**UNIVERSIDAD PEDAGÓGICA NACIONAL
UNIDAD AJUSCO**

PROPUESTA DE INTERVENCIÓN EDUCATIVA

GETTING TO KNOW MY CULTURE AND OTHERS

TRABAJO RECEPCIONAL

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

**PRESENTA:
ILIÁN LIZETH AVILÉS CARO**

ASESOR: DANIELA OTERO SOSA

México, DF. a 19 de junio de 2022

UNIVERSIDAD PEDAGOGICA NACIONAL

UNIDAD AJUSCO

ESPECIALIZACIÓN DE ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO
LENGUA EXTRANJERA

FINAL PROJECT

GETTING TO KNOW MY CULTURE AND OTHERS

PRESENTED BY: ILIÁN LIZETH AVILÉS CARO

MATRÍCULA: 210926053

TUTOR: ALMA DANIELA OTERO SOSA

CIUDAD DE MEXICO, JUNIO 19 DE 2022

Table of contest

Introduction

"The teacher must adopt the role of facilitator not content provider." "Learning is more than the acquisition of the ability to think; it is the acquisition of many specialized abilities for thinking about a variety of things." Lev S Vygotsky

For human beings, the use of language and communication is basic and dynamic at the same time, since all can communicate both verbally, in writing, bodily, according to needs, all can also interact with others using languages created by ourselves.

The English language is nowadays a platform to the world, there are many reasons why learning a new language is a good decision, learning English gives better opportunities to communicate around the word, it helps to open minds to new things and cultures, besides, it helps to become better listeners, and it even has benefits to our mind, for example some studies have shown that people who speak two or more languages have more active minds enhances our cognitive, analytical and memory abilities.

In basic education, it is essential to give students the tools to satisfy basic communication needs they have every day, familiar and known situations. For this reason, the students need to learn to use the language to organize their thoughts and their speech, gain access to different cultural expressions from both, their own and other countries and besides to analyze and solve problems.

For teaching a second language there are four basic skills we need to use to have a communication; listening, speaking, reading and writing, so, we as a teacher need to utilize activities that integrate all four skills since each reinforces the other, and at the same time applying strategies, methods, theories, according to the students' characteristics, in order to have meaningful learnings.

The importance of the English language teaching is for students to get the necessary knowledge to engage in social practices in order to interact with native or nonnative English speakers. But teaching a second language can be a challenge in Mexico, especially in contexts where the English language is not a priority, despite of the importance this language has for

the professional future of the students, for this reason, the second language acquisition in our country is not easy at all.

Generally speaking, people tends to believe that teaching a foreign language to young learners will be more effective than teaching it to an older student, nevertheless, there are many factors to consider, including the amount of time students are exposed to the language, the context in which the language acquisition process is taking place, the student's motivation, the parent's support, the teacher' strategies, methods, or the teacher and the student's role.

Besides, the teaching materials and the assessments tools are very important elements in teaching English as a second language. Teachers can do everything to help their students learn more effectively, developing teaching material and assessments tools is essential to increase the students' skill from lower to the higher. These materials also help to catch the curiosity, interest and attention of the learners. Textbooks, audios, flashcards, worksheets, online resources, readings, games, videos, etc., are some of the materials teacher use every day in a class. Rubrics, test, online test, portfolio in the case of the assessment. These assessment tools help measure learning progress, in addition to carrying out control and organization.

Nowadays with all this technological and global world it is evident that English had become each day a very used language for international communication. For this reason, I think it is important to learn a second language in this case English even more in young ages.

Finally, we must remember that the language is the most common tool of communication, there are many languages around the world, some of them similar and other totally different, but each one with a cultural importance, and the most important thing is that the language is the way to communicate with the world.

This project is about my professional practice and the application of the methods, theories, techniques that I have learned during the specialization. All these are designed in a Lesson Plan adapted to the context, level of knowledge of 6th grade elementary students.

Chapter 1: Philosophy and theory

1.01 Teaching identity and philosophy

In all this time that I have been an English teacher I have learned and got inspiration from a lot of people I have met in this profession, then, I realized that being a teacher is not an easy job, because it is a big responsibility.

 In this profession the teachers not only work in the classroom, we have to be almost 24/7 involved in it (lessons plans, making materials, testing and assessing students) and nowadays with an hybrid system we had to adapt our classes using the technology, looking the best learning applications on line, making digital resources and learning how to use digital platforms (Zoom, Google classroom, etc.), for this reason, definitely, I can say the teachers never stop learning new things, I want to be prepared as an educator, to acquire and explore new techniques and tools in order to give my students the best of me.

As part of my philosophy as a teacher it is very important to get to know my students, their interests, context, previous knowledge and learning styles. Every classroom has its own unique community; my role as the teacher will be to assist each child in developing their own potential.

Therefore, I strongly believe If we as teachers create a motivational and positive environment, and at the same time being friendly and creating a supportive classroom, learning can be more effective, when the students are motivated and they feel comfortable they can show more interest and feel confident. I believe in motivation, because motivation plays an important role in the learning process and of course in a language acquisition. "Motivation is not only important in encouraging students to learn, but also in helping students in achievement" (Anni, 2006).

Motivation has a direct impact on how an individual learns. The effects of motivation are normally far reaching because it increases an individual's energy level, determines the persistence in reaching a specific goal, affects the types of learning techniques used and an individual's thinking processes.

On the other hand, I believe that the interaction with others helps to develop the student´s skills, practicing the language with the classmates for instance in roleplays, making an activity in pairs, etc., for me are always good ideas, these kinds of activities that involve interaction, create a good environment (confident) with their peers in the classroom.

Creativity also, helps a lot in order to catch the student's attention, if we have creativity we can transform the classroom in wherever place, and we need creativity to apply good learning strategies, I think making interactive classes and involving everyone in the activities are a very important thing for the teaching-learning process.

One of my principal aims is that my students learn as much as they can, let them know they are capable to speak, read, write and understand a second language, and give them that confidence they need in order to express themselves without no worries.

1.02 Theories underlying the teaching practice and identity

There are different theories, approaches and methods which are a very important part for my teaching process.

One of the theories that underlying my teaching practice and identity is the third school of thought known as **Sociocultural Theory**, a theory of learning and of human development. It has been inspired by the work of the Russian psychologist Lev Vygotsky, which according to Vygotsky, languages are learned as a result of interactions between social and cognitive factors. It is a theory that looks at the development of higher mental functions which are made possible because of humans' ability to use cultural and biological artifacts.

Vygotsky argued that by using language children gain control over their mental activities such as memory, attention, planning, learning, and rational thought and in a second language acquisition according to this theory students need to practice the language with others, working in teams, role playing, Vygotsky argued, "learning is a necessary and universal aspect of the process of developing culturally organized, specifically human psychological function" (1978, p. 90)

Therefore, related to this theory **the Functional linguistics** developed by M.A.K. Halliday, a British Linguist, has studied the way children interact with the world in a meaningful way, in his books Halliday (1975) identified seven functions of language which children use: instrumental, regulatory, interactional, personal, heuristic, imaginative and representational. This process has opened up the scope of perspectives on language, and has contributed to giving shape to what language teaching is today.

On the other hand, the use of the **constructivism** which is "an approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by the experiences of the learner" (Elliott et al., 2000, p. 256) is one of the best options in order to give the students competencies, skills, knowledge, this have to be actively acquired by the learner, here definitely the learner has to obtain their own knowledge, and integrate it in his or her own framework.

Finally, the use of the **Behaviorism** which is define as "views learning as a "cause and effect" mechanism, in which external factors lead to a response, and over time, this response becomes a learnt behavior." (Duchesne, S. et al 2013). Is so helpful because the motivation keeps the student's attention, I use this approach all the time giving my students a "prize" if they participate in the class, or if they finish a task correctly.

1.03 Theoretical basis about language, language learning and language teaching

Teaching and learning a second language involves the four basic skills: listening, speaking, reading and writing. Teachers spend a lot of time in the classrooms working on these skills with the students, so they need to use activities that integrate all them since each reinforces the other. These skills are essential for effective communication, and it is through communication skills that students can be able develop more advanced language skills.

Even though each skill carries equal importance listening and speaking are prerequisite skills to reading and writing. A learner has to develop his/her oral skills first before he/she is able to read and write. Once a learner can listen to a language and speak it, then he/she can progressively learn how to read and write effectively (Resnick & Snow 2009).

Writing and reading are two of language skills in English besides listening and speaking. "Written language is simply the graphic representation of spoken language, and that written performance is much like oral performance, the only difference lying in graphic instead of auditory signals." (Brown 2004).

Reading is a lifelong skill to be used both at school and throughout life. According to Anderson, Hiebert, Scott, & Wilkinson (1985) reading is a basic life skill. It is essential for student's success in school and, indeed, throughout life. Without the ability to read well, opportunities for personal pursuits and job success would be lost. Despite reading is one of the most challenging areas in the education system.

For students writing and reading are difficult things to do, especially those with basic levels. Teachers have to work hard on writing and reading habits in everyday class, the ability to write and read in English can also improve the speaking skill indirectly. An aspect that should come into consideration of the teacher in teaching writing and reading is always motivating the students to write and read, this can be applying by selecting interesting topics for them or topics they already know.

For developing writing and reading skills in the students, the teacher should be creative. In this way a creative teacher will offer new and useful strategies for their students. There are many strategies, for instance using technology which can be made or adopted for specific goals of the skills. The technology in this case helps students understand about what the teacher is explaining, and there are many kinds of available online resources for teaching such books, videos or apps that are great for writing and reading skills.

On the other hand, listening is one of the most important skills when you are learning a language, even though the other skills such as reading, speaking and writing are essential to develop language proficiency, listening contributes primarily for language expertise.

Learning to listen to the target language improves language ability, besides in terms of communicative language listening provides the input and enables learners to interact in spoken communication and hence language learning.
"Without understanding input appropriately, learning simply cannot get any improvement. In addition, without listening skill, no communication can be achieved" Croom, Helm Cross, D. (1998)

For students listening is a difficult thing, and even more for those with a basic level. Teachers have to work hard in order to develop the listening skill in everyday class, the ability to understand English language also improve the speaking skill, so it's important that the input they get is appropriate and with a good pronunciation.

An aspect that should come into consideration of the teacher in teaching listening is always motivating the students to listen as much as they can the target language, for example: music they like, series, movies.

For developing the listening skill in the students, the teacher should be creative. In this way a creative teacher will offer a new and useful strategies for their students. There are many strategies, for instance using technology which can be made or adopted for specific goals of the skills. The technology in this case helps students understand about

what the teacher is explaining, and there are many kinds of available online resources for teaching such videos, audio books, music, conversations, or apps that are great for the listening skill. Listening strategies determine activities or techniques that directly contribute to the comprehension of listening input and its recall (Chamot, 2004).

It is also essential to apply communication techniques from the very beginning of learning a new language, establish a daily routine with basic questions (a stimulus-response), with this over time new vocabulary is acquired and the students get a better understanding, and the confidence increases.
"Communicative techniques for beginners involve appropriately small chunks of language and build in some repetitions of patterns for establishing fluency. On one of the first days of class… students can be taught to ask and respond to questions such as, How are you? What's your name? Where do you live?" etc. Brown, H. D. (2007). If we want our learners to become successful communicators, we need to make the situations as authentic as possible inside the classroom.

By interacting with other learners and the teacher, learners will increase their language skills and social skills. It is so important the role of the teacher makes the teaching and learning process by designing a significant lesson plan.

It is vital for children to develop socially along with their academic education; therefore, Interaction is needed in the classroom activity because it helps the teaching and learning process and it can increase learners' communication. Brown (2013) argued that interaction is the basis of L2 learning, through which learners are engaged both in enhancing their own communicative abilities and socially, constructing their identities through collaboration and negotiation.

The use of **authentic material** in these lessons is intended to engage students in their current context, thus using their prior knowledge to introduce new vocabulary and associate it with their L1. "The use of authentic materials is beneficial for learners such as listening to a telephone message to understand about cancelling appointment, to a newscast

to learn about current events, or to songs to relax and learn about the English lyrics and popular bands." Ross, J. (2007)

Besides, in these lessons the teacher uses technology, according to Meskill (1996): "as multimedia technology has become more accessible to teachers and learners of other languages, its potential as a tool to enhance listening skills becomes a practical option", presents YouTube videos, audios from the YouTube Downloader, and online resources like worldwall.net, taking into consideration the context of the students, this is so important for them because they can relate the class with their personal life making that a significant knowledge

There are various strategies that help improve all the skills, we all know that understanding a new language takes time, patience, and practice.

Chapter 2: Methodology and practice

2.01 A practical and useful lesson plan

Lesson Plan Identification

The lesson plan has four sessions, one for each skill, these are design for 6th grade students. The group chosen for this work is the 6ºA of Felipe Angeles Elementary School in Culiacan, Sinaloa, this group has a basic level A1, some of the students began the English classes in 3rd grade, but some other last year over the pandemic. It is formed by 30 students whose ages are in a range of 11 to 12 years old.

The activities of these sessions are focus in the four basic skills: reading, listening, writing and speaking, the lesson plan has the intercultural component based on student's context with the traditions and celebrations they know, and their previous knowledge with the topic.

It has technology and educational materials like activity and reader's books, flashcards, worksheets, YouTube videos, and online resources.

Lesson plan identification	
Author	Ilián Lizeth Avilés Caro
Educational stage	6th grade. Elementary school
Title of your Lesson plan	Compare Mexican cultural aspects with the USA
Learning Objective of the plan/Competency	**Learning Objective** • Explore and read short historical chronicles. • Express similarities and differences of Mexican cultural aspects with the USA. • Listening cultural aspects of Mexico and USA • Compare Mexican cultural aspects with the USA
Communicative skill considered	Reading, writing, listening and speaking
Functions	• Employ several ways of expressing similarities and differences. • Listen cultural aspects of Mexico and USA • Write different questions about texts. • Using present tense

Main Grammar structure	Present tense, and Wh questions.
Hours of the plan implementation	4 hrs
Number of sessions	4 sessions
EEAILE tutor online	Daniela Otero Sosa

Lesson 1 Reading			
session	Teacher activities	Students activities	Materials
1	The first day of the lesson the teacher welcomes students to the class, asks students about the date and the weather, then teacher writes the information on the board. **Warm up:** Teacher begins the lesson by asking students about their country What do you like about Mexico? Can you mention some traditional holidays celebrated in Mexico? Teachers writes the answer on the board. (brainstorming) Teacher presents some digital flashcards **Development** Teacher asks students to open their reader's book on page 127, asks them to read the text "Our Roots" with this text students will understand the importance of knowing the origins of their country. Teacher asks students to share the words they found and writes them on the board.	Students greet the class and express briefly how they feel that day. Participate giving words about the topic. Write the vocabulary in their notebooks Read in pairs identifying and underlying the words they know. Share the words to the teacher	Markers, board, notebook. Readers book

		Write the answers in their notebooks.	
	Closing Teacher asks questions about the reading. **(reading comprehension)**		

First of all, it is important that the students reflect on their own country, remember its history and traditions, brainstorm and involve them all in the topic.

Tell them that in addition to our traditions there are other different ones in different countries but that in this lesson we are focusing on the countries of Mexico and the United States.

The reading that is addressed speaks of the history of Mexico, since before understanding the culture of other countries it is important to know your own. Because understanding our own culture is very important before teaching others, appropriating and knowing our traditions and customs to be able to compare them and see the similarities and differences.

Figure 1. Lesson 1. Reading. Activity II "Our Roots"

For this lesson at the same time as part of the grammar they learn to use the correct structure to ask questions and to answer that questions.

A reading strategy that is used through the lesson is **Paired Reading**, this strategy encourages peer teaching and learning. Students are divided into pairs and read along together or take turns reading aloud to each other. Pairs can have the same reading ability or can include a more fluent reader with a less fluent reader. Each student reads and provides feedback about their own and their partner's reading behaviors.

During paired reading, students are expected to read aloud with expression, at an appropriate pace. Through peer support and guidance, students are able to achieve at a higher level within their **Zone of Proximal Development**, or **ZPD** (Miller & Veach, 2011)

The ZDP concept is present in the didactic principles, in the formation of values. In addition, it allows the teacher to efficiently manage the learning of their students through social activity and communication.
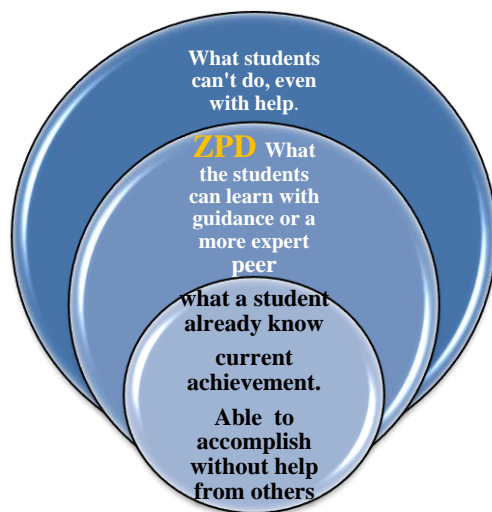

Figure. 2.The Zone of Proximal Development

Lesson 2 Listening				
Session	Teacher activities	Students activities	Material	Evaluation
2	The teacher welcomes students to the class, asks students about the date and the weather, then teacher writes the information on the board. **Warm up:** Teacher divides the group in two teams, and presents the game the "broken phone", teacher organizes the group into two lines (one for team) teacher gives a phrase to each team (to the last student in the line), students have to pass the phrase to each member of the team, the first in the line have to write the entire phrase on the board. **Development** Teacher presents some pictures about traditions in Mexico and USA, ask them about what do they know about them, then teacher shows a video about Mexico and USA https://www.youtube.com/watch?v=_wnCSAfbP2I Teacher asks students to listen carefully important facts of Mexico and USA Teacher makes two teams in the whole classroom, then asks questions about the video, the team who gives more correct answers is going to be the winner.	playing and giving information, Students write the new vocabulary. Listen the information sharing their answers Students have to listen and write what they heard. Students have to listen to the teacher and answers the questions.	board Computer, projector Notebook Computer, projector YouTube, computer, projector.	Student's participation. Direct observation. observation Listening skill rubric

	Closing: Teacher gives students a worksheet where they have to complete with some incomplete sentences, then the teacher reads the sentences with similarities and differences between Mexico and USA.	Students have to fill the blanks		portfolio

Learning to listen to the target language improves language ability, besides in terms of communicative language listening provides the input and enables learners to interact in spoken communication and hence language learning.

"Without understanding input appropriately, learning simply cannot get any improvement. In addition, without listening skill, no communication can be achieved" Croom, Helm Cross, D. (1998)

An aspect that should come into consideration of the teacher in teaching listening is always motivating the students to listen as much as they can the target language, for example: music they like, series, movies.

My students are in a very basic level, so some of the activities I use in the lesson plan are controlled or guided, this helps a lot in order to make students more confident.

I use the **Top-down processing**, because in this lesson the students activate their previous knowledge about the topic, what do they know about it?

Then using the **Bottom-up processing** with the introduction of the new words and phrases. Richards, J. C. (2008) argues that a representative listening lesson has to include a sequence consisting of pre-listening, while-listening and post-listening; always considering both bottom-up and top-down processing.

Pre-listening: the students in the phase activate their previous knowledge, doing brainstorming about the vocabulary they know, also they make predictions about what they listen and what they see in images.

While listening: in this phase the students listen some dialogues in order to comprehend the context, the general idea and the sequence.

Post listening: in this part the students have to answer questions about the dialogues, checking comprehension.

Lesson 3 Writing				
Step of the lesson	Teacher activities	Students activities	Materials	Evaluation
3	The teacher welcomes students to the class, asks students about the date and the weather, then teacher writes the information on the board. **Warm up:** Teacher asks students about the previous class, what was the class about, do you remember the vocabulary? Teacher presents the game "Hang man" to review and introduce the new vocabulary using technology online resource. www.Flippity.net **Development** Teacher presents how to write sentences in present tense, **pronoun + verb+complement** **he/she/it -infinitive verb** They celebrate thanksgiving on November She eats turkey on Thanksgiving Day Mexicans eat tamales on day of the dead. The people in Mexico celebrate Independence Day on September 16th The people in the USA celebrate Independence Day on July 4th Always let them know the symbols of punctuation, capital letters, periods when need it. **Closing** Teacher pastes some words on the board, students have to order them with the objective to make sentences.	Students participation actively Write in their notebooks Complete the sentences in their notebooks	Computer Projector YouTube video computer Cardboard	Students' Participation Observation Students' Participation. Students' Participation

				Portfolio
	Homework Complete the worksheet with information of: tradition, where is it from?, and how is it celebrated?			

This session has the objective to work with the vocabulary of traditions and celebrations, giving an introduction of the lesson and activate the prior knowledge to develop the topic

The activity in this section is called Hang Man, in this play one player (the teacher) makes up a secret word about the vocabulary seen in the last class, while the other players (students) try to guess the word by asking what letters it contains. However, every wrong guess brings them one step closer to losing.

In this activity I am using **micro skills** because we are producing orthographic patterns (spelling) of English. Teacher explains the structure to make sentences in present tense, students have to use the verbs in present in order to describe celebrations and traditions, teacher gives examples with sentences on the board.

In this activity the strategy to use is **controlled writing**, students practice writing following a pattern given by the teacher and they substitute some ideas. Students share what they write to the class.

Give students motivation to participate sharing the writings and provide feedback which is so important in order to improve writing skill, Ferris 2007 states that "on feedback on writing, states that "responding to student writing is one of the most challenging aspects of the writing instructor's job, and it is certainly the most time-consuming." (Ferris, 2007).

Lesson 4 Speaking				
session	Teacher activities	Students activities	Materials	Evaluation
4	The teacher welcomes students to the class, asks students about the date and the weather, then teacher writes the information on the board. **Warm up** **Substitution drill** **He** celebrates Halloween in the USA **They** Celebrates Halloween in the USA. **They** eat tacos in Mexico **She** eats tacos in Mexico Teacher presents an online resource in wordwall.net https://wordwall.net/es/resource/32232863/celebrations-and-tradictions **Development** Teacher explains the different greetings around the world. Depends of the country there are diverse ways to say hello and greeting others. Then plays the next video: **https://www.youtube.com/watch?v=nANhSfCGAs4** Teacher asks questions about the video and then presents two conversations (greetings in the USA and Mexico) on the board **Closing** Teachers asks some students to role play greetings taking into consideration verbal and body expressions. They can substitute some words	Participate actively Students have to unscramble and order the sentences saying them aloud. Students watch and listen carefully the new vocabulary and behavior. Students have to write their own conversation changing some words in the dialogue Participate in the role play	Computer Projector YouTube video computer	Students' Participation Observation Students' Participation. Students' Participation Portfolio Rubric

Despite the fact that many students still find that speaking in the English language is the most difficult skill to acquire, being able to successfully communicate ideas orally is a fundamental skill in language learning, and represents a big challenge for beginners, specially at the primary school level, learners usually struggle with expressing themselves and would usually avoid active participation in communicative activities, which can hinder their language learning process and can affect their attitudes towards the language.

Most language learners use the effectiveness in speaking to demonstrate they know a language, Coleman (2014) argues that speaking is the most important skill in acquisition of any language and their assessment in their progress in learning a language is in terms of their accomplishments in oral skills.

In this lesson the objective is to get the students talking as soon as the teacher enters the classroom, asking them about how they feel, about the weather, as well as the date. It is essential to stablish a routine where the teacher and students ask and answer questions to each other, because routines correspond to fixed expressions which speakers use to accomplish certain specific moves in conversation and in interaction.

Therefore, the lesson includes **functional communication** activities, since there are shy students, these kinds of strategies help them to create confident to interact with others and participate using the L2, these are activities that involve social interaction. The purpose of functional communication activities is to prepare and enable learners to get their meaning across effectively, and the main measure of success is the student's ability "to cope with the demands of the immediate situation". Littlewood cited in Bygate, M. (1987).

The **Student-to-student interaction** with common dialogues can provide meaningful contexts for fill in the blank exercises. That's why I decide to apply activities where the students can complete a dialogue by working in pairs or filling in blanks with the target structure and then practice the dialogue with each other. Alternatively, I like to

integrate dialogues as a model with the relevant words and phrases blanked out for students to substitute their own information. Comeau, R. F. (1987).

O'Malley and Valdez Pierce (1996) point out that some easy ways that do not require too much preparation for eliciting speech are **picture-cued descriptions** or **stories, radio broadcasts, video clips, information-gap activities, improvisations, oral reports, and debates**.

It is very important to first explain the structure of sentences in English so that they can express themselves correctly, then start by explaining the grammar, and then implement a drill, in this way they practice verbally in a fun and dynamic way.

In this lesson also, there is an activity where the students watch a video, in order to understand the differences in greetings around the world, how to act with people from other cultures, at the same time, teach them expressions of cordial greetings to address with respect and also as being able to greet and talk more informally with friends or family, in this way, create a social environment of interaction as if they were in another country and in a specific context, for example in a clothing store in the United States, in a restaurant in France, in a school in Mexico, etc. Creating this way in the classroom a space of **cultural creativity**, a community of practice and a space for cultural encounters. This has been described as "**the third culture in the classroom**", where students find a neutral space in which they create, explore, and reflect on their culture and contrast it with the target language culture, Kramsch, C. (1992)

This lesson plan includes **Pre-communicative activities**, Bygate, M. (1987) argues that these activities are "for learners to practice using acceptable language with reasonable fluency, without being concerned to communicate meanings effectively" these are structural activities focus on grammar, such as substitution drills, where the teacher models a sentence and the students have to substitute the cue in the appropriate slot of the sentence and so on. These types of activities help the students a lot because having a low level they can be able to speak or say long phases with fluency and good pronunciation.

2.02 Tools to assess/test the progress of students

There are several reasons to assess/test the student's knowledge, the teachers can choose the better option for the students' personalities or styles of learning, these kind of tools helps:

"To measure language proficiency. To discover how successful students have been in achieving the objectives of a course of study. To diagnose students' strengths and weaknesses, to identify what they know and what they don't know.

To assist placement of students by identifying the stage or part of a teaching program most appropriate to their ability" Hughes, A. (2003)

Evaluation reading skill

The evaluation for this lesson will be by direct observation, considering their participation reading and answering questions about the reading, applying an informal assessment, which this type of evaluation is manifested in different ways starting with responses and comments to students in an incidental way and without prior planning.

Evaluation listening

Being that this lesson is immersed in competencies, based on a rubric, it will be marked the evident development in student's categorized in knowledge, abilities and attitudes.

The evidence portfolio. A portfolio is defined as "a purposeful collection of student works that exhibits to the student (and/ or others) the student's efforts, progress or achievement in a given area" Northwest Evaluation Association, in Weigle, C.S. (2002)

Rubric	Most of the time	Some of the time	Not this time
Understand instructions			
Understand the main ideas of the audio and video.			
Listened and completed the work in class			

Writing Evaluation

The evaluation of the report is with a rubric based on **Jenkin's composition** which suggest stablish minimum values for each range and minimum for 100 points scale of 20-30 points each.

	Very poor (4)	Poor (6)	Good (8)	Very good (10)
Content 20%				
Organization 20%				
Vocabulary 20 %				
Language use 30%				
Mechanics 10%				

What is expected of each component is the following:

Content: Is able to write a sentence about the topic.

Organization: to use cohesive sentences

Vocabulary: to use the adequate vocabulary about traditions and celebrations.

Language: To show the correct use of the infinitive verbs, talking about the present.

Mechanics: To use punctuation and capitalization properly.

Evaluation speaking

In this lesson the assessment is a rubric and portfolio evidence., I chose this kind evaluation because of the number of students I have in the classroom, so I think is an easy, fast and effective way to assess in a class with a large group of students.

Rubric	Almost always	Sometimes	A little
Speak English the whole time			
Can say at least 3 sentences about			

Mexico and USA traditions			
Speak with good pronunciation and intonation.			
Participation in class (role play)			

Self and peer evaluation

In this **rubric**, students recognize if they really fulfilled the work in class, as well as the requirements, in this way they learn to value their effort and that of others, there will always be students who are not honest in their **self-assessment**, but it is important to be aware of this value and to recognize their weaknesses and strengths.

Self and peer evaluation rubric

Use this rubric to assess your participation on the day of the presentation of the final product. Put a tick (✓) in the square that reflects how you worked.

	Almost always	Sometimes	A Little
Involvement and enthusiasm in class			
Work is done clean and on time			
Speaking and understanding English			
Participation in group work			
Respect to classmates and their product			

Figure 3. Self and peer evaluation rubric

Portfolio

A portfolio is defined as "a purposeful collection of student works that exhibits to the student (and/ or others) the student's efforts, progress or achievement in a given area" Northwest Evaluation Association, in Weigle, C.S. (2002)

For this lesson, the portfolio works as an evaluation tool, in this way the teacher reviews the progress or needs of the student, the teacher can know the areas of opportunity according to the paperwork's in the portfolio, it also serves as an evidence of the participation of the students in the classes.
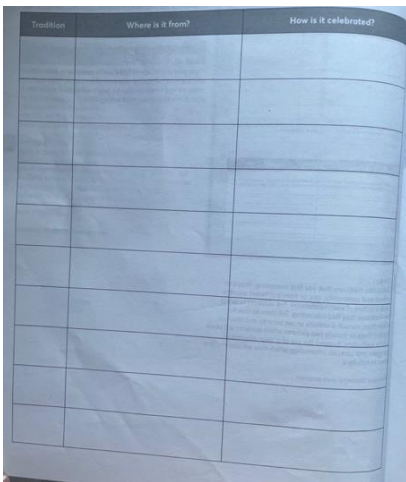
Figure 4. Worksheet Lesson 3 writing skill. Portfolio.

2.03 Lesson plan videos

Video assignment 2B:

https://youtu.be/wLd_LHHD-bk

Micro teaching:
https://youtu.be/otpJbCeWCIA

Chapter 3: Experience Report

Once the plan has been applied to the 6th grade students in Felipe Angeles Elementary School in Culiacan, Sinaloa, Mexico, I started with the Reading lesson.

When I introduced the topic it caused them interest, since it is a topic that they know, the warm up began as a brainstorming with the question: what do you like about Mexico? there was a lot of participation on their part, they also discussed about which are the holidays of the United States and Mexico, since some were confused as to whether Halloween also belonged to Mexico or not.

The next activity which was to read in pairs, did not work well at all, because they do not like to read, they do not have that habit and it was difficult to keep their attention on reading, despite the fact that I was monitoring the teams, there was a lot of distraction, but at the moment that I asked them to of find and circle words they know in the reading they got focus in the activity, based on those words, the students could understand the reading in general terms and they got familiar with the reading at the end of it.

In the listening session, we began with a game called "broken phone", they loved this activity, because at the same time that they remembered vocabulary, they learned to better listen the new vocabulary and the phrases in the English language.

Then, for the development they watched and heard a video about the differences between the countries of Mexico and the United States, it was a success, since the video caught their attention, because they heard about football, food that they like and know, they asked questions about the currency of the United States and the typical dishes that they didn't know.

This is a very competitive group so I like to challenge them most of the time, so, meanwhile they were watching the video they had to write down important phrases in their notebooks, I checked the phrases and gave them feedback about what they heard. After that I divided the group into two teams and asked questions about the video they heard, the

participation of many of the students was achieved, at the same time that they gave the answers the pronunciation was corrected and I was evaluated them.

Continuing with the writing session, applying technology in the classroom was very helpful, this is a group with discipline problems in particular, and I have realized that the use of technology attracts a lot of attention, in addition to the fact that most of them are visual learners and technological, the interaction with the technology helps to maintain their interest in the class. In this session I used an online tool to make a game called "hang man" with which they remembered the vocabulary and went to the blackboard to write words seen in previous classes. With those same words I explained how to make sentences in the present tense and with it the use of regular and irregular verbs, the students did some exercises in their notebooks, for some students at the beginning it was difficult to remember that in the third person: he, she and it, we have to write an "S" at the end of the verb. To reinforce the new knowledge, at the end of the class I used an activity with words pasted on the board which they had to form sentences, for example: "He eats burgers in the park", "They celebrate thanksgiving on December", in this way they remembered the rules and to have a better understanding of how to form a sentence in the present tense.

Finally, in the speaking session, the warm-up began with a **drill**, which it took me longer than I expected, since I had never done drills with them, I wrote down the pronouns on the board and pointed to remind them the grammar rules, in this way it was easier and after several attempts the objective was achieved.

In the second activity there is an online didactic resource in which the students had to arrange the phrases of the drills correctly, the phrases were scrambled and whoever raised their hand to participate had to say the sentence correctly. (teacher checking pronunciation in each participation).

The third activity was about to explain to the students that in other countries the culture of greetings is very different from ours, I asked them if they knew another form of greeting from the one we use in Mexico, and for example some answered me the greeting

of reverence in China, I immediately showed them a video in which he talks about the different forms of greeting around the world, they were attentive and at the same time surprised by some of them. At the end of the video, I posted a short conversation about two people who met for the first time. We read the conversation as a group and individually, with the participation of whoever wanted to read aloud.

Finally, I asked four volunteers to do a role play, a couple of students to express greeting in Mexico and another couple of students to stage greeting in the United States (contextualizing, kiss, hug, or just shake hands). This activity seemed disturbing to them because some did not remember that in the culture of the United States people do not greet each other with a kiss, which caused laughter and astonishment to know that they should only shake hands, not invading personal space.

Chapter 4. Conclusions

With all this knowledge about the methods, schools of thoughts, approaches that I have learned in this specialization I can conclude that the teachers have the responsibility to give the students the necessary tools so that in this case, the students can learn to use a second language with all abilities (reading, writing, listening and speaking), in addition, the teacher has the responsibility to enrich the student's language when we see it is necessary, but students should be given the opportunity to use English in the classroom as they use their own languages in everyday life.

The process of learning a second language requires so many necessary things in order to have success, requires to learn the grammar, morphology, phonology and obviously start to practice even speaking and writing. Something that is so important in this process of learning is the student's motivation, also, the interaction the learners have with natives of the target language, or inputs, the use of technology helps a lot in the process, getting in touch with the new language with significant things for the learners, inviting them to use the new knowledge outputs in the classroom even outside in the real world.

The teachers need to stablish a very good learning environment, and have strategies that help students to get them to the **Zone of Proximal Development**, have them learn with the interaction of their peers.

Is really important to not only to teach the students the grammar and phonetics, but also the culture, applying techniques where the students can interact with contexts like if they were in the country of the target language, create learning environment that allows them to learn from real situations, as stated by Byram (1997) the success of interaction implies not only an effective interchange of information, as was the goal of communicative language teaching, but also the "the ability to decenter and take up the other's perspective on their own culture, anticipating and where possible, resolving dysfunctions in communication and behavior " .

On the other hand, the role of the teacher is to be a guide and provider of knowledge, but sometimes they do not go into really teaching the culture of the target

country and how to function in certain situations where culture plays a very important role. Gonen and Saglam (2012) point out that "teachers in different classrooms in different parts of the world still ignore the importance of teaching culture as a part of language study"

The reasons behind teachers' ignorance of inclusion of culture and intercultural communication in English language education are that teachers are "more interested in practical aspects of communication" (Onalan, 2005), for this reason the teachers also have to be agents of change, 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." Kelly, M; Grenfell, M, Gallagher-Brett, A; Jones, D; Richards, L. & Hilmarsson-Dunn, A. (2002)

I believe that including interactive activities like the ones I apply in this lesson plan where students use phrases or expressions that are used in real contexts, as well as observing situations in real contexts, reactions of people, customs through videos, help students to understand that there are cultural differences between countries that we must respect and in this way be part of a globalized world

As an educator it is very important to be prepared knowing different methods, techniques, and with new technology (apps, online resources, platforms) in order to achieve quality education, therefore, the teaching materials are very important elements in teaching English as a second language with them educators can do everything to help their students learn more effectively, developing teaching material is essential to increase the student's skill from lower to the higher. These materials also help to catch the curiosity, interest and attention of the learners.

Chapter 5: Appendixes and APA style references

5.01 References

Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). Becoming a nation of readers: The report of the commission on reading. Washington, DC: National Institute of Education and the Center for the Study of Reading. Retrieved from https://www.sciencedirect.com/science/article/pii/S1877042813001146

Anni CT (2006). Psychology of learning. Semarang, Indonesia: UPT UNNES Press.

Brown, H.D., (2004) Teaching by principles: an interactive approach to language pedagogy. 2nd ed. New York: Addision Wesley Longman. Retrieved from http://www.fctl.ucf.edu/teachingandlearningresources/coursedesign/assessment/assessmenttoolsresources/bloomscognitive.php

Brown, S. & Race, P. (2013). Using effective assessment to promote learning in Hunt, L. & Chambers, D. (2012) University Teaching in Focus (74-91). Victoria, Australia: Acer Pres

Bygate, M. (1987). Speaking. Oxford: Oxford University Press, p. 62.

Byram, M. (1997). Teaching and assessing intercultural communicative competence. Clevedon: Multilingual Matters.

Chamot, A.U. (2004). Issues in Language Learning Strategy Research and Teaching. *Electronic Journal of Foreign Language Teaching*, *1*(1), 14-26.

Comeau, R. F. (1987). Interactive oral grammar exercises. In W. M. Rivers (Ed.), Interactive language teaching. Cambridge: Cambridge University Press, p. 60.

Coleman, H. (2014). The English language in development. London: British Council.

Croom Helm Cross, D., (1998). Teach English, Oxford: Oxford University Press.

Duchesne, S., McMaugh, A., Bochner, S., & Krause, K. L. (2013). Educational psychology: For learning and teaching (4th ed.). South Melbourne, VIC: Cengage Learning.

Elliott, S.N., Kratochwill, T.R., Littlefield Cook, J. & Travers, J. (2000). Educational psychology: Effective teaching, effective learning (3rd ed.). Boston, MA: McGraw-Hill College.

Ferris, D. (2007). Preparing Teachers to Respond to Students Writing. Journal of Second Language Writing, 16: pp. 165-193.

Gonen, S. I. K., & Saglam, S. (2012). Teaching culture in the FL classroom: Teachers' perspectives. IJGE: International Journal of Global Education, 1(3), 26–46.

Halliday M.A.K. (1975), Learning how to mean. London: Edward Arnold

Hughes, A. 2003. Testing for Language Teachers. Cambridge: CUP, p.8.

Kramsch, C. (Eds.). (1992). Text and context. Lexington, MA: D.C. Heath and Company.

Meskill, C. (1996). Listening Skills Development Though Multimedia. Jl. of Educational Multimedia and Hypermedia (1996) 5(2), pp. 179-201. Retrieved on March 30th 2010 from https://drive.google.com/file/d/1E5mbFAe0Jt3Kr_RDvPrOZfPjeeti_Q-w/view?usp=sharing

Miller, M., & Veatch, N. (2011). Literacy in context: Choosing instructional strategies to teach reading in content areas for students grades 5-12. Boston: Pearson.

Northwest Evaluation Association, in Weigle, C.S. (2002). Assessing Writing. Cambridge University Press.

O'Malley, J. M. & Valdez Pierce, L. (1996). Authentic assessment for English language learners: Practical approaches for teachers. In Kuhlman, N. (Ed.) An Introduction to Language Assessment in the K-12 Classroom. ELT Advantage modules.

Onalan, O. (2005). EFL teachers' perceptions of the place of culture in ELT: A survey at four universities in Ankara/Turkey. Journal of Language and Linguistic Studies, 1(2),215-235.

Resnick, B.L. and Snow, C.E. (2009). Speaking and listening for preschool through third grade. NY: New Standards.

Richards, J. C. (2008). Teaching listening and speaking: From theory to practice. New York, Cambridge University Press: pp. 3-18.

5.02 Appendixes
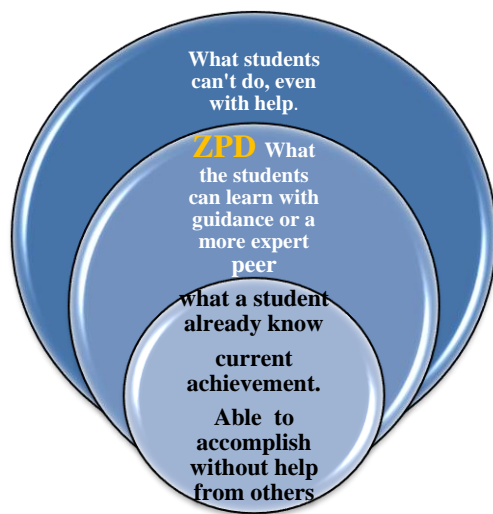

Figure 1. Lesson 1. Reading. Activity II "Our Roots"

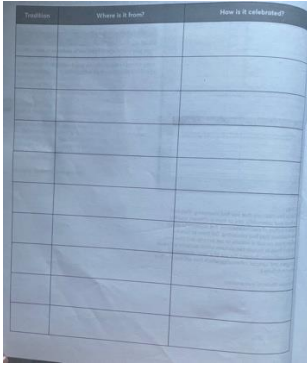Figure. 2.The Zone of

Proximal Development

Figure 3. Self and peer evaluation rubric

Figure 4. Worksheet Lesson 3 writing skill. Portfolio.

Online resources:

https://www.youtube.com/watch?v=_wnCSAfbP2I

www.Flipity.net
https://flippity.net/sm.php?x=45lUVU5lU59U%20lPd,FPzzZIUU5,SwP5RK7cGc57,A Pd%20Zq%20hwU%20lUPl,SwoUU%20Rc57K%20lPd,&t=Snowman%20Game&g= Snowman
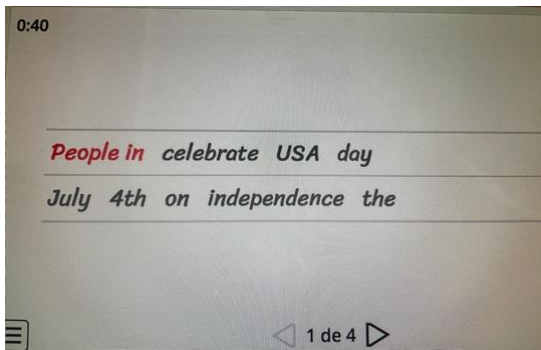
wordwall.net

Figure 5. WorldWall Online resourse.

https://wordwall.net/es/resource/32232863/celebrations-and-tradictions

https://www.youtube.com/watch?v=nANhSfCGAs4

YouTube Downloader:

http://youtubedownload.altervista.org