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PROPUESTA DE INTERVENCIÓN EDUCATIVA

MEDICINAL HERBS FOR MINOR HEALTH PROBLEMS

TRABAJO RECEPCIONAL

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

PRESENTA:

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Introduction

"A nation's culture resides in the hearts and in the soul of its people" Mahatma Gandhi.

The art of teaching is such a mystery. Along the history many strategies, techniques, and approaches have been developed to teach successfully. Therefore, every teacher must have a teaching philosophy that directs his or her lessons. Besides when teaching a second language it is important to understand the way people learn and develop a language. Gilakjani and Ahmadi (2011) suggest that teachers should provide a **vast number of opportunities** for students to practice skills and to become actively engaged in the learning process.

Furthermore, one of the most important aspects of learning a language is culture. In this project, we will talk about "The role of culture in the learning and teaching process". In the particular case of learning, it is believed that "if a teacher knows how to deal with cultural representations, knows the culture of different countries and various multicultural aspects, the learning and the knowledge acquired by the students will be enriched". In the present work, we will describe some activities that were applied in the Escuela Normal of Sultepec.

As Kelly (2002) mentions: teachers need to facilitate student learning by giving input to "understand the world and to communicate across linguistic and cultural boundaries and to play an active role at many levels in the world." This last point has to do with the key concept of teaching highlighting the importance of providing students with many tools that facilitate learning.

This role not only sees teaching as a transformative process, but also sees schools as a place where social transformation may happen. Teachers as agents of change need to realize that students require opportunities such as access to different sources, information, and readings, to understand what is in both this explicit curriculum and any other implicit one "by emphasizing the moral dimension of education, guiding prospective teachers in developing their vision of education and teaching, promoting the development of empathy for students of diverse backgrounds." It has been proved that the connection between language and culture has been successful in learning a language.

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SUMMARY

The present work was developed in the specialization of English at the UPN. The present project began by choosing a relevant topic for the students of Escuelas Normales. It is important to contextualize the situation of English in the Escuelas Normales. Nowadays, there are six levels of English in the curriculum from A1 to B1. The present work was implemented with thirty two students from the major in Spanish whose current level of English is A2 according to the ALTE level. The topic was chosen based on the programme for higher education of 2018, for that reason illnesses were chosen. The last was decided because the students with basic master of language have to talk about health problems and give advice about some medicine that they could take, in this case it was thought that such recommendations include local herbs and remedies. All in all, it was an interesting Project.

English classes in the Escuela Normal of Sultepec are fifty minute long each one; each session has two classes what makes a hundred minute session. Each week there are six classes or three sessions. In order to carry out the present project two weeks were taken. That means six sessions. The aim of the program in the Escuela Normal is to make students speak English for this reason a communicative methodology (book) is used making communication the most important goal of the classes.

The classes were divided following the triple PPP methodology, which basically has three stages: pre, while and post. The first lesson was about vocabulary, the aim of this lesson was to provide students with enough vocabulary for them to interact in a health problem situation. The second lesson was about listening to discriminate similar sounds like: *sh, g, t y ch*. Students listen to a couple of words and identify the sound at the end, the beginning and the middle of the sentence and notice the difference.

The third lesson talks about speaking the idea was to give tips about health problems and interacting in some dialogues as the doctor and the patient. While the fourth lesson talks about reading. In here students have to read some health problems and answers some questions using the top down process. The fourth session was about the writing skill the main objective was to give some written recommendations for a good health and in the last session, the fifth one, students must integrate all the knowledge to present a podcast about medicinal herbs from a country.

Among the evidences of the Project we have: a dialogue between a doctor and a patient pointing out main health problems. An illustrated list of health problems. A phonetic chart of words related to illness and minor health problems with similar sounds. An oral presentation giving tips for a good health. A written recommendation letter for a health problem. A podcast talking about good health and describing medicinal herbs from a country, among other minor evidences.

This is such a good question because learning can be subjective. The aim of the Project was to speak out about minor health problems. Students were supposed to identify illnesses, remedies, medicine and health problems. Students had to write a recommendation letter, point out orally tips for having a healthy body, create a page to upload the podcast about health problems, talking about medicinal herbs for specific problems. Regarding what the Teacher had learnt by implementing the sequence we have: the first thing I learned was that I need to reflect about my practice if I want to improve it, then for me it was extremely difficult to find a relation between the theory and the class, I realized that I need to apply the theories, techniques and strategies deeper. If I really want my students to learn English. I also learnt that planning implies a lot of sub processes like reflecting about the materials to be used, the evaluating tools and so on. Above all I could say that the real challenge was to re orient practice because some habits have become principles. I also learnt that giving a grade is not the most important thing, filling in many students' reports and checklists on the contrary more attention to feedback should be paid.

Among the challenges I faced was to implement the lesson, from the very beginning it was difficult for me to choose a topic; a suitable topic for the students and besides that something based on the program. Another challenge was to mix the implementation plan and the topic. Another challenge was to make time, having internet connection, mixing all the activities getting on time to the meetings. Having the proper material. All in all it was a nice experience and I learnt a lot.

CHAPTER 1: PHILOSOPHY AND THEORY

1.01 TEACHING IDENTITY AND PHILOSOPHY

This life may give a plethora of careers from which people may choose one; however in the particular case of teaching is special because in this major people are responsible of other people's growth, the last is what makes the whole process far interesting. For this reason, I consider that real teachers must have a willingness to really teach.

Having been asked about what my teaching philosophy is, I did ponder about it initially, the question seemed excruciatingly intricate, which made me dubious about myself in terms of being at a loss with providing an answer. However, by deeply analysing it, then came an answer on the spot.

My beliefs as a teacher are related to my way of living. First and foremost, achieving blissfulness is something I do consider to be our main responsibility as human beings. For this reason, it is essential we perform activities from which we can draw satisfaction with the aim of experiencing a complete sense of fulfilment. This will undoubtedly enable me to convey a said message to my students in which they are given a chance to realise that they must enjoy their life and, most importantly, that not only is happiness a choice, but it is also something to be built on and achieved. Never will it be given by something or someone.

Therefore, once students know what makes them experience true happiness, they may start "doing" those things. Here is where the real challenge lies since, to become "anything", they must act based on this, my main task will deal with trying to foster reflection about their decision making and habits that will lead them to provide them with tools to develop their English learning.

On the one hand, been evaluated and receiving a grade now in my classes has to do more with a self-reflection of what they have learned rather than just assigning a score to students, in this process feedback plays an important role.

Finally, to the best of my knowledge, a mixture of happiness and actions will create knowledge as a result. By and large, my teaching philosophy can be then expressed as follows: "learning happens when it becomes useful, meaningful and pleasant to learners"

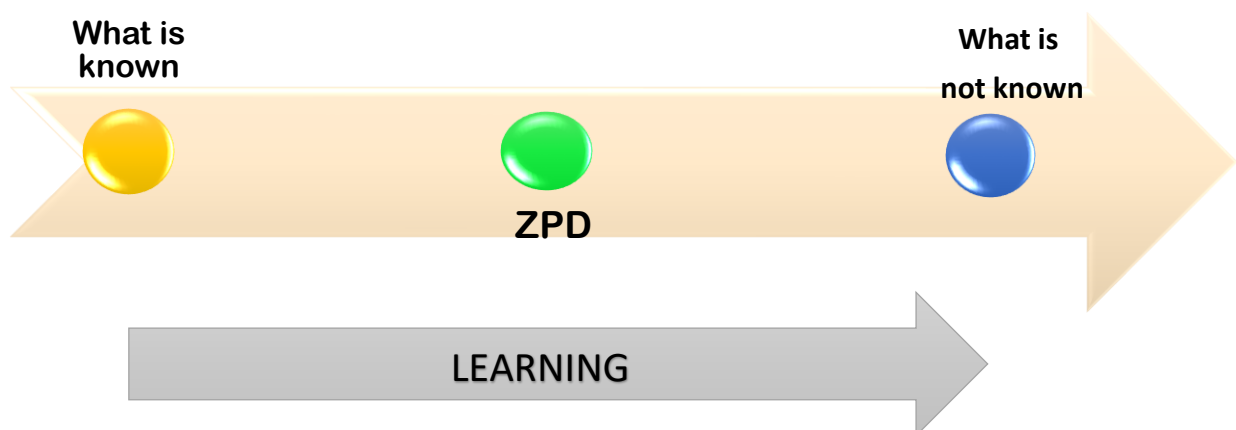
1.02 THEORY UNDERLYING THE TEACHING PRACTICE AND IDENTITY

One morning Miss Eva woke up and prepared herself to go to school. She arrived to school and went to her classroom. She was about to start her class when she wonder about the best way to give it. Suddenly she remembered having studied some approaches, methods, foundations, principles, hypothesis and techniques to teach at university and that was when everything started.

I would like to start by mentioning that teaching a second language is a complex process. There are many sub skills to be developed in order to teach, learn, speak and understand a language. The first thing that teachers must know when working with students is the concept of language which according to SEP: language is a complex object that serves not only for communicative, but also cognitive and reflective purposes, whereby an individual comprehends the World and integrates him / herself into society (2006). In order to teach properly I will enlist some of the approaches, techniques and strategies that have been proven to work for teaching and learning languages.

The main approaches and theories in SLA go back to the 60's and there have many theories and approaches to teach language; however, I will describe the ones that are more relevant for my teaching. To begin with, the **acquisition-learning** distinction that this theory states is: adults have two distinct and independent ways of developing competence in a second language. The first way is language acquisition, a similar process, if not identical, to the way children develop ability in their first language. Language acquisition is an unconscious process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication. The second way is learning, for english it is called english as a second language.

Another approach that is important in my current teaching practice is collaborative work. This approach emphasizes the concept Zone of Proximal Development which was first introduced by Vigotsky in 1931. It is defined as the space between what a learner can do without help and what he or she can achieve with guidance and encouragement from a skilled partner. In the following diagram the zone of proximal development can be seen:



After the boom of different theories about learning the social theory emerged. For this approach **intake, interaction and output** were relevant. Intake is strongly related to the input, which is operationally defined as oral/written data of the target language to which L2 learners are exposed through various sources. That part of the input that is processed and used in grammar building will be referred to as intake., interaction is when learners comprehend and produce language due to the Exchange of ideas and convince this according to Vigotsky is a great source of knowledge as it can give students a lot of material to take in such as: opportunities to use language to interchange information, express emotions and ideas; once students are exposed to his social features they start producing oral and written utterances so they speak and use language. The previous concepts are applied in practice when teaching as the teacher speaks most of the time in English and students are exposed to different sources of information like the students book, teacher's voice, books, songs, websites, and social media.

Also, the ideas of Stephen Krashen who said: Learning occurs when students are exposed to language. He was the creator the input theory were also taken into account because he defined Input as the linguistic input 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 (1982).

Another important concept that my teaching follow was the direct method which basically consists on following a logical order for example teaching first the present and then the past. As the students are in a basic level they are spoken most of the times in English, however sometimes the mother tongue Spanish was used. The classes were enriched with visual aids, this stimuli was used to create a connection between the images and the words.

Another important factor in the developing of the classes was movement, using total physical response help students to identify actions and to have fun, that can create a more meaningful learning. Apart from those technique, the classes try to foster the communicative approach by using role plays, I really like my students to do role plays because they can use the language and practice.

All in all, it cannot be said that the approaches are totally correct or wrong on the contrary, it seems to me, that **behaviorism** and **cognitivism** play a major role in such processes. Besides I agree with Vygotsky when he points out that languages are learned as a result of interactions between social and cognitive factors (1934). The idead mentioned before were applied with the objective of making the learning more lasting for students.

CHAPTER 2: METHODOLOGY AND PRACTICE

2.01 A PRACTICAL AND USEFUL LESSON PLAN

A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. **STRUCTURE OF THE LESSONS AND RATIONALE**

English classes in the Escuela Normal of Sultepec are fifty minute long each one; each session has two classes what makes a hundred minute session. Each week there are six classes or three sessions. In order to carry out the present project two weeks were taken. That means six sessions. The aim of the program in the Escuela Normal is to make students speak English for this reason a communicative methodology (book) is used making communication the most important goal of the classes.

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questions using the top down process. The fourth session was about the writing skill the main objective was to give some written recommendations for a good health and in the last session, the fifth one, students must integrate all the knowledge to present a podcast about medicinal herbs from a country.

The lesson plan I am implementing is the following:


Project: Medicinal herbs

Lead in: the project talks about the importance of taking care of physical health to be mentally and emotionally balanced. It is divided in the four skills including reading, listening, writing, and speaking tasks that will help you complete an inspiring collaborative project: **create a podcast channel to publish and share regular podcasts with tips for a healthy living!**

 LESSON PLAN IDENTIFICATION CELL	
Author:	Eva Monserrat Cuevas Rodriguez
Educational stage:	Escuela Normal de Sultepec
Title of your lesson plan:	Illnesses and remedies
Learning objective of the plan:	To write recommendations for health problems
Communicative skill considered:	Writing
State of the following options:	Introduction of the topic
Functions:	Giving recommendations for health problems.
Main grammar structure:	Present simple
Other grammar structures:	Should First conditionals
Brief Description of the plan:	In these couple of lessons illnesses and health problems will be explore, the aim is to provide students with enough input to perform the project "Medicinal plants"
Hours of implementation:	6
Number of sessions:	3

<p>Contents required for the lesson:</p>	<p>Body parts Health problems Verb have in present simple</p> <p>Vocabulary session:</p> <ol style="list-style-type: none"> I. VOCABULARY: Illnesses and symptoms (xunta.gal) Have II. Video aches and pains. Confusing English Words: Difference between Ache, Pain, and Hurt - YouTube <p>Listening session:</p> <ol style="list-style-type: none"> I. PRONUNCIATION: /f/, /dʒ/, /tʃ/, /k/ (xunta.gal)odd word
<p>Link of the content:</p>	<ol style="list-style-type: none"> I. Link for the introduction activity identify health problems: https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Illnesses_and_health_problems/What's_the_matter\$_bx1700918dr II. Link to identify vocabulary https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Illnesses_and_health_problems/Health_nt24589rf <p>Speaking</p> <ol style="list-style-type: none"> I. Brain gym https://www.youtube.com/watch?v=KZ0ANcDDLZs <p>Reading:</p> <ol style="list-style-type: none"> I. READING: Ask the doctor! (xunta.gal) <p>Listening</p> <ol style="list-style-type: none"> II. Song of the body: https://www.youtube.com/watch?v=SUt8q0EKbms III. Parts of the body cross word: https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Body_Parts/Body_parts_-_crossword_qb139133vx IV. Choosing a health problem https://www.edu.xunta.gal/espazoAbalar/sites/espazoAbalar/files/datos/1574074371/contido/writing_give_advice_to_deal_with_minor_health_problems.html

LESSON ONE VOCABULARY

Lesson development				
Session number	Step of the lesson	Teacher activities	Students' activities	Product and evaluation
1	Introduction	 <p>Teachers greets the students and writes the date. Teacher shows the following image. Asks students to read and copy the conversation.</p> <p>Theoretical foundation: this part is the Pre stage. Writing the date means the class is going to start and students must be ready to work. Classes are usually based in the triple PPP methodology. In this specific part the teacher expects that students predict what the situation would be and then brainstorm some situations as a result some vocabulary, health problems will be obtained and it would be easier to tackle the topic.</p>	Students draw the doctor and the patient and brainstorm vocabulary related to healthy and unhealthy people.	Product: Conversation Evaluation: checklist Theoretical foundation, an assessment and evaluation: to verify that students have worked the teacher goes to each place and checks if they have done the activity and takes notes for each students. Academic: it is a first product of some activities to complete the project. Formative: it is classwork and participation which are part of their evaluation.
	Aim	Using vocabulary of minor health problems to describe health issues and be able to give advice on remedies.		
	Information processing activity	Individually – teams		
	Vocabulary	Using the verb have students match the images with the health problems. Check link of symptoms		Product: matching images Evaluation: checklist Theoretical foundation, an assessment and evaluation: it is believed that a register of the people who accomplish the work is good enough, so the


LESSON TWO LISTENING

Lesson development				
Session number	Step of the lesson	Teacher activities	Students' activities	Product and evaluation
2	Introduction	Teacher writes the date and greets the students. Then gives a paper with the following words written on them, he asks students to try to see what the relationship between them is and discuss about that in pairs : Theoretical Foundation: Using the PPP principle teachers activates schemata with guided questions and make students make inferences about the point to be checked in the lesson this is known as deductive approach in which students build and try to come out with the theory. 1. shoulders - shiver - unconscious - scan 2. allergy - bandage - girl - emergency 3. temperature - culture - cholesterol - check-up 4. ache -stomach - chocolate - chemist	Then students illustrate each word with an image	Product: Illustrated words and relationship between them Evaluation: Linkert scale Theoretical foundation, an assessment and evaluation: This activity is a diagnostic activity to evaluate student's previous knowledge of the sounds sh , ch and k . It is important for the evaluation process to have a diagnostic tool to implement other activities and above all to verify the students's level.
	Aim	Discriminating similar sound in a chunk of language.		
	Information processing	In pairs		
	Vocabulary introduction	Illustrate the words from the warm up activity.		
	First practice	Teacher presents the sounds: sh , g , t , y ch . He plays the audio and students must identify the odd word. The first-time students underline the odd word, they listen again to check then compare with a partner and finally they check with the teacher. Then students listen to other set of words and classifies them in the chart. 10 min Theoretical information: this activity was designed based on the approaches of Scaffolding theory. The information is		Product: Chart Evaluation: checklist and register. Theoretical foundation, an assessment and evaluation: It is important to register the sub skills and the progress that each student is developing in the colour scale. Once again behaviourism can be applied to

LESSON THREE SPEAKING

Lesson development				
Session number	Step of the lesson	Teacher activities	Students' activities	Product and evaluation
3	Introduction	<p>Teacher greets the students and writes the date. After that he plays a song to do brain gym.</p> <p>After that teacher divides students in teams of four and gives them a card with the question: How healthy are you? Students brainstorm some ideas about the topic.</p> <p>Theoretical information: this activity was designed based on the Total Physical Response methodology. It is important to combine movement and cognitive process sometimes by moving around, dancing, laughing a bit students relax and can learn better.</p>		No evaluation needed.

LESSON FOUR READING

Lesson development				
Session number	Step of the lesson	Teacher activities	Students' activities	Product and evaluation
4	Introduction	<p>Teachers greets the students and writes the date. Teacher shows an image and foster students to create some questions related to the image. 10min</p>  <p>Following the triple PPP methodology, students must associate the image to the problem, in this case for learning to occur, learners must notice specific cues in the language input (noticing) the images are reinforcing the information presented. As Schmidt (2001) claimed the Noticing</p>	<p>Some volunteers come to the board and write some questions related to the image. Then they choose three and talk about them.</p> <p>Theoretical information: students are given visual input for them to activate schemata and produce. This was said by <u>Krashen</u>.</p>	<p>Product: questions about the image. Evaluation: Checklist</p> <p>Theoretical foundation on assessment and evaluation: It is important to register the sub skills and the progress that each student is developing in the colour scale. Once again behaviourism can be applied to award students for a good performance.</p>

LESSON FIVE WRITING

Lesson development				
Session number	Step of the lesson	Teacher activities	Students' activities	Product and evaluation
5	Introduction	<p>Teachers greets the students and writes the date.</p> <p>Teacher shows two images and asks: what is the difference between the two images?</p> <p>10min</p> <p>Image one:</p>	<p>Students discuss about health problems; they must brainstorm 10 health problems and write them in their notebook.</p>	<p>Product: chart of differences between being healthy and unhealthy.</p> <p>Evaluation: checklist.</p> <p>Theoretical foundation on assessment and</p>

INTERCULTURALITY PROJECT

Intercultural project:

Interculturality is so important to learn a language as is health, for this reason

Students will be divided in trios and given a flag from different countries and a health problem they must investigate about a remedy people use in that country for such problem.

Students must prepare an infographics and oral presentation

Teachers' reflections about Student's awareness

- * How they learned: learning is a combination of various processes, approaches, methodologies, techniques and strategies. In this case creating the learning atmosphere. The input, the scaffolding, behaviourism, universal grammar were applied. Students are developing the competences little by little.
- * How they felt: they felt more confident with the planned classes. They noticed a difference in the way they interact with each other. They identified a logical sequence with the activities. The activities didn't feel improvised. They felt there was an order in the activities, they felt more motivated and attracted to the activities.
- * How they will apply what they learned: by giving recommendations of health problems and creating a podcast.

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

Talking about evaluation is a polemic topic because it is difficult to give a score to the student's performance, for this reason many tools have been developed. To begin with I would like to say that providing positive feedback to students, even though they have made some mistakes, makes them feel secure about their performance somehow they feel motivated to continue working. Basically the tools used were: rubrics, likert scale, interviews

and observation. Testing is an important component of any language classroom. There are some types of evaluation:

Informal and Formal

Telling learners about what they are doing well and what they need to work on is a form of assessment – not a test. Other types of informal assessments include pronunciation feedback, learning strategies, and day-to-day student-teacher interaction. Formal assessments, as the name entails, are much more official and hence formal. Brown explains that formal assessments are “systematic, planned sampling techniques constructed to give teacher and student an appraisal of student achievement”

Formative vs. summative

The second distinction that is useful is between the functions of the test. One of the functions is to provide some formative assessment. The primary goal of formative assessment is to add to the students’ learning experience by evaluating them in the process of acquiring the language. The key word here is process. When providing learners with some formative evaluation, the assumption is that the assessment is about the students’ current level of performance to inform future learning. In order to provide formative assessment it is imperative for the teacher to provide the learner with some feedback on their performance.

A second function of assessment is to measure the students’ current abilities. This function is termed summative assessment. Usually, this type of assessment occurs at the end of a course – this type of assessment serves to illustrate or measure what the learner has acquired over the course of a semester.

Norm-based vs. Criterion-based

The last distinction that we are going to make is between norm-based testing and criterion-based testing. When norm-based tests are implemented, we are interested in testing students against each other. This type of testing creates competition

between the learners; however, norm-based tests are often required when we are interested in ranking students instead of determining student competence of specific skills.

Criterion-based testing is not intended in ranking students. Rather, criterion-based testing is designed to give individual learners some feedback or grades with respect to target language structures taught in a class. Criterion-based testing is the most appropriate for classroom settings. Here the teacher devises instruments that focus on the course curriculum.

Surkamp & Viebrock (2018: 253) argue that most classroom-based assessment is formative and propose these characteristics:

- Formative assessment's aim is forming learners' competences
- It feeds back into teaching and learning
- It is informal
- It is ongoing
- It is embedded in classroom tasks

Checklists are formats designed to perform repetitive activities, to verify a list of requirements or to collect data in an orderly and systematic manner. They are used to make systematic checks of activities or products ensuring that the teacher does not forget anything important.

Some of the instruments applied in the present project were checklist as we may see in the following chart:

I. Conversation checklist

Criteria	Yes	No
Students write down eight sentences		
Students draw the two images		
Students use the expressions in the dialogue		
Students write the dialogue		

II. Matching images

Criteria	Yes	No
Students have the material		
Students read all the words		
Students underline all the words		
Students identify the images		
Students understand all the words		
Students can match the problem with the illness		

III. Ache, pain and hurt

Criteria	Yes	No
Students read the sentences		
Students underline key words in the sentences		
Students can choose the correct word		
Students match the words to the sentences		
Students complete most of the sentences with ache,pain and hurt		

Linkert scales

The Teacher registers students' work in a linkert scale. The Teacher uses different colors to evaluate students performance.



Color	Linkert scale
Green	Excellent
Yellow	Well done
Red	Bad

CHAPTER 3: EXPERIENCE REPORT

The Project was developed with the next steps:

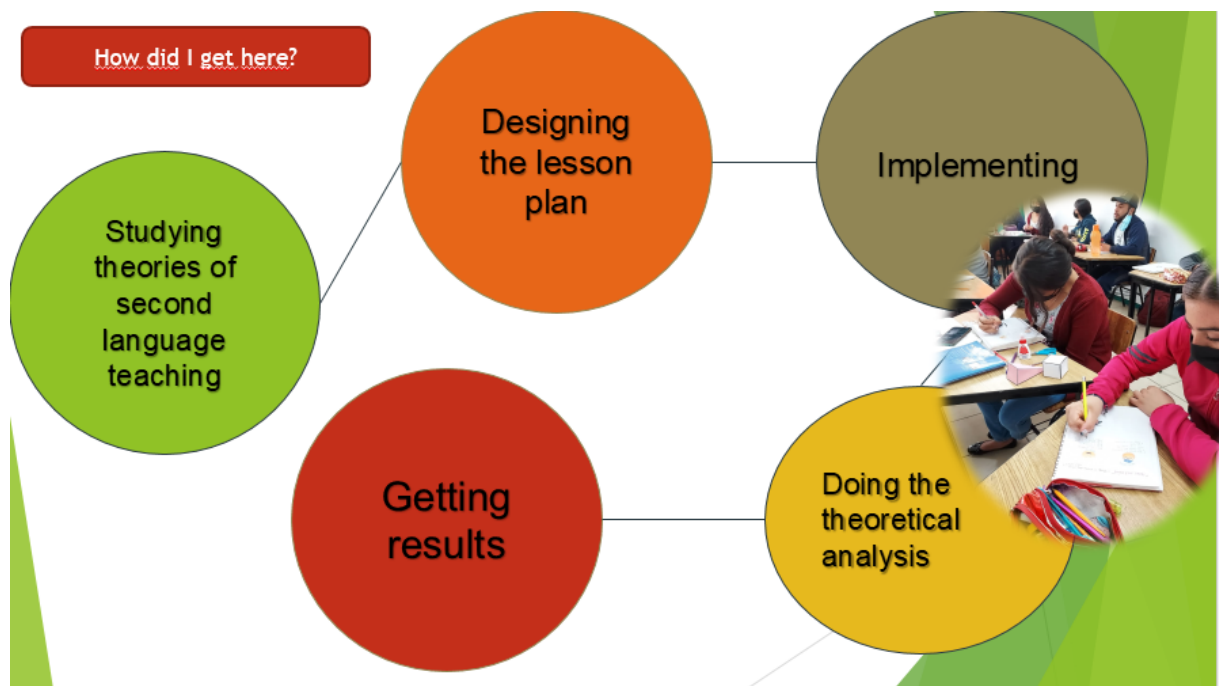


Figure1. Stages of the Project

Implementing this teaching sequence has been one of the most important experiences I ever had. I had the opportunity to use and apply what we have learnt in the specialization program. I really learnt. Among the challenges I faced was to implement the lesson, from the very beginning it was difficult for me to choose a topic; a suitable topic for the students and besides that something based on the program. Another challenge was to mix the implementation plan and the topic, making time, having internet connection, mixing all the activities getting on time to the meetings. Having the proper material. All in all it was a nice experience students reported that the sequence was easy to follow, they considered that their learning was better. The logical of the activities could be seen and above all I learnt a lot.

CHAPTER 4: CONCLUSIONS

To sum up I learned that I need to reflect on my practice if I want to improve. Then for me, it was extremely difficult to find a relation between the theory and the class. I realized that I need to apply the theories, techniques, and strategies deeper if I want my students to learn English. I also learned that planning implies a lot of sub-processes like reflecting on the materials to be used, and the evaluating tools among others.

Above all I could say that the real challenge was to re-orient practice because some habits have become principles. I also learnt that giving a grade is not the most important thing, filling in many students' reports and checklists on the contrary more attention to feedback should be paid.

After revising the different theories regarding SLA learning I discovered that my students needed help to understand me better, and more over to understand English, this was because I was not using the comprehensible input properly. So I chose to use mimics to explain the meaning of words as well as words more related to Spanish.

I also try to slow down in the contents of my curricula I prefer my students to learn properly than to finish the programmes without understanding. I also tend to use more words related to Spanish. Some examples of what you observed is that my students understood better. They felt more motivated, they participated more actively and even spoke more. Something that I notice is that my students when given the opportunity to speak they remain quiet, so what I did was to give them drills, and words more related to Spanish like molest: molestar.

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APPENDIXES

APPENDIX ONE: THEORIES BEHIND THE PROJECT

Backstage



Project: Recommending medicinal herbs for health problems.

LEARNING A LANGUAGE

BEGINNERS

NATURAL APPROACH

Follow the natural order

present- past

Input a lot of vocabulary

Comprehensible

Affective Filter

Attitudes

PPP



Learning occurs when students are exposed to language.

APPENDIX TWO TEACHING SEQUENCE

LESSONS



1 VOCABULARY visual aids

2 LISTENING

3 SPEAKING role plays

4 READING

5 WRITING

6 INTERCULTURALITY

Direct method
English Spoken
Spanish
Visual Aids
Total Physical response
Role playing
Motivation
More lasting for students
Sub skills
Communication
Role plays
Dialogues
Positive feed back
Rubrics / linkert scales
Interviews/Observation



APPENDIX THREE

ANALYSIS OF THE PROJECT

What did not work

- Do the same / being traditional
- Do not vary the activities
- Plan the sessions the same way
- Did not include the rationale behind
- Did not reflect about the purpose of the activity
- Not including self evaluation
- Trying to fill the time
- Dedicating more time to the input rather than the production

What worked

- Reflecting about each activity and its purpose.
- Making mistakes
- Remaking
- Planning ahead
- Having the material ahead
- Using more technology
- Implementing different strategies and techniques
- Giving more time to work on the products
- I realized that I have many theories and approaches to help me

APPENDIX FOUR

EVIDENCE OF THE PROJECT



Watching video at the computer room

**APPENDIX FIVE
WORD SEARCH EVIDENCE**

Easter FIND THE WORD

The word search grid contains the following words highlighted in various colors:

- BUNNY (orange)
- CHRISTIAN (orange)
- CANDLES (blue)
- MIRACLE (purple)
- LAMB (pink)
- BONNET (orange)
- REBORN (teal)
- HUNT (purple)
- EGGS (pink)
- CARROT (orange)
- TULIP (teal)
- LENT (purple)
- BUTTERFLY (pink)
- BEANS (orange)
- DAFFODIL (teal)
- JESUS (purple)
- CHICKS (pink)
- CHOCOLATE (orange)
- HATCH (teal)
- ANGEL (purple)

- | | | | |
|-----------|-----------|----------|---------|
| BUNNY | CHRISTIAN | CANDLES | MIRACLE |
| LAMB | BONNET | REBORN | HUNT |
| EGGS | CARROT | TULIP | LENT |
| BUTTERFLY | BEANS | DAFFODIL | JESUS |
| CHICKS | CHOCOLATE | HATCH | ANGEL |



Name: _____

Word search of easter

APPENDIX SIX
PICTURES OF THE IMPLEMENTATION



