next time. In my case I always empower the students who have some learning's disadvantage. There are the case of 2 students who were diagnosed with ADHD. The way that it is worked with them is with the collaboration of the USAER department to ensure that these students receive the appropriate education.

Abstract Conceptualization. While reflective observation focuses on contemplating previous experiences and developing observations about these experiences, abstract conceptualization takes the reflective process a step further by focusing on channeling those observations into a set game plan or theoretical approach. For instance, sometimes I have had some negative experiences communicating with any students and I feel that those students are unresponsive, yet through constant interaction, I have developed a different theory that the student simply responds better to different approaches, taking into account different factors, like learning stiles, motivation, familiar environment etc.

Active Experimentation. This fourth component of experiential learning deals with the process of testing existing ideas by creating new experiences. For instance, in the abstract stage, a teacher might develop theories based off of observations learned in the reflective stage, and in the active stage, the leader takes the time to then test their theories. This stage of experiential learning is related to the concept of scientific experimentation, in which an individual forms a hypothesis based on existing ideas and tests the validity of these ideas in a structured experiment.

In my school this active experimentation is put into practice when students are able to talk about themselves in English, by expressing their preferences, their traditions, hobbies, etc. this stage is achieved by the end of the sixth grade students. I've also had the opportunity to help some students to get a certificate in the English Language, like TOEFL.

(Hornby, 2005) States that a person reads when he/she looks at and understands "the meaning of written or printed words or symbols." According to (Hadfield, 2008), reading in the own language is very different from reading in a foreign language, because the mother tongue has different ways of reading depending on what is being read and why.

To use students' background knowledge of certain topic could help to predict the content of a text and also to understand it easily because students already know how different texts are structured. (Harmer, 2007) States that there are two types of reading: extensive and intensive reading.

The first term refers to the reading that students often do for pleasure. This is better when students have the opportunity to choose what they want to read. As extensive reading is very important, teachers need to have a program which includes materials, guidance, tasks and libraries. On the other hand, intensive reading is the detailed focus of reading text, complemented with study activities, such as, uses of grammar and vocabulary.

There are further roles as teachers we need to adopt when asking students to read intensively: organizer, observer and feedback organizer. Besides, when reading intensively, it is necessary that teachers find some accommodation between the desire of having students with a development of understanding a general message without considering every detail and the students' natural desire to understand the meaning of every single detail or word. If students and teachers want to get the maximum benefit from reading, learners need to be involved in both.

On the other hand, writing as a productive skill, implies more effort from the students. For this reason, for me as a teacher is a big challenge. According to (Hornby, 2005), writing means "to make letters or numbers on a surface, especially using a pen or a pencil." (Renandya, 2002) Mentions that writing is the most difficult skill for L2 learners, since they need to generate ideas, organize them and translate these ideas into readable text which can be very difficult for students.

(Harmer, 2007) Mentions some important aspects that are considered in writing such as Handwriting, even though communication takes place electronically nowadays. However, there are instances in which students write by hand, for example in language exams. Spelling is also a main issue in writing and in literacy. One of the reasons why spelling is difficult for students of English is that the correspondence between the sound of a word and the way it is spelt is not always obvious. A single sound may have many different spellings and the same spelling may have many different sounds.

A third aspect is Layout and Punctuation which are essential in writing. They are different in writing communities and, frequently, non-transferable from one community or language to another. In fact, to success in writing, in teachers' own language or another language, it is necessary for students to be aware of layout in my case, according to the Primary School System in Mérida, Yucatán, taking into account punctuation rules, in order to produce the written message as clearly as they can.

The concern as a teacher is how to develop writing skill in the student, according to (Harmer, 2007) the Creative writing as the approach that suggests the imagination as the base in writing poetry, stories and plays. Writing is a journey of self-discovery and self-discovery promotes effective learning. Students feel more motivated when teacher gives imaginative writing tasks, because they feel engaged and try to do their best in producing a variety of correct and appropriate language than they might for more routine assignments.

As writing is an important ability, it is necessary to build a writing habit in students. Doing this, students will recognize writing as a normal part of classroom practice and they come to writing assignments with much enthusiasm. To achieve the writing habit it is necessary to give the students interesting and enjoyable tasks to do. (Harmer, 2007)

The act of listening means "to pay attention to sb/sth that you can hear" (Hornby, 2005) . This implies the idea of understanding the message you hear so that you can respond to it and interact with the person you hear. It is "perhaps the most challenging of the skills to master in a second language" because "spoken language is different from written text. In English, speakers may miss a subject or verb, or may break off their sentence in the middle, or hesitate to think about what he is going to say next, or include words, phrases, or ideas that are not strictly necessary." (Hadfield, 2008).

It is important to work on the development of listening comprehension, since “students should learn to function successfully in real-life listening situations.” (Harmer, 2007) Mentions two different kinds of listening. On one hand, Extensive Listening “refers to listening which the students often do for pleasure or some other reason. The audio material they consume in this way – often on CDs in their cars, on MP3 players, DVDs, videos or on the internet–should consist of texts that they can enjoy listening to because they more or less understand them without the intervention of a teacher or course materials to help them.” This kind of listening is very important from the motivational point of view, because it “increases dramatically when students make their own choices about what they are going to listen to”.

On the other hand, Intensive Listening is the one in which “students listen specifically in order to study the way in which English is spoken. It usually takes place in classrooms or language laboratories, and typically occurs when teachers are present to guide students through any listening difficulties, and point them to areas of interest.”

In order to develop listening skills, (Hadfield, 2008) mentions different kinds of activities and strategies: One of them is Listening with a purpose”, which is important because learners “can adapt the way they listen to their aims” paying more attention to the information they need to extract from the listening text. Another aspect that Hadfield mentions is listening for gist”.

When the teacher uses this strategy, he/she sets “a question or task which” is given to the “learners before they listen so that they know what information they are listening for.” The third aspect mentioned by Hadfield is listening for specific details” which means that to “listen with a clear purpose in mind means that learners develop the ability to filter out everything they do not need to know.”

According to (Renandya, 2002) an important aspect that should be considered in the selection of listening tasks is that learners should be “involved in the [learning] processes.” In order to achieve this, (Harmer, 2007) mentions different listening sources for creating a dynamic and engaging learning environment. For example, he mentions Recorded Extracts” taken from “CD, tape or via MP3 players of some kind”.

Another option could be that in which the teacher records his/her own tapes considering the particular needs of their students. Another source mentioned by Harmer is

Live listening” which is “The name given to real-life face-to-face encounters in the classroom.” The third source mentioned by Harmer is „Audio and Video”, which he encourages because students can “get to see „language in use”.” Another important aspect to consider when selecting listening tasks is the one mentioned by (Hadfield, 2008).

He proposes the selection of texts to be made according to students” interests and level of proficiency. He also proposes to balance the listening text with the tasks, which means that the listening text should be “slightly above what can be easily understood by your learners that can be balanced with a relatively easy task or vice versa.”

By the end of this compilation of language activities, taking into account the four skills of the language, my students should be able to understand basic vocabulary, to talk about the differences between the weather and the climate in general. They will be also able to use some basic grammar structures and I will be aware of using the 4 skill of the language: writing, reading, listening and speaking in equal sequence.

There are some activities that students perform better than other. They would like activities that are related to go around the classroom asking questions, games and the ones where they can work in groups. The students are assess as a formative assessment throughout this process, by homework, activities in class, teamwork and small presentations in class. Other summative assessment it is applied to the students will be quizzes, written tests and other formal evaluation to know my students performance and make my conclusion that will be useful for the next school year with future students.

CHAPTER II

METHODOLOGY AND PRACTICE

This lesson plan shows that in teaching English as a lingua franca, it is necessary to incorporate and develop aspects of cross-cultural awareness as a part of the course curriculum to immerse students in effective intercultural communicative competence, as “simple mastery of the linguistic forms of a language is not enough for learners to be considered competent in the target language” (Krasner, 1999).

English language learners need awareness of cultural dimension in language instruction through an intercultural approach, in any society which expects its education system to prepare people for living in an internationalized culture and globalized economy, and also for the interaction between people of different cultures within and across national boundaries, the process of tertiary socialization and the acquisition of intercultural competence are clearly desirable. (Byram, 2002) Therefore, linguistic and cultural diversities are significant factors for communication with the people of diverse race, custom, and ethnicity. Cross-cultural awareness implies preparing students for effective and competent intercultural communication which requires not only mere teaching of linguistic skills like phonology, morphology, lexicology, and syntax, but also the vital component of cultural knowledge and awareness. Communication that lacks appropriate cultural content often results in an odd or humorous situation leading to misunderstanding and miscommunication (Kirvalidze, A university course in text linguistics. , 2008) In other words, learning a

language effectively requires knowing something about the cultural aspects of that language.

Lesson plan identification cell.	
Author	Elda María Guzmán Quiroz
Educational stage	Sixth Grade. Up to B1 level
Title of your Lesson plan	INTERCULTURAL EXCHANGE
Learning Objective of the plan/Competency	<p>Purpose of the language:</p> <ul style="list-style-type: none"> • Help the students become global citizens with this lesson that teaches about culture • Students will explore their culture and the cultures of their classmates in this engaging, hands-on activity <p>Formative-intercultural purpose:</p> <ul style="list-style-type: none"> o After the lesson, students will understand the basic components of culture.
Communicative skill considered	Reading/Writing.
State of the following options	Recycling topic
Functions	-Talking about yourself -Talking about personal experiences
Main Grammar structure	Simple present
Other Grammar structures	
Brief description of the plan	I will Point to the word culture. Ask the students what culture means. Allow a few students to share their ideas, and then explain to them that someone’s culture has to do with the way they speak, dress, celebrate, play, and live.

	Ask the students to share their ideas with the class. For example, students will share the members of their family, the celebrations they partake in, and their favorite music and art. Ask the students to think about the similarities and differences
--	--

	amongst themselves.
Hours of the plan implementation	2 hours
Number of sessions	2 session of 1 hour.
Contents required for the lesson	Culture History from different countries
Link of the content	https://www.youtube.com/watch?v=kjwkMmdqmH4 https://www.youtube.com/watch?v=472AnCrHYVs
EEAILE tutor online	Elda Maria Guzman Quiroz

2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
Activation Before the lesson	<ul style="list-style-type: none"> • Gather the students together in a comfortable area. • Explain to the students that today they will be exploring all the things that make them unique and special. • Ask each student to share something that makes them special. • Ask the students to think about students who shared similar answers. • Ask the students to 	<ul style="list-style-type: none"> • The students will share with the rest of the class their thoughts regarding to the question: what do you think that makes you special? • Students will share their ideas and make a comparison among their answers. 	01

	<p>think about students who shared different answers.</p> <ul style="list-style-type: none">• Explain to the students that everyone is different and that our differences make us unique and special.• Ask the students to think about what the world would be like if everyone looked, spoke, and acted the in the same way.• Encourage a few students to share their answers with the class.• Show the students the Hello Song! video.• Briefly discuss the video using prompting questions such as What are the children saying to each other? and Do the students all speak the same language?		
--	--	--	--

<p>During the lesson</p>	<p>Ask a few students to come up to the front of the classroom.</p> <p>Pick a few cultural characteristics such as "My Family," "Celebrations," and "Music and Art."</p> <p>Ask the students to share their ideas with the class. For example, students will share the members of their family, the celebrations they partake in, and their favorite music and art.</p> <p>Ask the students to think about the similarities and differences amongst themselves.</p> <p>Explain to the students that because of all of our differences, we are able to learn from each other.</p> <ul style="list-style-type: none"> • Reinforce that differences make the world a special and interesting place. 	<ul style="list-style-type: none"> • Students come up to the front of the classroom and they will share their ideas with the rest of the class. • Students can share their members of their family, their favorite music, song, sports, etc. • Students will think about their similarities and differences. 	<p>01</p>
--------------------------	---	---	-----------

<p>closure</p>	<ul style="list-style-type: none"> • Get out the colored pencils, index cards, tape, and large piece of paper. • Tape up the large piece of paper on the white board. In the center of the paper, write “[Teacher's Name]’s Culture.” • Point to the word culture. Ask the students what culture means. • Allow a few students to share their ideas, and then explain to them that someone’s culture has to do with the way they speak, dress, celebrate, play, and live. • Get out the eight index cards and scatter them on a table or on the ground. • Call on a student to pick up one of the cards. Read the card aloud, for example, “My Language,” and tape it up on the anchor chart. • Draw a line from the culture circle to the index card, then model thinking about what this index card means. For example, explain that your language 	<ul style="list-style-type: none"> • Students will answer the question: what culture means to them. • Students will share their ideas with the rest of the class. • Student will answer to the question according to the index card they are given. 	<p>01</p>
----------------	---	--	-----------

	<p>is what you speak to communicate with others.</p> <ul style="list-style-type: none"> • If you speak one language at home and one at school, explain this to your students. • Draw a picture of you speaking to someone next to the card. Continue this process with all of the index cards, thinking aloud as you explain what the index card means. • Explain to the students that your anchor chart shows all the characteristics of your culture, all of the things that make you unique and special! 		
--	--	--	--

Reading					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Vocabulary introduction	Start with a tongue twister like the following: <i>She sells seashells by the seashore.</i>	Students will read the tongue twister aloud.	Tongue twister readings.	01	Accurate pronunciation
Exercise III. Inferring vocabulary.	This not only creates a lot of fun but also puts the students in the mood of learning. The text The passage that is the basis of the culture shock	The students will read the text once again to answer the following question: Does culture shock have only negative effects on people experiencing it?			

	<p>lesson plan is the following:</p>	<p>After class correction, the learners are invited to do the following comprehension tasks:</p> <p>The students will choose if these statements are true or false: Culture shock occurs only as a result of immigration. The adaptation stage means that there is a complete change of personality. Both homesickness and culture shock refer to the same thing. Answer the following questions: What is culture shock? What are the different stages of culture shock? How can one cope with culture shock?</p> <p>Then the students will find in the text words having the same meaning as: Change (paragraph 1) Familiarized to (paragraph 2) Thankful (paragraph 3)</p>			
--	--------------------------------------	--	--	--	--

Culture shock refers to the feeling of disorientation experienced by people when they move to an unfamiliar cultural environment or when they are suddenly exposed to a different way of life or set of attitudes. This can be the result of immigration or a visit to a new country, a move between social environments, or simply a transition to another type of life.

b.
Culture shock consists of four distinct stages: honeymoon, negotiation, adjustment, and adaptation. The honeymoon stage occurs when the individual sees the differences between the old and new culture in a romantic light. In the negotiation

<p>stage, the differences between the old and new culture become apparent and may create anxiety. The adjustment stage refers to the period when the individual grows accustomed to the new culture and develops routines. Finally, in the adaptation stage, individuals are able to participate fully and comfortably in the host culture. Adaptation or acceptance does not mean total conversion; people often keep many traits from their earlier culture, such as accents and languages. It is often referred to as the bicultural stage.</p> <p>C</p> <p>Culture shock may cause homesickness. This refers to the feeling of longing for one's home. People suffering from culture shock typically experience a combination of depressive and anxious symptoms related to homesickness.</p>	
---	--

<p>Ways of coping with homesickness include developing a hobby, thinking positively and feeling grateful about what one has, and building new relationships. Cultural shock is a natural phenomenon that occurs when one has a cross-cultural experience. Going through the different stages can take weeks, months or years. But ultimately, the experience can be enriching and may end up with either adaptation with the new culture or a return home.</p>			
--	--	--	--

Writing

<p>2nd practice or Social interaction.</p>	<p>Give each student a piece of A4 paper and ask them to put their name in a circle in the middle of the page. Ask them to draw short lines radiating out from that circle. At the end of each line write a piece of personal information and circle it. Connect these circles via lines to further circles and write pieces of related information. Give students 5–10 minutes to create their personal mind map.</p> <p>Ask students to rank their group’s ideas from things that are most difficult to get used to, to things that are least difficult to get used to. Encourage students to expand on their initial answers by exemplifying and explaining why particular aspects of culture may be more or less difficult to adapt to. Tell students that by developing their answers in this way they will be able to improve their communication skills. Finish this section with whole class feedback.</p>	<p>students have 5–10 minutes to create their personal mind map.</p> <p>Students will write a rank of their ideas, they will be able to exemplify and explain their thoughts.</p>		<p>0 5</p>	<p>Students participation</p>
--	--	---	--	----------------	-------------------------------

Listening

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
<p>The main task centres around a BBC film clip about a man called Nilson Tue Huni Kui, who moved from the jungles of the Amazon to New York. The clip features Nilson speaking about adjusting to the new way of life and his dreams related to this. He speaks in his native language, but there are subtitles in English that the students can focus on. These will act as the transcript for the film clip.</p> <p>The video clip is called 'Culture shock for Amazon Chief's Son' and can be found on the BBC's official YouTube account here or on the BBC's website.</p>	<p>Ask students to work in pairs and discuss what culture shock means to them. Give them a couple of minutes to do this the nervous or confused feeling that people sometimes get when they arrive in a place that has a very different culture from their own. E.g. He had never left his village before so arriving in the capital, Manila, was a big culture shock. Ask students to continue working in pairs and share their experiences of culture shock. Give them a few minutes to do this. Elicit</p>	<p>Students discuss the meaning of culture shock</p> <p>Students analyze the structures presented, discover their patterns and reflect on the use.</p>	<p>https://www.youtube.com/watch?v=RFxKs-K70B8</p>	<p>06</p>	<p>Students participation</p>

	examples to prompt discussion in whole class feedback.				
--	--	--	--	--	--

speaking					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Do you think your answers to these questions are influenced by your culture? Why/why not? What other things do you think might be influenced by culture? When you move to a new country, what aspects of culture are the most difficult to get used to? Why?	Teacher tell to the students to look at these questions about behavior. How similar or different are your opinions? a. How close do you usually stand to a friend while you are talking to them? What about if you are standing with a work	Students will be given 5 minute to write their speech, then they will answer to the questions aloud, in order to assess speaking.		07	Students participation

	<p>colleague or a stranger? How close is too close?</p> <p>b. How much eye contact do you think is too much? How much eye contact is too little? Why?</p> <p>c. How comfortable are you when a friend touches your arm or pats you on the back? What about a colleague or an acquaintance? When does it become too much?</p> <p>d. When do you usually arrive at a party: on time? 15 minutes late? 2.5 hours late? 10 minutes early? How about a business meeting?</p>				
--	---	--	--	--	--

LINK OF THE MICROTEACHING REPORT

<https://www.youtube.com/watch?v=yogviXAjGYY&t=39s>

CHAPTER III

EXPERIENCE REPORT

During all the learning process I realized that students enjoyed learning about other cultures. During the warm-up the students paid attention to the different languages, how to say hello, in other cultures awoke the curiosity of the students, some of them are very inquisitive so, they wanted to learn more about other cultures around the world.

On the other hand, other students were more timid to open their minds to a different ideas, but that happened with the older students from the sixth grade, maybe because they are also passing through the adolescent stage.

Then during the first activity about knowing the differences about the culture, clothing, food, traditions, music, neighborhood, city, language, people, etc. the students have very clear what their roots are, they showed a lot of depth prospective of what means their world to them. In Merida, Yucatan also the students feel very proud of their Mayan cultures, they bear in mind how important the Mayan culture is, even now a day we still use the number system they created, that it was the zero.

The third part of the activities, students watched the video about a person name Nilson, which is a folk from the Amazon Rainforest and traveled to New York driven by his dream, which was to become a movie filmmaker, he said that it was very difficult to sort all the changes of weather, food, clothes, ideas, traditions, language, people, etc. He said that he was able to be success due to the heritage of his father, whom he compares as the ex-president of U.S.A Obama.

He said that his father is a big leader in Brazil in the rainforest amazon. He also said that the concept of richness for them, is far for having luxury staff, money or wealth position in society, he says that richness for his culture is passing their traditions, values, thoughts from one generation to the next. Love and family are their most precious treasure.

This video, made a great impact in the students mentality, they made an introspection and analyzed things that might have never think before having this activity. They really enjoyed and realized that at the end of the day, learning a second language as English is, could be very handy when you less expected. Like happened to this character that it was Nilson, they said “wow teacher, imagine how more difficult things might’ve been for Nilson to communicative with the American people if he hadn’t known English Language”.

When I heard that thoughts from my students, my thinking was, “this effort finally paid off”. So, to sum all, I couldn’t be happier with the results I got from these project of intercultural exchange. Thanks for reading.

CHAPTER IV

CONCLUSIONS

I realized that the most important thing that I have to take into account is my student's motivation, if the students don't feel that encouragement that push them to continue learning the L2. It is going to be very difficult that they will achieve to master the TL one day.

For this reason I have to take into consideration all the factors that promote motivations. Like picking the material with accurately, so the learners feel motivated to solve the activities and not feeling frustrated or bored. Also it is important to look for material that enhance the students to feel comfortable and happy because they like the material. Since I work with young learners, they like cartoons, fairy tales, video games, the catchy songs, etc. so I try to choose the material that I know they will like.

Another factor that I have to consider is my students learning stiles, so if the majority of my students are visual, I choose more pictures, movies and videos for them, on the other hand if some of them are more hearing, I choose other type of material, like songs, videos that contain a lot of songs, brief podcasts, etc.

In this moment it is a little challenging to carry out more classroom activities nevertheless I think that using all of the strategies that I've learnt through this course, will help me out to do better as an English teacher.

As the contemporary schools becomes increasingly diverse, teachers are called upon to recognize and address these leadership challenges. As an educator I understand the importance of being knowledgeable and sensitive to the specific needs of our contexts by providing effective leadership teaching approaches. It is clear that we must work with students differently because we all have very different approaches to teaching, learning and life in general. The premise is that if, as educators, we understand our own learning styles and those of others, we can then adapt our style to be more effective communicators, learners, managers, leaders and teachers. We have suggested that teachers must communicate effectively with students to help them develop their

learning awareness, knowledge and skills. We need to be familiar with our own learning style preferences, consequently adjust our teaching strategy to our students' learning style preferences.

Another important point of view is the Interactional uses of language which the primary purposes for communication are social. The emphasis is on creating harmonious interactions between participants rather than on communicating information. The goal for the participants is to make social interaction comfortable and non-threatening and to communicate good will. Although information may be communicated in the process, the accurate and orderly presentation of information is not the primary purpose. Examples of interactional uses of language are greeting, making small talk, telling jokes, giving compliments, making casual 'chat' of the kind used to pass time with friends or to make encounters with strangers comfortable.

Brown and Yule (1983) suggest that language used in the interactional mode is listener oriented ... Transactional uses of language are those in which language is being used primarily for communicating information. They are 'message' oriented rather than 'listener' oriented. Accurate and coherent communication of the message is important, as well as confirmation that the message has been understood. Explicitness and directness of meaning is essential, in comparison with the vagueness of interactional language . . . Examples of language being used primarily for a transactional purpose include news broadcasts, lectures, descriptions and instructions. (from Jack C. Richards, *The Language Teaching Matrix*, Cambridge University Press, 1990, pp. 54–5, 56)

Throughout these modules and after studying these different approaches, I've realized that I am a more eclectic teacher, I mean, that I use a combination of different approaches and methods according to my context.

In some cases, I use the traditional Grammar Translation method to keep control on what I want to obtain from an objective. I use this method in the first stage of the learners' process, which covers cycle 1 or in other words, the first and the second grade students.

Then I move to the next cycle 2 from the students of the third and fourth grade, in this stage I scaffold my students to next level of the learning process and I use more freely activities, yet include input activities like listening and reading tasks. For this reason I use the audio-lingual

method with my students, I make a lot of drillings activities and I am very emphatic in the pronunciation of my students, until they get an accurate pronunciation and intonation, I use playful material for this purpose, like songs, videos, podcasts etc.

In the third cycle, the students from the fifth and sixth grade are supposed to achieve the next level of the language acquisition and are able to produce the L2. So I move to the next communicative approach, and I am more focus on the function of the language, so I carry out other kind of activities like role-play, projects, presentation of different topics and other subjects, not just EFL but also I include other disciplines like mathematics and science in English. And I apply more output activities for this reason, like speaking and writing activities.

Nevertheless, I am very conscious as an English teacher that mastering a foreign language is a big challenge and it implies a long journey that takes a lot of time consuming and exposure to the TL. For this reason I try to be empathetic and patient with my students, because I understand perfectly what all of this situation stands for. I am very happy to be an English Teacher and I hope I can be better as a professional so I can improve my teaching skills and reflect this knowledge in the classroom.

I want to begin the conclusion of this reading and writing lesson plan, by quoting the author of the interactive reading model, David E. Rumerhart. "The interactive reading model describes a reading process and the way linguistic elements are processed and interpreted by the brain. The model combines both surface structure systems, such as the sensory, bottom-up portion of reading with deep structure systems, such as the thinking, or top-down, aspects of reading to build meaning and memory for all learners". (Rumerhart, 1977).

Taking into account Rumerhart's theory, I used the background knowledge that my students had about personal risk situations and about biking as a sport to interpret the texts they read. I noticed that the students who encountered unknown words used letter-sound previous knowledge to decode the word. Other students found the reading activities easier to use deep structure systems like semantic knowledge, such as meaning and vocabulary, to decode the same unknown word. The students made connections in different ways.

Another theory that it was very interesting to use during this lesson plan, and it is related also with the interactive reading model, it is Schema theory. That is an explanation of how readers use prior knowledge to comprehend and learn from text (Rumerhart, 1977) The term

"schema" was first used in psychology by Barlett as "an active organization of past reactions or experiences" (Barlett, 1932), later schema was introduced in reading by (Barlett, 1932), (Carrell, 1981) and (Hudson, 1982) when discussing the important role of background knowledge in reading comprehension. (Rumelhart, 1980) Define schema as "a data structure for representing the genetic concepts stored in memory ".

The fundament schema theory assumes that written text does not carry meaning by itself. Rather, a text only provides directions for readers as to how they should retrieve or construct meaning from their own previously acquired knowledge. This previously knowledge is called the readers' background knowledge (prior knowledge), and the previously acquired knowledge structures are called schemata (Barlett, 1932). The schemata of a reader are organized in a hierarchical manner, with the most general at the top down to the most specific at the bottom. According to schema theory, comprehending a text is an interactive process between the reader's background knowledge and the text.

As teacher my first responsibility is to provide opportunities for writing and encouragement for students who attempt to write. A teacher's second responsibility is to promote students' success in writing. I did this by carefully monitoring students' writing to assess strengths and weaknesses, teaching specific skills in this case it is writing and reading, and strategies in response to student needs, and giving careful feedback that will reinforce newly learned skills and correct recurring problems.

An effective writing process should lead to a successful product. A writing product fulfills its communicative intent if it is of appropriate length, is logical and coherent, and has a readable format. It is a pleasure to read if it is composed of well-constructed sentences and a rich variety of words that clearly convey the author's meaning. In my case I try to choose appropriate reading suitable to young learners, that it was the reason I chose the topic "personal risk situation focus on riding a bike.

When various conceptual models of writing are compared side by side (Isaacson, 1984) five product variables seem to emerge: fluency, content, conventions, syntax, and vocabulary. Often teachers focus their attention primarily on surface features of a student's composition related to the mechanical aspects of writing, or conventions. A balanced assessment should look at all five aspects of a student's writing. The following are simple methods for assessing each product variable. In some instances quantifiable measures are used; in others, qualitative assessments

seem more appropriate. That was the reason I chose both type of assessments, I created I qualitative rubric to assess writing by the activity of an exposition about the same topic we are going to study during two weeks.

On the other hand I will use also a qualitative method to assess my students by creating a reading examination. I hope to get good results in the future, I've applied these types of assessment in other generation of students and I've found out that many of my students feel more relaxed and enjoy more when we practice the same topic several times before making a formal examination. In thriller to see the new results by the following-up activities.

Penny (Ur, 1996) mentions some of the most common problems that learners face when dealing with listening tasks. These problems include the fact that learners find it difficult to catch the actual sound of the foreign language, or they think they have to understand every word; otherwise they feel lost and get stressed. Another problem is that they are not used to natural or "native" speech, so they need to hear a recording several times in order to get an idea of the topic it is about. Besides, if the listening takes too long, they get tired.

Penny (Ur, 1996) proposes solutions for the most common problems that learners face when dealing with listening tasks, such help them to focus on the general context rather than the particular sounds or exposing learners to English from very early stages of their learning process, so that they can get easily used to listen to native and natural speeches. She also proposes the use of „redundant“ texts in which the important information more than once in a very subtle way so that learners can make sure of their understanding without the need of listening many times. In order to help students from getting tired, she proposes to break recordings up into short passages, then pause the tape and give students the chance to answer.

CHAPTER V

APPENDIXES

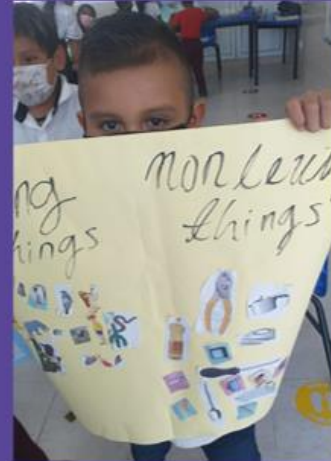
Activation



Objective



presentation



Vocabulary



Social Practice of the language



Grammar Focus



REFERENCES

- Barnett, G. A. ((2002). *Issues in intercultural communication*. C.A: W. Gudykunst and B. Mody (Ed.). Thousand Oaks.
- Byram, G. A. (2002). *Becoming an intercultural mediator*. *Journal of Multilingual & Multicultural Development*, 23(5), .
- [1] Chen, Jianlin. (2000). *Organization and Management of Modern English Teaching*. Shanghai: Foreign Language Teaching Press.
- [2] Cook, Vivian. (2000). *Linguistics and Second Language Acquisition*. Beijing: Foreign Language Teaching and Research Press.
- [3] Gao, Qiang; Li Yang. (2006). *Review of the Latest Research on Foreign Language Teaching Styles*. *Foreign Language Teaching*, Vol. 27, No. 5, pp. 53-58.
- [4] Halliday, M. A. K., & Hasan, R. (1985). *Language, context, and text: aspects of language in a social-semiotic perspective*. Oxford: Oxford University Press.
- [5] Hu, Zhuanglin; Jiang Wangqi. (2002). *Advanced Linguistics*. Beijing: Peking UP.
- [6] Richards, Jack. C. (2000). *Longman dictionary of language teaching and applied linguistics*. Beijing: Foreign language teaching
- 564 JOURNAL OF LANGUAGE TEACHING AND RESEARCH © 2014 ACADEMY PUBLISHER and research press.
- [7] Wang, Yin. (2001). *Semantic Theories and Language Teaching*. Shanghai: Foreign Language Teaching Press.
- [8] Wen, Qiufang. (1999). *Oral English Test and Teaching*. Shanghai: Foreign Language Teaching Press.
- [9] Widdowson, H. G. (2000). *Aspects of Language Teaching*. Shanghai: Shanghai Foreign Language Teaching Press.
- H A Liton, & Q. (2016). *Addresssing intercultural communication issue in teaching English*. . International Journal .
- Kirvalidze, N. (2008). *A university course in text linguistics*. . Ilia Chavchavadze State University

Press. : Tbilisi.

Kirvalidze, N. (2017). *Linguo-cultural and pragmatic peculiarities of the phenomenon of anglicisation in Georgia*. . USA: University Publications Net. : Journal of Teaching and Education,.

Krasner, I. (1999). *The role of culture in language teaching. Dialogue on Language Instruction*. Oxford University: 13(1-2), 79-88. .

[10] Xu, Qiang. (2002). *Communicative English Teaching and Test Assessment*. Shanghai: Foreign Language Teaching Press.

[11] Yin, Zhonglai; Zhou Guangya. (1990). *Theories and Schools of English Grammar*. Chengdu: Sichuan UP

[12] Kolb, D. A. (1976). *The Learning Style Inventory: Technical Manual*. Boston, MA: McBer.

[13] Kolb, D.A. (1981). *Learning styles and disciplinary differences*, in: A.W. Chickering (Ed.) *The Modern American College* (pp. 232–255). San Francisco, LA: Jossey-Bass.

[14] Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development* (Vol. 1). Englewood Cliffs, NJ: Prentice-Hall.

FINAL PROJECT ASSESSMENT	
FINAL PROJECT	INTEGRATING TEACHING APPROACHES TO FOSTER LEARNING AND MOTIVATION
STUDENT'S NAME	ELDA MARIA GUZMAN QUIROZ

FINAL PROJECT ASSESSOR	Alma Daniela Otero Sosa
Introduction	It is missing your introduction, you have to write your introduction.
1 Identity and teaching philosophy	You have to delimit more your teaching philosophy.
1.2 Theoretical foundations	Well addressed.
1.3 Theoretical basis about language, language learning and language teaching of your model	Well addressed too.
2. Lesson plan	complete planning of the lesson, Well organised, well explained.
2.1 Applications	Well done! Nicely and well explained.
2.2 Procedures	Well explained and in great detail.
2.3 Evidences (images, graphics, photos, etc)	Very clear, nice ,professional evidences and according to the lesson plan.
A video that shows the application of your lesson plan	Well done very critical and analytical.
3. Design of Assessment tools	Well design of assessment tools. According to students age. Very clear and adequate.
3.1 Testing tools for activities	adequate for the activities and for the students too.
3.2 Rationale behind the Assessing and/or Testing tool	Well done the rationale behind the assessing and testing tools.
3.3 Evidences of having worked the assessment and/or testing tools (images, photos, diagrams, graphics, etc)	Very well done.
4.1 Report and analysis	Very well done report and a good analysis of your lesson class given.

5. Conclusions	Well Done.
6. Appendices	Well organized
Instruments of learning assessment (rubrics, tests and others)	Attached, organized, interesting and according to the students' needs.
Evidences of materials and resources for learning (readings, audios, audiovisuals, interactive materials, etc.)	Very nice extra materials Authentic material Excellent use of technological resources

-