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PROPUESTA DE INTERVENCIÓN EDUCATIVA

"UNA MIRADA AL MUNDO"

EL USO DEL VERBO TO BE Y ADJETIVOS CALIFICATIVOS PARA DESCRIBIR PERSONAS DE DIFERENTES PAISES

TRABAJO RECEPCIONAL

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

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RECEPTION WORK

"A LOOK AT THE WORLD"

THE USE OF THE VERB TO BE AND QUALIFYING ADJECTIVES TO DESCRIBE PEOPLE FROM DIFFERENT COUNTRIES

TO OBTAIN THE DIPLOMA OF
SPECIALIZATION IN ENGLISH TEACHING LANGUAGE AND TEACHING AS A FOREIGN LANGUAGE, ONLINE MODALITY

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INTRODUCTION

The present work is the result of one year in the three modules course of the Specialization in English Language and Teaching as a Foreign Language where every module added a wider panoramic of what English language teaching involves, from the basis of second language acquisition to the diverse theories in teaching. In module one it was necessary to analyze my teaching philosophy and compare it with the different suggested theories related to English teaching and the process of learning a language; module two used the basis to focus on the methodologies of every communicative skill and their particularities using new technologies to develop original and authentic materials that complete the labor of a teacher; finally, in module three the elements aforementioned in the previous modules were integrated to add the intercultural communication in our classes through our lesson plan, considered in this project as the main aspect for many reasons: first, it is accepted that is a new aspect to be developed deeply; second, it is recognized that students have an intercultural necessity to be developed; and finally, the intercultural component is essential for the learner to be aware of their cultural limitation that do not allow people to learn more than mere functions not talking into account the huge panorama of the different conceptions behind the language.

The present work takes into consideration the learned aspects of the three modules to develop a project where the students could learn beyond the four skills to be aware of the communication effectiveness through knowing essential grammar and functions to be communicative and intercultural competent in the real world trying to understand how people from other countries are and learn about their culture, new traditions, new experiences and new ways of communication performing and imitating foreign people. It was selected a specific group to put on practice the activities and adapted to their level, context and needs where the students progressed in every skill dealing with new challenging knowledge that helped them to understand new realities and other ways of thinking from people around the world.

This project took place in the 171 high school better known as (GLOCALIA) that belongs to belongs to the public system of high school education in the State of Mexico, which is located in the municipality of Los Reyes La Paz. Formerly the city was in Atlicpac, a Nahuatl name whose meaning derives from the roots atl: "water" and ícpac: "Sobre", by which it means: "On the water" or "At the edge of the water". The municipality of La Paz is located in the eastern part of the State of Mexico, at coordinates 20º22' North latitude and 98º59' West longitude, at 2,250 meters above sea level. It limits to the North with Chicoloapan and Chimalhuacan; to the South, with Ixtapaluca and Valle de

Chalco; to the East with Chicoloapan and Ixtapaluca; and to the West with the mayor Iztapalapa and Nezahualcoyotl.

This high school is a self-managed place, which consists of the creation of its school, with the work of its population and teachers, since it does not have government support, it was founded on September 26, 2005, With the donation of the land by the community, it has been progressing with the financial support of the teachers and the school community, two concrete buildings were built and one more of sheet metal, we currently have 11 classrooms, three orientation cubicles, two areas of administration, the principal's office, a school cooperative and a multifunctional court.

My class has between 40 and 45 learners, with ages ranging from 15 to 19 years old. About the infrastructure, my school is located on a hill that is part of the municipality of Los Reyes La Paz in the State of Mexico. Some classrooms are made of concrete but some others are made of sheet metal and their poor acoustics do not allow them to maintain a quiet space or maintain concentration which means that classrooms are not well equipped.

During hot days these classrooms are too warm and it's uncomfortable to stay inside for more than one hour. On cold days, the classrooms are not warm and this affects students' concentration because they prefer to walk and move around the classroom to get warm than stay sit and get freeze. These classrooms are not water-resistant and on rainy days water filters through windows and ceiling.

Some beneficial characteristics of my school are the beautiful landscapes we have of the city in addition to that it is a very quiet place due to the height at which it is located. However, those characteristics that are not beneficial for teaching and learning because of the lack of equipment and technology at the same time.

In this work it is pretended to work with only one group, it was selected randomly because all groups presented the same characteristics related to diversity.

The purpose of this project is that learners integrate interculturality aspects to their classes and link it with the topics from the lesson plan. The lesson plan is composed by four lessons connected each other in order from one to four with the idea of learning about people from around the world and some things regarding their culture.

It was considered the interculturality in each lesson so as to know new lifestyles, customs and different ways of communication in the world. The definition used in this work was the cultural

awareness defined as “recognizing and accepting that people have different values shaped by diverse cultural backgrounds. What some people consider to be 'normal' behavior in one country can be entirely different in another” (MacMillan English, 2018).

The main aspect of the lesson plan is the approach used to match culture with the topics. It was taken into account the Presentation, Practice and Production (PPP) approach to cover many aspects of the teaching – learning process. Students were able to receive the target language, practice the target language using the four communicative skills and finally producing language and communicate ideas in the target language.

The evaluation criteria were based on the observation of the procedure of the activities and the products created and elaborated by the students. Assessment was stated the expected development in students’ attitudes, knowledge, and abilities. The activities were set as practical activities to stimulate collaborative work teams’ competitive work between teams. It is also considered the coherence of the ideas and what they took into consideration the provided feedback.

All lessons were face to face and they were assessed continuously in order to get a final grade as part of the evaluation.

Each lesson tried to take into account the four skills for the application, the order was according to the activities and the skills to be tracked one by one gradually in the following order: listening, speaking, reading, and writing the decision why this selection is that this order allowed to connect listening to speaking and reading to writing but also to start with the easiest skill in a simple activity to increase the difficulty for each skill and each activity. The sequence and activities were developed though social interaction to practice collectively.

The outcomes in these activities were stated in the answers of online quizzes at the end of each class which were reviewed in a class by the students and the teacher, it was necessary to play more than 2 times to engage the student successfully.

Every lesson started with a warmer, then the presentation and introduction of the new vocabulary and topic. After that controlled practice exercises (through listening, speaking, reading and writing exercises), then the production of original materials and finally the assessment.

The results of each lesson were homogeneous because of the team's work, some activities were individual but at the end the collaborative work was priority. The obtained outcomes of each skill were homogeneous since some students have different levels of learning,giving different patterns and learning styles. There were students who finished the activities very fast without any doubt but there were others who could not even understand the vocabulary; there were students that were able to show ability to answer the exercises correctly, there were others who could finish with the help of other students, and there were others who could not finish even a reading reporting that the lecture did not make sense for them because they had problems understanding the general idea of the lecture, for these cases, it was required to the high-level ones to coach the lowest ones to understand the ideas using their own comprehension strategies.

Overall, outcomes or results were beneficial regarding the collaborative work and understanding of each topic. Students could learn verb to be to introduce themselves, students could use adjectives and comparatives to describe people's characteristics and students were able to imitate some cultures through functional expressions such as greeting, agreeing, asking for something, etc.

The results I got after planning linked activities in relation the four communicative skills were the engagement of the students to the class, the commitment for learning new vocabulary and trying to practice speaking in class without feeling ashamed by their pronunciation. This has been a really good advantage and opportunity to keep the students motivated.

According to listening activities in class, I have felt very confident because some time ago I didn't speak in English in class, I used my L1 the 100% of the time, now I have noticed that students pay more attention when they listen to me giving instructions, explaining a topic, making jokes or even giving them feedback.

Writing and reading have become the strongest skill developed by my students, they have felt more confident when writing than speaking and listening because of the opposite to learn to speak firstly, they develop spoken English when they know the phrase previously written accurately. I have tried to change this form of learning from them but not all of them are ready to do it.

Exposure to a second language in classroom frequently have allowed the students to increase their vocabulary, intonation, accent or interpretation and sometimes they stopped using a dictionary to look for every single word they heard.

CHAPTER 1 PHILOSOPHY AND THEORY

1.01 TEACHING IDENTITY AND PHILOSOPHY

After looking over the different theories and approaches involved in Language Teaching it is clear to appreciate that one's identity and philosophy is not only the result of one's own personal background but the historical evolution of the Teaching Theories that have been the bases to develop new methodologies and approaches according to the new learning necessities. This means that teachers create their identity and philosophy according to the background and historical moment unconsciously because they influence in their molding as educator, most of the times by recreating the same teaching situations in which they were educated, it is more than a mere behavior's repetition, it is a conception of what teaching should be. It is still possible to find teachers using grammar-translation method in as much as this method was the effective method for those teachers in their personal life. It does not mean that this method should be avoided; however, this method worked for specific proposes that worked in its time, so it does mean that the use of GTM or any other method should be evaluated to be consideredthe viability according to the learner profile, needs, cognitive development, and objectives. That is to say that the teacher's identity and philosophy have to be related to the students' context.

There is no such thing as a perfect theory that covers all the necessities that learners have, as well there is no such an imperfect one that must be avoided. The reviewed theories talk about different learning styles but also about different necessities students have. It is possible to materialize many concepts of each theory in order to get goals; however, sometimes other important aspects of learning are avoided. A corresponding theory has to be chosen to get the goals students and teachers have in common.

A teaching philosophy is a self-reflective statement of our beliefs about teaching and learning. It's a narrative that conveys our core ideas about being an effective teacher in the context of our discipline. Even though the multiple ways of teach something to someone, it is always important to acquire a style and be willing to learn more and more to improve our teaching-learning process.

The teaching philosophy I currently practice does not come from the typical educational system or its official programs governed by the SEP (Secretary of Public Education). I mean, I did not study to be an English teacher in a normal school for teachers. The way of teaching that I nowadays practice comes from the experience through the years by the creation of a specific and centralized methodology based on the social context of our locality and the content is addressed towards students who belong, grow and live in the same area with a main objective in mind, to prepare the students to

enter to the university. As it was mentioned before, the teaching philosophy is going to make sense when we feel identified in a specific context.

This specialization has been very helpful for me to understand how the teaching of a second language in Mexican schools is carried out. From the analysis of our teaching philosophy to everything that is involved in each communicative skill, processes of teaching- learning and how to specialize in teaching a language.

For instance, I didn't know too much about the meaning of language and communication in terms of school thoughts. According to Structuralism, Ferdinand de Saussure established that language consists of tens of thousands of signs, combinations of form and meaning. Form in spoken languages is a sequence of sounds; in written languages, such as letters. (Medina, 2015). He also argued that language is a sign system that does not directly relate to "the outside world". In the same way. Bolinger in 1960 said that the relationship of language to meaning and of the way human mental processes form a language and, consequently, are influenced by the conceptualization necessary for linguistic expression. All these ideas mentioned before were so difficult to understand for me before this specialization because I have never thought about it as deeper as it is.

As far as I was concerned, before teaching, I thought that English only had to be taught as our L1, using the correct phrases in the correct place, like in Spanish we firstly start speaking with words and phrases without knowing the real meaning or the context, then we learn that meaning and we apply these phrases in a logical order and context. Then we learn to write what we say using the correct use of vocabulary and grammar structures, finally we can improvise and communicate our own ideas. However, grammar, phonology, skills and subskills are crucial for understanding real language. I mean, there are people who learn to speak a language but they don't know how to write it or how to respond a question accurately. Formality is an important part of language in any country and this is only learnt at school.

For this reason, we can ask ourselves, "how and why is a language important in the teaching-learning process? Why is it important to learn a second language? How do language and communication influence the socio-economic and cultural aspects and contexts of each learner? Teachers must know how to explain a correct meaning according to the learner's context.

Communication is important to express oneself. It also satisfies one's needs. It is one of the essential social skills required for any individual to survive in the world. Effectively communicating ensures that you not only convey your message to someone but also let them know about your feelings and emotions. However, communicating something sometimes is not enough, effective communication is the key to communicate what we want in specific.

Effective communication is a process of exchanging ideas, thoughts, knowledge and information such that the purpose or intention is fulfilled in the best possible manner by the sender in a way best understood by the receiver. it requires paying attention to an entire process, not just the content of the message. When you are the messenger in this process, you should consider potential barriers at several stages that can keep your intended audience from receiving your message. (Oncol, J. 2007)

Effective communication requires learning some important skills. If we use this idea with the way we try to teach culture to our students, here is a real challenge for us. At this point, it drives me to ask myself, how could we make an effective communication about the way of life from other countries if we have not understood their culture? How to teach another culture if we have not known our own culture yet? Well, I consider it is very interesting to debate about teaching philosophy even if my professional profile is not related to teaching.

Through years I have been learning many things about teaching, since how to explain a topic in a classroom with more than 40 students, no whiteboard and even no desk or chair for the teacher. I have to deal with students who have some physical issues such as deafness, blindness, mental retardation, paralytics, one- armed, students with traumas and mental disorders, students with suicidal tendencies and drug dependence, etc. It has been a really challenging job for me but I am very sure that I love what I do.

1.02 Theory underlying your teaching practice and identity

all the theoretical foundations, principles, hypothesis, approaches, methods, techniques that are part of your new teaching style are based on important author's contributions from the readings of the specialization. It has been shown that theory and concepts are the pilar of our teaching philosophy.

According to Kolb in module 1, communicative approaches and his Experimental Learning model, this model provides the framework for the current English curriculum in Mexican Junior high focused on prehension (the act to apprehend and comprehend). This model is composed of 4 stages. The first stage explains that learning comes from experience; this means that the student has learned through the years by doing things, then the student knows they have understood because they remember how to do a task. So, when we try to explain them something regarding culture they can understand because they can relate their culture with cultures from other countries. The problem that I find in contrasts with Kolb is that can comprehend through experiences but in their L1, but what happens with a second language? I think the process breaks because of the interference errors.

- Problems of accuracy, students not using the correct form or pronunciation of the language (grammar, punctuation, lexis, spelling).

- Of appropriacy, students not using language suitable for the context or the situation (register).

- Of communication, students not making their message clear.

In contrast with Spratt, Interference happens when the learner's mother tongue affects performance in the target language, especially in pronunciation, lexis or grammar. For example, a learner may make a grammatical mistake because they apply the same grammatical pattern as they use in their mother tongue to what they are saying in the target language but the mother tongue grammatical pattern is not correct in the target language, (Spratt, 2011). So, learning by experiences students may make some mistakes and lose the effectiveness of a message.

The problem I have noticed in class is that learners want to translate everything from Spanish to English in the same way they think with their L1. Interlanguage has become in their communicative method of learning a second language.

Interlanguage; while students are learning a new language, learners create their own version of grammatical systems for the new language which they use as they are learning. Interlanguage is the most recent version of the language that learners create and is made from rules from their mother tongue and from the rules of the new language. Interlanguage is constantly changing and developing as learners learn more of the new language.

The second stage focuses on reflective observation. Here, the student desires to get deeper into or expand outward from the topic under study. (Motivation, interest, curiosity) take an important place. (Kolb, D. 1984)

In the third stage, called Abstract conceptualization, learners use logic to extract general rules on the matter under study. For instance, the students use and develop their competency in using logic. The learner's chance to take a broader view of the matter being learned. (Kolb, D. 1984)

In the final or fourth stage, the active experimentation, learners have the opportunity to focus on form and ask specific questions about the language being learned. This stage is usually held in a whole-class forum. Learners construct their knowledge, (Kolb, D. 1984).

Going deeper to the acquisition of a language, we may think about Krashen's input hypothesis: language is acquired through exposure to comprehensible input, which he defined as the linguistic input (*i*), which is either at or just beyond the learners' current level (+1). Learning will occur when learners are exposed to *i +1*, being "*+1*" all input slightly beyond the learners' current status. In other words, the information students already have plus the next level up, and the students have to be exposed to language in a relaxed setting (Krashen, 1984).

Something that I noticed during the lesson plan I worked with my students for the assignment 2b in the specialization is that they made an extra effort to try to understand new vocabulary and grammar rules, this means they went +1 as Krashen's theory says. It was amazing how students can learn if they go up one level above their current knowledge.

Analyzing both theories on one hand Kolb's theory says that acquiring language should go step by step, first through the experience, then the motivation or interest to learn more, after that the use of logic and finally communication with their own knowledge. On the other hand, Krashen's theory says that acquisition of a language comes from a routine for the use of language by spontaneous conversations and being exposed to comprehensible input, learners have to use their knowledge plus +1, this means that the learner have to make an extra effort to acquire and start using the language.

I would mix both theories according my students learning process. Students make an extra effort above their current level by remembering what they already know, then having the interest of learning more, they connect what they know with a logical structure to finally emit a message and

communicate an idea. Going under the same line, Socioculturism contributes a similar idea "The individual is not the only variable in learning". His personal history, his social class, his historical time, the tools he has at his disposal are variables that not only support learning but are an integral part of "him." (Bhattacharjee, J. 2015). It seems that language start with a motivation and the experience. In this approach, we can think about Integrative motivation when learning a language; the student desires to be part of the target language community. In this way, learners depend on different learning variables, such as culture, history, customs, etc. They are involved in the same learning process.

In addition to this, Vygotsky's theory talks about the Zone of Proximal Development (ZPD), he aims to show the idea that the level of potential development as determined through problem-solving under the guidance of a more capable other. ZPD is the range of abilities that an individual can perform with assistance, (EEAILE, n.d). This is called "scaffolding". The teacher encourages the student. As we can see, motivation is the main factor for developing and acquiring a language in any theory mentioned before.

Through my teaching experience and this specialization, I have learned that my teaching philosophy consists of many beliefs such as motivation, creative teaching strategies, challenging tasks, a positive environment, etc. I believe that maintaining a high level of inspiration in a language classroom is one of the best ways to make the process more efficient. While students have reasons to learn a language, teachers play an essential role in helping the learners sustain and build on their motivation.

Creative teaching involves showing the students how the lesson topic/content relates to their own lives and the real world. This can help them develop a greater sense of purpose. Knowing the students and learning about their backgrounds honestly can help us find the most relevant lesson ideas.

If a task is not challenging enough for students, they feel that they are not progressing in their language acquisition. Consequently, they could become bored and lose interest in the lesson. On the other hand, students may become frustrated when tasks are too challenging. This what is called "input hypothesis" (Krashen, 1982). If a task is not challenging enough for students, they feel that they are not progressing in their language acquisition. Consequently, they could become bored and lose interest in the lesson. On the other hand, students may become frustrated when tasks are too challenging. That's why students have to go a bit further from their current level.

Finally, based on the theoretical concepts from module 1, 2 and 3, I will summarize my learning and teaching experiences and a deep reflection and critical analysis to achieve a better version of my teaching identity and philosophy to cope with our current Mexican Teaching needs.

An underlying assumption from my point of view of a focus on acquiring a second language is that all classroom activities need to be based on communicative tasks. Grammar should arise from a focus on form and accuracy if required, but grammar passes to a second plane according to students' needs.

Teacher roles take a very important place when teaching, since my teaching philosophy in face-to-face classes, I considered myself as a manager teacher by managing students and activities during the class time. Sometimes I was a Planner teacher because I chose materials and /or methodology before the course or the lesson. Other times I was a Diagnostician teacher (especially when I started a new course) I tried to find out the needs and interests of students. Many times, I was assessor, narrator, counsellor or even monitor. I think a teacher has to be everything.

Nowadays, classes last less than before and students' internet connection problems have become a big challenge to face. Seeing and listening to a teacher through a screen cannot make a good interaction in an effective way.

Something else that I have noticed during my teaching is that learning process is taking place little by little among my students in terms of getting interest in learning a second language. I have convinced some of my students in continue studying and go to the university. Some of them like my classes and they agree that English is an important subject to learn and take into consideration for completing a school requirement such as the bachelor's degree.

From the position where I am, lesson planning based on any approach could be effective if English teachers focus on communicative activities and tasks. Functions are helpful when we want to catch the students' confidence and attention.

Chapter 2: Methodology and practice

2.01 A practical and useful lesson plan.

I have learnt through the assignments that a lesson plan is a set of notes that helps us think through what we will teach and how we will teach it. It is like a guide to know what we want our learners to do and how we want them to do it. It is essential to take into account the components of a lesson plan, before the lesson, during the lesson, and after the lesson, such as the class profile, main aims, subsidiary aims, materials, equipment, timing, interaction patterns, feedback, assessment, homework, etc.

A lesson plan should be clear and easy to read for teachers and students during the lesson and remember that lessons should always be created regarding the student's needs.

Social media, apps and games have become good tools in lesson plans, these tools have been very helpful to complement our classes but sometimes integrating technology has overcome the face-to-face interaction. Students may prefer to work alone without interacting anyone if teachers don´t focus on communication when using technology in the classroom. Interaction patterns are a good way to communicate ideas each other, for this reason it is important to match technology with social interaction.

Nowadays, the way I teach has changed. I have compared my own teaching from 5 years ago with the new one from this year and I have realized how much I have improved. I have tried to take advantage of my areas of opportunity in my teaching practice when giving instructions in the classroom, when monitoring my students, selecting materials and integrating technology in each lesson. Now my teacher talking time in English has been raised at 80% of the class. Some years ago, I was not able to speak fluently in front of my students because I was not prepared enough for that and for that reason, I wasn't able to interact with my students in a L2, even if they didn't know any English. I have had some returnee students who have lived in USA and gone back to México to continue studying. They spoke English very well and sometimes they helped their classmates with pronunciation. I have learned a lot from this experience.

In this part of this analysis, I am going to show and describe a short lesson plan I applied to a group which is around 30 students from the fourth semester with the objective to teach culture using the four communicative skills. (Reading, Listening, Writing and Speaking).

2.02 My Lesson plan

The methodology that is proposed here for planning and teaching in high school has been perfected based on questions formulated from daily teaching practice. It can be affirmed that it is a specific strategy for the context where it began, but it had its starting point in the conception of group learning and andragogy.

This methodology is called "Metodología 55" it is a proposal for high school teachers, built through educational self-management for 18 years in the Official High School No. 55 of the State of Mexico. It has been generated to solve the problems of failure and desertion from the change in the teaching activity, the change also in the educational orientation, in the institutional conditions and in general, promoting curricular development based on the needs and demands of the school community in High School.

This methodology aims to support the formation of teaching skills and guide planning courses, classes, and assessments. It is a set of logical steps grouped into five modules: **Functional content analysis**, which clarifies the role of knowledge, skills, and attitudes to be formed; **Formulation of the general instrumental objective**, where the function of the course is proposed in the context of the graduation profile; **Formulation of instrumental class objectives**, where the role of each class within the system and the raw material for evaluation are defined; **Proposal of learning tasks**, where the activity of the students is organized to exercise multiple intelligences and the andragogic essay; and, **evaluation strategy**, with which measurement instruments and procedures are designed to feedback on learning and teaching planning.

The specific procedures and rules that must be followed to execute the methodology are expressed in each one. In this first part, texts are also added, delimited by an upper and a lower line, where the theoretical and bibliographic reference is appreciated with which the proposals of the manual are supported. (Hernandez, O. 2006).

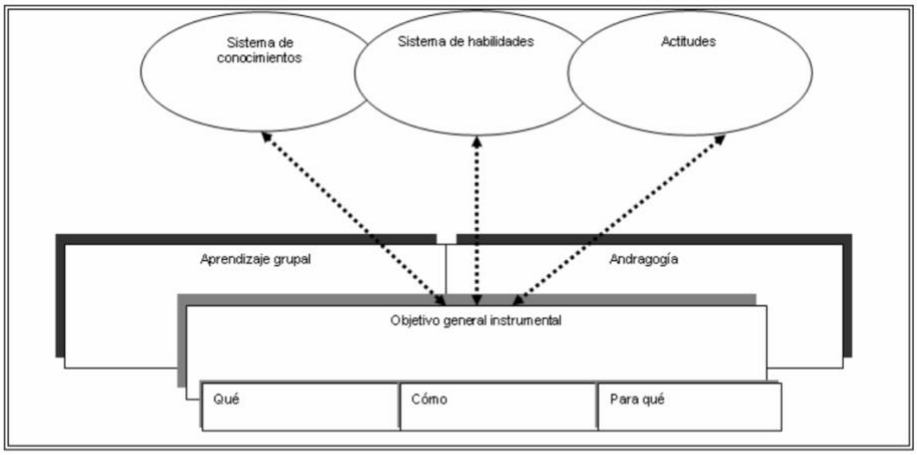

Figura 1. Elementos para la formulación de un objetivo general instrumental. Su marco teórico: Aprendizaje grupal y Andragogía. Las fuentes de su contenido: Sistema de Conocimientos, de Habilidades y Actitudes. Sus partículas sintácticas: el *qué*, el *cómo* y *para qué*.

In Part II, the origin of the Methodology 55 is explained by analyzing different factors of dropout and failure, the innovative strategy with which this problem is faced is stated, and the conceptions that support the proposals for change are detailed. A description and critique of the curricular context is also made, addressing the features of the state preparatory high school curriculum, its vision of educational orientation, and how it operates in the school. Finally, the results obtained during the six semesters in which Methodology 55 is progressively applied are reported, and the problems and challenges that emerge after this are noted.

Being aware of situations at school, lesson planning has sometimes been hard to develop in class because of these differences, contexts, interests and needs of the students. If we compare students from the same English level in a specific English course with students from different English level in public schools, we can find several difficulties to teach successfully or at least I have found myself in troubles when trying to. Everything comes from culture, everything is related to culture, for this reason some students are easy to engage to a new language and others are very hard to do it.

When we teach English as a requirement at schools, we have to be aware of culture and everything that it implies. It has been shown that learning a second language brings good benefits, we live in a multilingual world, where connections are now more important than ever. The world is becoming increasingly globalized and knowing a second language can always give some advantages such as improving the memory and brain functions, increasing understanding of the languages already spoken, Enhancing the ability to multitask, Improving the performance in other academic areas, etc. Learning a second language opens up the opportunity for being part of a community with a different culture, and learning more about the world around us.

In the case of individual learning, it is the person who faces the object of study, while in a group, it is they who approach and transform the object of knowledge. Thus, two complementary types of learning converge appropriation of knowledge and interaction, with which the basic referential schemes of behavior are transformed. Knowledge does not appear as something finished, but is presented as a joint elaboration that starts from problem situations, definitions, concepts, analysis of elements are elaborated, alternatives, means, and the evaluation of results, among others, are proposed.

A central approach to group learning indicates that theory and practice must be linked in the education process, intertwining methodologically to provide answers and strengthen the rational approach to problems. It enhances the formation of groups, under the conception of group dynamics or organizations for learning, therefore, the class is not a sum of isolated individuals, but a group with its physiognomy and structure, with values, norms, and forms of behavior and particular functioning. The groups acquire a unique character (group personality) and display a socio-psychological force to attend to specific problems (Torres 2001)

Taking into account the type of learning involved in this methodology, we can speak of evaluation strategies where evaluation is usually understood as measurement and assessment processes. In Methodology 55, evaluating requires planning, obtaining information, systematizing it, analyzing evidence, objectively demonstrating changes in people, and making value judgments as a result of the interpretation of measurements and comparisons made based on established parameters. The evaluation allows determining that the contents, the objectives, and the class tasks are pertinent to the instrumental general objective, because it is not an isolated activity of the teaching-learning process, but rather it is a technical component that supports it, validating it and evidencing the results of teaching performance.

To plan the evaluation process, under Methodology 55, the following aspects must be considered:

2.02.01 Instrumental class objectives are evaluated every day.

Since the instrumental class objectives show the role that each class plays in the course, in terms of skills and knowledge, they are the measure of the evaluation. To translate a subjective fact (learning, the mental structuring of new knowledge), into an object that can be measured, it is necessary to generate evidence, which in the class can be of two types

a) Evidence by process: Those where the participation and involvement of students in carrying out specific learning tasks, which can be individual or collective, physical and/or intellectual, can be appreciated.

b) Evidence by-product: Those where the teacher or outsider can verify without a doubt that the tasks have been carried out in compliance with specific and concrete criteria associated with knowledge and ability. They give an account of the use that the student has made of the information and/or materials applying experience or experiencing a new one.

2.02.02 The instrumental general objective is evaluated every day.

Every educational process in the school seeks to achieve changes in the students, and to the extent that a graduation profile is specified in the curriculum, the referent of the change to which one aspires is configured. Each subject is a particle that plays a specific role within the curriculum, which is invoked in the general instrumental objective of the course. Therefore, the expected change in the course is the learning of knowledge (knowing, knowing how to do, and knowing how to be).) alluded to in the instrumental general objective and broken down in turn in the functional analysis of the content. However, a change after the course cannot be noticed if there is no awareness of the state of the students' knowledge before starting it. It is necessary to clarify, in addition to the ideal state (the general instrumental objective), the initial state and the final state of the student. Because of this, two conditions are evaluated:

1.- Initial mastery of knowledge and skills. It is equivalent to the diagnostic evaluation.

2.- Final mastery of knowledge and skills. It is equivalent to the longitudinal evaluation.

2.02.03 Diagnostic evaluation

It serves to identify the initial mastery of the knowledge and skills that comprise the course and that are registered in the knowledge and skills systems. It recognizes that every student brings previous experience and information and that as the course progresses it will be structured with greater complexity and consistency. It is carried out through the application of an objective test (see point 5.2.3 of longitudinal evaluation for the procedure of its elaboration) that contains at least ten reagents to investigate knowledge, understanding, and/or application, in the relevant topics of the course content. The analysis of the results in this evaluation must be done together with the group, to identify the domain of each and the group, in such a way that both the teacher and the students are aware of the initial state and the intended state. It is also important to recognize those students with a higher and lower degree of mastery, asymmetries should be considered in the organization of learning tasks when planning classes. The continuous evaluation objective test must contain methodically elaborated reagents, different from the longitudinal evaluation reagents. Its application must be done in an environment of tranquillity and trust to avoid the intervention of variables beyond the knowledge of the students. It is recommended that both the application and the qualification of the "exam" or objective test be done in the first class and the same, and the presentation of the course, its content, objectives, teaching-learning method, and evaluation be made. The results of the diagnosis can be simple information but it is still powerful if it is associated with the meaning and importance that the group must grant to the course.

2.02.04 Continuous assessment

It is the system with which the daily work of students in the learning process and its products are valued. The total grade or its highest proportion is obtained from it because it is the sum of what was obtained in each of the classes. It also serves other purposes, namely:

• Assess processes and products in a diverse, non-conventional way that is specific to each teacher.

• Add activities with an evaluative sense to the learning process from the perspective of multiple intelligences and group learning.

• Make students aware of and responsible for their progress and their weaknesses

• Attract the teacher's attention to cases with outstanding performance or extraordinary needs.

• Reorient planning during the execution of the course based on group progress

• Generate the reagents with which the failed students can be evaluated in the regularization processes. Continuous evaluation is closely related to the instrumental objectives of the class and the learning tasks. To carry it out, two instruments are used: the Observation Guide and the Checklist, each one must be generated with different rules.

2.02.05 Observation Guide

It is an instrument, as well as the checklist in the following section, similar to the one used in the evaluation processes of labor competencies (CONOCER, 2005). Its function is to evaluate the concrete participation and involvement of the students in the learning activities through items methodically designed to achieve the objectivity of the evaluator. As its name indicates, it is an instrument to observe each student in the group in a directed and homogeneous manner. A quick reference for designing the observation guide items is the learning task list. The purpose is to see that students engage in planned activities and that these activities meet certain cognitive requirements.

FORMATIVE ASSESSMENT

NO.	ITEM	YES	NO	%
1	Participate and show interest in the topic			15%
2	Give your opinion about the class			15%

Chart 1: Example of an Observation Guide for an English class

When writing an item, it must be structured following the Verb-Object-Condition relationship, referring to the subject being observed. For example, in Table 4, item 1 [Copy] is the verb, [the content of the poster] is the object, and [without distracting group members] is the condition. For each student, it is verified if they do it or not, registering it in the YES/NO columns of the table and adding the value that can be achieved by complying with such reagent, expressed as a percentage. It may be thought that it is impossible or very difficult to observe every one of the students during a class to verify each item of the observation guide. With experience, the teacher will be able to generate his registration system, but the recommendation that is made is the countdown, that is, deducting 100%,

the percentage of that reagent not covered, by the student or students who do not cover it satisfactorily. the activity or conditions established in the observation guide.

The good results when applying this instrument are predictable to the extent that all the students are integrated into the learning tasks, for this reason interesting, productive, and enjoyable activities must be planned, and the objective, content, and content must be agreed upon before starting the class. evaluation strategies

2.02.06 Checklist.

It is an instrument (See Table 6) very similar to the observation guide, it also arises from the learning tasks and is made up of reagents with which the product of said tasks is valued. Its syntactic structure is Object-Verb-Condition.

What matters here is that the teacher confirms that each student has understood and applied the information related to the content of the class by reviewing the evidence with the use of reagents designed to assess them without subjectivity. Its application can be done during class or as homework for the teacher, the important thing is that the student knows if he had errors or not, that he is aware of the grade obtained and the reason for his grades.

SUMMATIVE ASSESSMENT

NO.	PRODUCT	YES	NO	%
1	The introduction is carried out considering the requested elements. (name, age, place of origin, and description of the place)			10 %
2	The planisphere shows the location and particular characteristics of the place selected by the students.			10%
3	Communication questions are answered logically and precisely.			30%
4	The test in the Kahoot application is answered effectively			20%

Chart 2: Example of a Checklist for an English class.

For the application of both the observation guide and the checklist, there may be innumerable strategies and styles. Each teacher and in each class can define specific modalities that adapt to the type of content, the type of activities, the use of teaching-learning techniques and methods, or the characteristics of the group.

Given the evaluation instruments or tools based on the methodology used in the place where I work, it is how we determine the grade that a student obtains continuously to finally add and average the grades obtained among the total of the sessions taught. This will allow the student to increase his general average in the subject and school year, moving him away from failure.

The observation guide and checklist have a slight resemblance to a rubric which measures the levels of effort or performance of each task in both a formative evaluation and a summative evaluation to finally become an integrative evaluation.

Thus, in this way, I can justify the evaluation of class activities and cover both aspects (academic and training), which is very useful in my teaching practice to help students develop an awareness of what their strengths are. and weaknesses while giving meaningful feedback that helps them improve in a specific area.

Below is a lesson plan consisting of 4 lessons. Where the thematic axis is interculturality being transversal between the lessons and contents of the curricular plan of the subject of English IV aimed at students in the fourth semester of high school.

I considered better to use part of the teaching sequence format sample provided by EEAILE to adapt the content and have a full range of tools to use in the classroom and supporting it with technology.

A brief description what I do in my class is to provide input language to my students all the time with examples, models or information about the topic in the first stage of the lesson; then, I guide my students through the lesson; I use different controlled activities to get products made for students at the end of the lesson. Finally, they are assessed formally, giving them a grade per lesson. (This becomes a continuous assessment, then becomes a final grade at the end of each period).

2.03 LESSON PLAN IDENTIFICATION CELL.

1. Lesson Plan Identification Cell.	
Author	José Roberto Álvarez González
Educational stage	Basic level (A1) Semester II / Highschool
Title of the lesson plan	Describing a way of life
Learning Objective of the plan/ Competency	**Purpose of the language**
	Main aim: Identify what the verb to be is, using different forms of communication to acquire interlocutor skills in the intercultural field.
	formative-intercultural purpose
	To apply appropriate language using adjectives to make basic physical and cultural descriptions of people around the world
Communicative skills considered	Listening / Writing / Speaking / Reading
Assumptions	- Students can use adjectives to describe the characteristics of people. - Students can make a list of the adjectives they know - Students can compare one thing with another
Anticipated problem	Students may be unwilling to listen carefully and memorize the pronunciation of the words, phrases, sounds, and endings of the word.
	Students may get confused with the comparative grammar rules

Possible solution	If necessary, suggest that students write down the words they hear and play the video or audio a second time.
	Suggest students make a chart with the grammar rules and memorize them.
Communicative approach	Functions: Describing people, places, things.
	Guessing
	Comparing people
	Expressing likes
Main Grammar structure	Adjectives
Other Grammar structures	Compartives
Brief description of the plan	Students will hear, repeat and pronounce different adjectives for describing people in a suitable way. Then , they practice by doing some exercises related to descriptions of people and their culture around the world. Finally, students get feedback to improve their learning process.
Hours of the plan implementation	8 hours
Number of lessons	4 lessons of 2 hours each one
Contents required for the lesson	Internet web sites
	https://www.123listening.com/freeaudio/adjectives1-1.mp3
	https://www.123listening.com/adjectives1.php

Links of the content	https://www.123listening.com/files/print-worksheets.php?file=adjectives1_ccp2
	https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Comparative_adjectives/Degrees_of_comparison_sn2210049ep
	https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Comparative_adjectives
EEAILE tutor on line	Alma Daniela Otero

Chart 3 Description of the lesson plan identification cell.

On this chart, I made a detailed description of the chosen group profile. They were considered all the aspects required and suggested to take into account from the assignment 2A in the example provided by EEAILE.

2.04 Lesson Plan Table 1

Lesson 1	**Who am I?**	Estimated time: 2 hours
Main aim: To Identify what the verb to be is, using different forms of communication to acquire interlocutor skills in the intercultural field.		

DIDACTIC SEQUENCE

LEARNING TASKS	**PROCEDURE**	**NECESSARY RESOURCES**
1.- Checking attendance	**BEGINNING** **The session is initiated by calling class attendance.**	
2.-Lead-in (speaking)	The teacher asks the students "Who has traveled?" "Where would you like to travel to?" "And those who have traveled, what have they observed about language, customs, etc.? What caught your attention the most about that place?	
3.-Dynamics:5 destinations (writing)	Students form teams of 4 members to make a list of 7 places where they would like to travel with a time of 2 minutes to learn about likes and interests related to the destination culture. The team that does not manage to write the 7 places in the estimated time answers the reflection question "What is worse for the team, not knowing any destination or knowing some? Why?	Pen, notebook
4.- Explanation (listening, writing)	**DEVELOPMENT** The teacher explains the use of the grammatical rules of the verb to be, to understand the importance of the communication process in different cultures. https://prezi.com/d1ohkm93g7nj/to-be-verb/	Pen,notebook, laptop,projector, internet
5.- Pairwork (writing)	The teacher shares through the projection of slides some examples of presentations of people belonging to different cultures in the world. Students take note of the culture of their preference. https://prezi.com/p/hubrfz5aunpg/cultures/ https://prezi.com/p/xblwo4fwdjz_/cultures/	laptop, projector, internet

6.- My favorite place (speaking activity) **Oral practice** **BREAK 20 mins.**	The teacher asks the students to present themselves in plenary according to their previously selected culture. Considering the following aspects: 1) Name 2) Age 3) place of origin and a brief description of the place where they live.	
7.- Workbook /Mapping	The teacher asks the students to locate and color the country where the culture they chose previously belongs on a map and to write 5 characteristics of the place. https://prezi.com/i/1emoecrh1iqz/	Pencil colors, magazine, pen, markers, printed world map, scissors, glue.
8. - the roulette game	The teacher uses a spinner with the names of the students to randomly choose who will participate by answering the following questions: Why do you think it is important to communicate with other people? How would speakers from different cultures communicate with each other? How do you communicate with friends from other countries through social networks? https://wordwall.net/es/resource/31187821	laptop, projector, internet
9. – Kahoot	**CLOSING** Students synchronize their cell phones to the teacher's PC to operate the Kahoot application solving multiple-choice questions to learn and review concepts and information entertainingly about the verb to be and culture. https://create.kahoot.it/details/9600f9a3-8cf5-4df9-8eb2-c21a6e32a176	laptop, projector, internet, mobile devices

Chart 4 Lesson Plan 1

FORMATIVE ASSESSMENT

NO.	ITEM	YES	NO	%
1	Participate and show interest in the topic			15%
2	Give your opinion about the class			15%

SUMMATIVE ASSESSMENT

NO.	PRODUCT	YES	NO	%
1	The introduction is carried out considering the requested elements. (name, age, place of origin, and description of the place)			10 %
2	The planisphere shows the location and particular characteristics of the place selected by the students.			10%
3	Communication questions are answered logically and precisely.			30%
4	The test in the Kahoot application is answered effectively			20%

Then I presented the lesson one which describes those concepts related to culture and interculturality as well as how the verb to be can be linked to it to make descriptions of people from different countries and nationalities to use different forms of communication to acquire communication skills. in the intercultural field.

The students exchanged relevant information about the questions suggested by the teacher and recognized some interesting facts about cultures around the world. Also, in this lesson they tried to locate a country of interest on a planisphere and some characteristics of the place were described through written words such as language, national flag, customs, clothing, religion, etc., finally, the planisphere was illustrated with magazine clippings and/or drawings.

For this lesson, the aim was to simulate the listening, writing, and speaking skills of the students through open questions and participation in plenary, teamwork, and/or pairs.

Finally, students were evaluated using different evaluation instruments (see formative and summative assessment table). The activity that closed the lesson was the application of a test on the KAHOOT platform which allowed students' learning to be measured through online play and competition among their classmates.

The results obtained in the first lesson were very interesting because students felt confident with the topic. Students showed interest in working in teams and participated constantly because they knew about some cultures and they shared what they knew to their classmates.

In the lead-in activity, students answered all the suggested questions regarding travelling but in Spanish because they are not able to speak in English yet. Some students understood the questions in English but some others needed a translation to Spanish, only this way students could answer and share their opinion freely.

In the writing activity, students couldn't write 7 different destinations because they didn´t know how to write the name of the countries in English, time was over and they couldn't finish the activity.

In the explanation of the topic "verb to be" (listening and writing) activities the students were attentive and took notes from the presentation.

In the speaking activity, students tried to practice a first attempt to perform an imitation of a person from another country, students had fun because they felt weird when imitating someone else. Students used verb to be to communicate some relevant information such as their name, age, country, nationality and a brief description of the place they come from.

In lesson two, the topic chosen to continue with the descriptions of people is (Adjectives) which allows students to exchange information and have an approach to cultural diversity which will allow them to use the appropriate language using adjectives to describe physical aspects. and basic cultural values of people around the world.

2.03.02 Lesson Plan Table 2

Lesson 2	**Adjectives**	Estimated time: 2 hours
Main aim: To extend the range of vocabulary by listening to different examples of descriptions of people to talk about countries and nationalities		

DIDACTIC SEQUENCE

LEARNING TASKS	**PROCEDURE**	**NECESSARY RESOURCES**
1.- Checking attendance	**BEGINNING** **The session is initiated by calling class attendance.**	
2.-Lead-in (writing)	The teacher asks the students to think of a favourite place to know in the world, then students have to imagine how people are in that place and draw a person with 5 different typical clothing items.	
3.-Interaction Patterns (writing)	Students form teams of 4 members to share the places they imagined before with a time of 5 minutes to learn about objects, clothing, traditions, etc related to the destination culture. Students write the names of the countries on their notebooks and change of interaction pattern 2 times more and repeat the activity.	Pen, notebook
4.- Explanation (listening, speaking & writing)	**DEVELOPMENT** The teacher explains the use of the grammatical rules of the adjectives, to guess and describe people, countries, and nationalities. https://prezi.com/d-ki_g8blukt/adjectives/ https://prezi.com/23jpmqror1ps/countries-nationalities-and-adjectives-for-describing-peop/	Pen, notebook, laptop, projector, internet
5.- Individual work (writing)	The teacher shares through the projection of slides some examples of a list of 100 common adjectives to describe things. Students take notes in the notebook https://prezi.com/ukzvxavl_qx3/adjectives-prezi/	laptop, projector, internet, notebook, pen

6.- How is he /What is he like/What does he look like? Differences (Reading) **BREAK 20 mins.**	The teacher asks the students to pay attention to the differences when describing something. *"How is he?"*. Here, we're asking about his current state or emotion, if he's well, sick, happy, sad, etc. *"What is he like?"*. **If you want to know about personality** if he's easy-going or nervous, bossy or relaxed. *"What does he look like?"*. **if you want to know about his physical appearance,** if he's tall or short, fat or skinny, with a head full of dense, luxurious blond hair or bald as a billiard ball. https://prezi.com/i0kpn30ovz5k/describing-people/ https://prezi.com/p/ndnvbug3s_t4/tabare-alonso/	Pen/notebook
7.- Grammar exercises (listening, writing)	Students answer some exercises from the photocopies given. https://www.allthingstopics.com/countries.html https://en.islcollective.com/english-esl-worksheets/grammar/be-auxiliary-verb/countries/nationalities/2005	Pencil colours, pen, speaker, photocopies
8. - the roulette game speaking	The teacher uses a spinner with the names of the students to randomly choose who will participate by answering the following questions: Where are you from? What nationality are you? , How are you? What do you look like? What are you like?https://wordwall.net/es/resource/31187821	laptop, projector, internet
9. – Wordwall	**CLOSING** Students open the Wordwall application and solve multiple-choice questions to learn and review concepts and information in an entertaining way regarding adjectives, grammar, spelling, pronunciation, countries, nationality, and culture. https://wordwall.net/resource/26998345	laptop, projector, internet, mobile devices

Chart 5 Lesson Plan 2

FORMATIVE ASSESSMENT

NO.	ITEM	YES	NO	%
1	Participate and show interest in the topic			15%
2	Give your opinion about the class			15%

SUMMATIVE ASSESSMENT

NO.	PRODUCT	YES	NO	%
1	The taking notes are on the notebook and contain relevant information about the topic			10 %
2	The exercises from the photocopies are answered correctly			20%
3	Communication questions are answered logically and precisely.			20%
4	The test in the Wordwall application is answered effectively			20%

Students will learn the grammatical rules needed to transform a simple adjective into a comparative adjective in such a way that they develop the ability to compare people from different parts of the world.

The students solve some exercises related to adjectives and answer some basic questions that will help to describe their person as well as allow them to have ideas for lesson 4, which consists of a role play where they must interpret and describe themselves as someone from another country.

The activities scheduled for this lesson will help improve your listening, speaking, and writing skills.

In lesson three, the consequential topic for describing people from different countries is that of comparatives with the main goal of identifying the form of comparative adjectives by using simple adjectives as a basis for expressing how two are different. people or things.

2.03.03 Lesson Plan Table 3

Lesson 3	**Comparatives**	Estimated time: 2 hours
Main aim: To identify the form of comparatives by using adjectives to express how two people or things are different.		

DIDACTIC SEQUENCE

LEARNING TASKS	**PROCEDURE**	**NECESSARY RESOURCES**
1.-Checking attendance	**BEGINNING** **The session is initiated by calling class attendance.**	
2.-Lead-in (sticky notes)	The teacher asks the students to form groups of 4 and using sticky notes, each student must brainstorm 2 or 3 school objects and stick them on the whiteboard. Then the teacher dictates all the objects written.	
3.-The football game (reading comprehension)	Students form a couple and read the text from the photocopies, then circle the comparatives they find and make a list of them in their notebooks. Finally, they draw each word. **https://www.eslprintables.com/grammar_worksheets/adjectives/comparatives_games/The_football_Game_Comparative__917145/**	Pen, notebook
4.-Explanation (intensive listening	**DEVELOPMENT** The teacher explains the introduction of new rules to form comparatives, to compare the same qualities between 2 objects. https://prezi.com/negm_ryvowh5/comparative-adjectives/	Pen, notebook, laptop, projecto

, writing)		r, internet
5.- How is that? Listening and writing activity	Students listen to some examples and select appropriate adjectives to compare objects and people's characteristics and write some examples in their notebooks. https://www.learnamericanenglishonline.com/Listening_Lab/Listening_Lab_Exercise_30_comparative_adjectives.html Students watch a video and answer the quiz. https://soundgrammar.com/learn/L3-CEFR-A2/L3-09-Comparatives.htm	Pen, notebook, laptop, projector, internet
6.- Pairwork **Fluency practice BREAK 20 mins.**	Students exchange information about people from other cultures and try to compare one culture with another using the new rules learned. The teacher gives feedback on the language used.	
7.- Workbook Craftwork (Writing)	Students answer live worksheets https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Comparatives/Comparatives_-_revision_mz5722sj Students create 1 folding surprise where they show the difference between 2 people from different countries and nationalities. https://youtu.be/Zf6BXZwJMjA	Photocopies, pens, colored sheets.
8. - memory game	Students make a memory game using pictures from a magazine and memorize the vocabulary of the class.	Magazine, scissors, glue.
9. – Wack-a-mole game	**CLOSING** Students open the Wordwall application and solve multiple-choice questions to learn and review vocabulary and new grammar rules about comparatives. https://wordwall.net/resource/8006050	laptop, projector, internet,

		mobile devices

Chart 6 Lesson Plan 3

FORMATIVE ASSESSMENT

NO.	ITEM	YES	NO	%
1	Participate and show interest in the topic			15%
2	Finish on time			15%

SUMMATIVE ASSESSMENT

NO.	PRODUCT	YES	NO	%
1	The comparative list is in the notebook and contains a drawing for each one.			10 %
2	The quiz about comparative adjectives is filled correctly.			10%
3	The live worksheet is completed with the correct comparative.			20%
4	The folding surprise shows a comparison between 2 people from different countries and it is similar to the example in the video.			30%

In this lesson, students will practice the reading skill called scanning in a text and detect those words that refer to comparative adjectives. Later they will use the reading sub-skill called "reading for detail" which will allow students to understand how comparisons between subjects are made through a text related to a soccer game.

Then the students will develop the sub-skill of "listening for specific information" in which they will detect only those keywords related to comparative adjectives. Later, the students will listen to the audio again with detail and attention and will solve a comprehension quiz on the listening skill.

After some listening tests, students will solve written exercises to corroborate the information previously heard from the audio.

Students will make a folding surprise on a person from a country of interest. This activity intends that through imagination and what they have learned in class, they can draw a subject with an initial shape

on a folded sheet of paper and that when the sheet of paper is unfolded, the drawing changes its shape. to give life to a new figure.

After this, students will practice their memory by building a memory with words related to comparative adjectives. The goal of this activity is for students to generate new vocabulary through play.

To close lesson three, students demonstrate their knowledge obtained in class through an interactive test on the WORD WALL platform, promoting interest and motivation to participate.

Finally, in lesson four, it is suggested to use what has been learned in previous lessons to make more complex and elaborate comparisons between cultures through a role-play which will allow students to place them in a more real context through dialogues, acting, and characterization. and personification of characters from different countries. In the final part of the lesson, we will all meet in plenary to give feedback, raise awareness and assess the importance of communication in the face of an intercultural event that they could face in real life within their place of origin or even if they travel somewhere. of the world in the future.

2.03.04 Lesson Plan Table 4

Lesson 4	**Where do you live?**	Estimated time: 2 hours
Main aim: To apply different comparative adjectives following the correct grammatical rules to show changes or make complex comparisons between cultures		

DIDACTIC SEQUENCE

LEARNING TASKS	**PROCEDURE**	**NECESSARY RESOURCES**
1.- Checking attendance	**BEGINNING** **The session is initiated by calling class attendance.**	
2.- Feedback on previous lessons.	The teacher asks the students to brainstorm the most important rules and aspects about adjectives, comparatives, countries, and nationalities.	
3.-Characterization	Students take 30 minutes to get dressed, make up and study how to imitate and interpret a person who comes from another country.	Costumes Makeup Clothing Wearing items
4.- Performance	**DEVELOPMENT** Students have to act and say common expressions regarding the target culture previously assigned.	
5.- Brainstorming	Students exchange information about people from other cultures and they will try to compare personalities.	
6.- **BREAK.**	Students take 30 minutes to rest and have lunch.	
7.- role play	Students write a dialogue between 2 different nationalities, each of them boasting about physical and emotional characteristics. Students can make a char to support their ideas.	Notebook Pen
8. - plenary	The teacher asks the students to present the mini role play to the class.	
9. – Final feedback	**CLOSING** Students talk about the feeling and process of learning new vocabulary and rules regarding interculturality.	

Chart 7 Lesson Plan 4

FORMATIVE ASSESSMENT

NO.	ITEM	YES	NO	%
1	Participate and show interest in the activities			10%
2	Give your opinion about the class			10%

SUMMATIVE ASSESSMENT

NO.	PRODUCT	YES	NO	%
1	The characterization is interesting and uses similar articles to the real ones.			30 %
2	The expression used for acting like foreign people is appropriate			20%
3	The dialogue of the role play contains the correct use of comparatives related to culture			20%
4	The feedback is done successfully.			10%

The results obtained in the practice of these 4 lessons were very interesting because the students managed to understand different topics such as countries and nationalities, the verb to be, adjectives and comparatives in an effective way. Once taking into account its grammatical rules, use, and pronunciation to understand the importance of communication between people from different places. The students reacted positively and willingly to work in class.

When students were ready to speak, they tried a role play, the most important part of this task was to imitate and feel like if they were from another country, to see how it feels to dress, act, speak different from their own language and customs. Students felt excited and nervous, it was a funny activity to get out a bit from our contexts.

Finally, students talked about the feeling and process of learning new vocabulary and rules regarding interculturality. They showed and expressed the importance of communication between cultures.

The sequence and dynamics of the activities from lessons one to four, allowed us to continue our thematic axis, which is culture and interculturality, as well as mainstream content.

As mentioned in previous assignments, this lesson plan was designed around the characteristics and needs of the students, based on approaches to language teaching. One of the most representative is

the Presentation, Practice, and Production (PPP) approach (Spratt, 2011). Grammatical structures and functions were the most important aspect of the language.

Lessons moved from the presentation stage to the practice stage and production stage.

The language was imputed by the teacher (provided examples and gave information about it).

The students were guided by the teacher and did not make decisions about what or how to learn.

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The learning outcome expected of this project is for my students to reach level A2 of the Common European Framework for Reference upon finishing middle school. Mexican high school students are able to understand sentences and frequently used expressions to provide basic personal and family information, as well as matters such as shopping, local geography, and employment among others. They also communicated ideas about culture and interculturality, and are able to ask for simple and direct exchanges of information on familiar and routinary situations. In addition, they describe in simple terms aspects of their personal background, and situations in areas of immediate need in both speaking and writing skills. The listening and peaking skills are still difficult to develop on them.

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A lesson plan should be clear and easy to read for teachers and students during the lesson and remember that lessons should always be created regarding the students' needs.

Technology has been an excellent and helpful tool for teachers during these pandemic times, it has allowed them d to keep the students in touch and continue studying. Including technology in face-to-face classes help teachers to explain better a topic. Social media, apps, and games have become powerful assessing instruments at schools. Students can quickly show teachers and classmates what they have been learning. These informal uses of digital media have played an important role in boosting students' learning process.

Unfortunately, the context of my school does not allow them to use it freely because of the infrastructure has not been enough to use internet connection, computers, labs, projectors, etc.

Through this specialization the implementation of technology in the classroom has been a necessary tool to take into consideration in every class. I had not used it because of the limitations but I realized that if I plan my classes very well, it is possible to use it properly.

2.04 Designing of necessary tools to assess/test the progress of students.

According to Wikipedia, assessment is the systematic process of documenting and using empirical data on the knowledge, skills, attitudes and beliefs. By taking the assessment, teachers try to improve student learning. This is a short definition of assessment. Assessment can be focused on the individual learner or all individuals together, like the whole class, an institution or specific program. Formative assessment will give an overview of the students in the beginning of the instruction. It gives the opportunity to still have the chance to improve an instruction. Summative will give the outcome of the whole instruction.

Regarding the methodology implemented in the place where I work, assessment must be measured by three things. The first one is the evaluation of the main objective. Here, at the end of the lesson we can prove if the objective was reached if the student did the tasks and showed progress during the process or the procedure of the class. To measure and assess the process of the activities during the lesson,, it is needed an observation guide table where we can tick or mark those student’s attitudes regarding the activity. For instance the following chart shows some examples.

FORMATIVE ASSESSMENT. (OBSERVATION GUIDE)

NO.	ITEM	YES	NO	%
1	Participate and show interest in the topic			15%
2	Give your opinion about the class			15%

Chart 8 A table showing two examples of attitudes in order to check the formative assessment

As it is shown, Participation during the lesson let the teacher know how motivated and interested the student is. If the student shows interest in the topic we can say that the attitude of the student is positive and as a result, the student feels confident to work and finish the activities and he might get a good grade by his performance or his effort. Observation guide is also called formative assessment, according to the methodology 55, these guides do not have to exceed more than 40% of the total of 100% per lesson.

Besides the observation guide in a lesson, it is taken into account a check list which shows the number and description of the physical activities produced by the student in relation with the topic and procedure along the class. To evaluate and get a percentage of the final grade it is necessary to use some assessing instrument tools such as a written text in order to measure the grammar, accuracy and register of an activity. A map to locate a specific place, quizzes, tests, gap filling exercises, etc.

SUMMATIVE ASSESSMENT

NO.	PRODUCT	YES	NO	%
1	The introduction is carried out considering the requested elements. (Name, age, place of origin and description of the place). It is written on the notebook.			20 %

2	The planisphere shows the location and particular characteristics of the place selected by the students.			10%
3	Communication questions are answered logically and precisely. They are written on the notebook.			20%
4	The test in the Kahoot application is answered successfully.			20%

Chart 9 A tablet showing the physical activities required to the student along the class.

These tasks are assessed by different tools and the percentage is reached through the realization of each task, if the student finishes the task, he gets the percentage. At the end we can add the formative assessment percentages with the summative assessment ones. Evaluation could go from 0% to 100%.

Counting all the daily grades and divide them into 15 the students can know their final grade.

In assignment 2b it was put into practice this assessing method during four days, getting one grade per day.

In lesson 1 a student got an 8, in the second lesson he got 9, in the third lesson he got 7 and in the fourth lesson he got 10. If we add the four grades it gives us a result of 34 points. Then if we divide those 34 points by 4 (the four lessons) the student gets 8.5 rising to 9.0. His final grade in the final evaluation is 9.0.

As it was mentioned in chapter 2.01, the methodology 55 was planned to avoid the failure in the semester, it is a guarantee for the students because they can get the grade they want to get.

2.04.01 Attached evidences of (graphics, photos, images)

The procedure of a lesson depends on the didactic sequence, the most important part to have in mind is to plan BEGINING activities, here we can present the topic and the vocabulary needed for the class in order to involve the students.

Then it is needed to follow with the DEVELOPMENT of the topic, here all the activities have to be addressed to the comprehension and the improvement of the communicative skills.

Finally, it is suggested to end the lesson with CLOSING activities, here the feedback should be the most important task to know what the students learned. As a result, it helps to know what things we may change or not in order to improve our classes.

LEARNING TASKS	PROCEDURE	NECESSARY RESOURCES
1.- Checking attendance	**BEGINNING** **The session is initiated by calling class attendance.**	
2.- Feedback on previous lessons.	The teacher asks the students to brainstorm the most important rules and aspects about adjectives, comparatives, countries, and nationalities.	
3.-Characterization	Students take 30 minutes to get dressed, make up and study how to imitate and interpret a person who comes from another country.	Costumes Makeup Clothing Wearing items
4.- Performance	**DEVELOPMENT** Students have to act and say common expressions regarding the target culture previously assigned.	
5.- Brainstorming	Students exchange information about people from other cultures and they will try to compare personalities.	
6.- **BREAK.**	Students take 30 minutes to rest and have lunch.	
7.- role play	Students write a dialogue between 2 different nationalities, each of them boasting about physical and emotional characteristics. Students can make a char to support their ideas.	Notebook Pen
8. - plenary	The teacher asks the students to present the mini role play to the class.	
9. – Final feedback	**CLOSING** Students talk about the feeling and process of learning new vocabulary and rules regarding interculturality.	

Chart 10 A table showing an example of the procedure of a class

2.04.02 Example of procedure of the lesson 1

The lesson one describes those concepts related to culture and interculturality as well as how the verb to be can be linked to it to make descriptions of people from different countries and nationalities to use different forms of communication to acquire communication skills. in the intercultural field.

The students will exchange relevant information about the questions posed by the teacher and will recognize some interesting facts about cultures around the world. Also, in this lesson we will try to locate a country of interest on a planisphere and some characteristics of the place will be described through written words such as language, national flag, customs, clothing, religion, etc., finally, it will be illustrated with magazine clippings and/or drawings.

For this lesson, the aim is to simulate the listening, writing, and speaking skills of the students through open questions and participation in plenary, teamwork, and/or pairs.

Finally, students are evaluated using different evaluation instruments (see formative and summative assessment table). The activity that closes the lesson will be the application of a test on the KAHOOT platform which will allow students' learning to be measured through online play and competition among their classmates.

Figure 2 A map with the location of a country and some culture characteristics

Figure 3 A picture showing an assessment tool (kahoot)

In lesson two, the topic chosen to continue with the descriptions of people is (Adjectives) which allows students to exchange information and have an approach to cultural diversity which will allow them to use the appropriate language using adjectives to describe physical aspects. and basic cultural values of people around the world.

Students will learn the grammatical rules needed to transform a simple adjective into a comparative adjective in such a way that they develop the ability to compare people from different parts of the world.

The students solve some exercises related to adjectives and answer some basic questions that will help to describe their person as well as allow them to have ideas for lesson 4, which consists of a role play where they must interpret and describe themselves as someone from another country.

The activities scheduled for this lesson will help improve your listening, speaking, and writing skills.

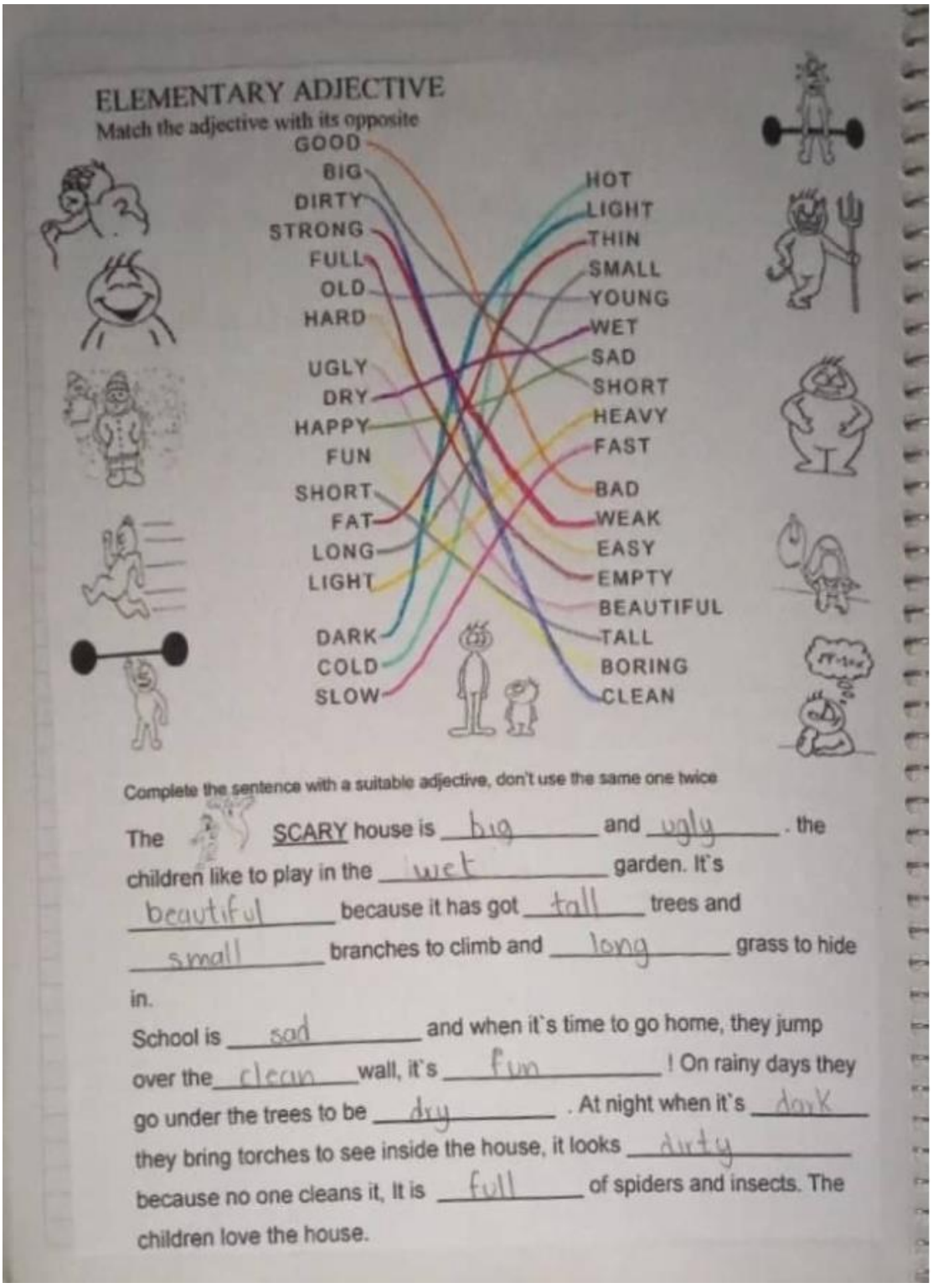
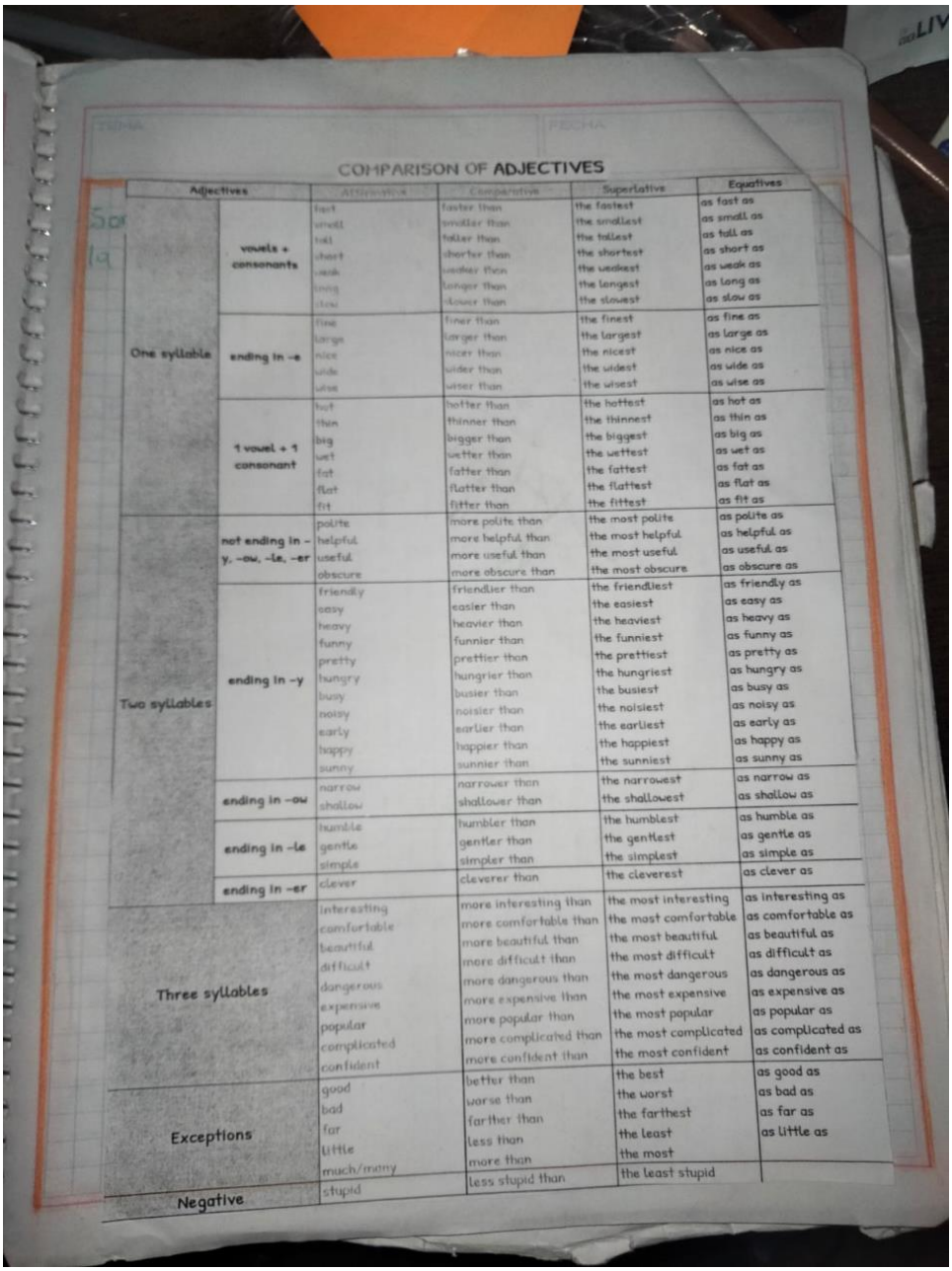


Figure 4 Some exercises about adjectives from lesson 1 so as to assess writing skill



COMPARISON OF ADJECTIVES

Adjectives		Affirmative	Comparative	Superlative	Equatives
One syllable	vowels + consonants	fast	faster than	the fastest	as fast as
		small	smaller than	the smallest	as small as
		tall	taller than	the tallest	as tall as
		short	shorter than	the shortest	as short as
		weak	weaker than	the weakest	as weak as
		long	longer than	the longest	as long as
		slow	slower than	the slowest	as slow as
	ending in -e	fine	finer than	the finest	as fine as
		large	larger than	the largest	as large as
		nice	nicer than	the nicest	as nice as
		wide	wider than	the widest	as wide as
		wise	wiser than	the wisest	as wise as
	1 vowel + 1 consonant	hot	hotter than	the hottest	as hot as
		thin	thinner than	the thinnest	as thin as
		big	bigger than	the biggest	as big as
		wet	wetter than	the wettest	as wet as
		fat	fatter than	the fattest	as fat as
		flat	flatter than	the flattest	as flat as
		fit	fitter than	the fittest	as fit as
Two syllables	not ending in -y, -ow, -le, -er	polite	more polite than	the most polite	as polite as
		helpful	more helpful than	the most helpful	as helpful as
		useful	more useful than	the most useful	as useful as
		obscure	more obscure than	the most obscure	as obscure as
	ending in -y	friendly	friendlier than	the friendliest	as friendly as
		easy	easier than	the easiest	as easy as
		heavy	heavier than	the heaviest	as heavy as
		funny	funnier than	the funniest	as funny as
		pretty	prettier than	the prettiest	as pretty as
		hungry	hungrier than	the hungriest	as hungry as
		busy	busier than	the busiest	as busy as
		noisy	noisier than	the noisiest	as noisy as
		early	earlier than	the earliest	as early as
		happy	happier than	the happiest	as happy as
		sunny	sunnier than	the sunniest	as sunny as
	ending in -ow	narrow	narrower than	the narrowest	as narrow as
		shallow	shallower than	the shallowest	as shallow as
	ending in -le	humble	humbler than	the humblest	as humble as
		gentle	gentler than	the gentlest	as gentle as
		simple	simpler than	the simplest	as simple as
	ending in -er	clever	cleverer than	the cleverest	as clever as
Three syllables		interesting	more interesting than	the most interesting	as interesting as
		comfortable	more comfortable than	the most comfortable	as comfortable as
		beautiful	more beautiful than	the most beautiful	as beautiful as
		difficult	more difficult than	the most difficult	as difficult as
		dangerous	more dangerous than	the most dangerous	as dangerous as
		expensive	more expensive than	the most expensive	as expensive as
		popular	more popular than	the most popular	as popular as
		complicated	more complicated than	the most complicated	as complicated as
		confident	more confident than	the most confident	as confident as
Exceptions		good	better than	the best	as good as
		bad	worse than	the worst	as bad as
		far	farther than	the farthest	as far as
		little	less than	the least	as little as
		much/many	more than	the most	
Negative		stupid	less stupid than	the least stupid	

Figure 5 A chart showing comparison of adjectives and superlatives forms

In lesson three, the consequential topic for describing people from different countries is that of comparatives with the main goal of identifying the form of comparative adjectives by using simple adjectives as a basis for expressing how two are different. people or things.

In this lesson, students will practice the reading skill called scanning in a text and detect those words that refer to comparative adjectives. Later they will use the reading sub-skill called "reading for detail"

which will allow students to understand how comparisons between subjects are made through a text related to a soccer game.

Then the students will develop the sub-skill of "listening for specific information" in which they will detect only those keywords related to comparative adjectives. Later, the students will listen to the audio again with detail and attention and will solve a comprehension quiz on the listening skill.

After some listening tests, students will solve written exercises to corroborate the information previously heard from the audio.

Students will make a folding surprise on a person from a country of interest. This activity intends that through imagination and what they have learned in class, they can draw a subject with an initial shape on a folded sheet of paper and that when the sheet of paper is unfolded, the drawing changes its shape. to give life to a new figure.

After this, students will practice their memory by building a memory with words related to comparative adjectives. The goal of this activity is for students to generate new vocabulary through play.

To close lesson three, students demonstrate their knowledge obtained in class through an interactive test on the WORD WALL platform, promoting interest and motivation to participate.

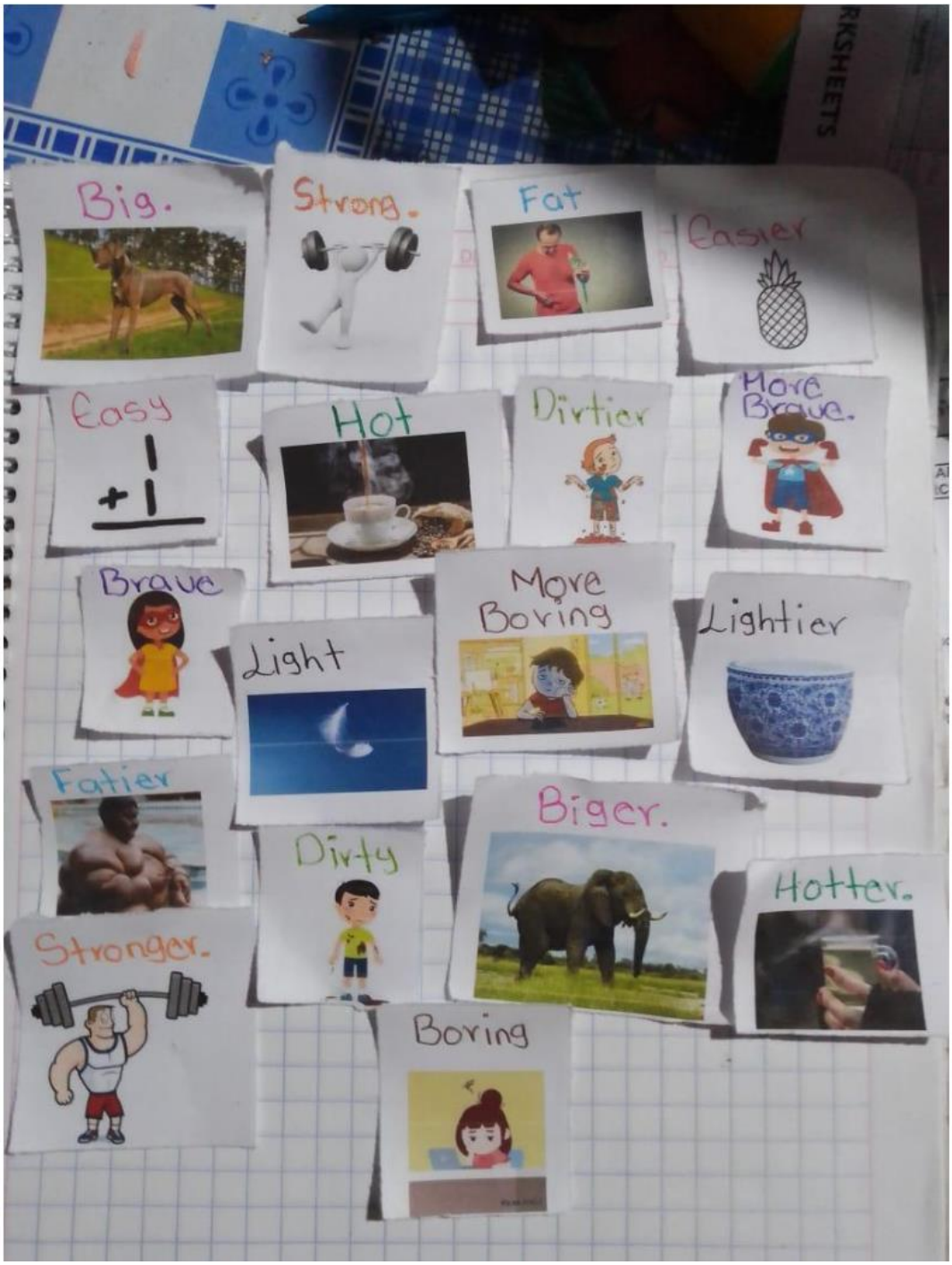


Figure 6 A memory game using adjectives and comparatives

Figure 7 Another memory game using adjectives and comparatives

Figure 8 Exercises about grammar

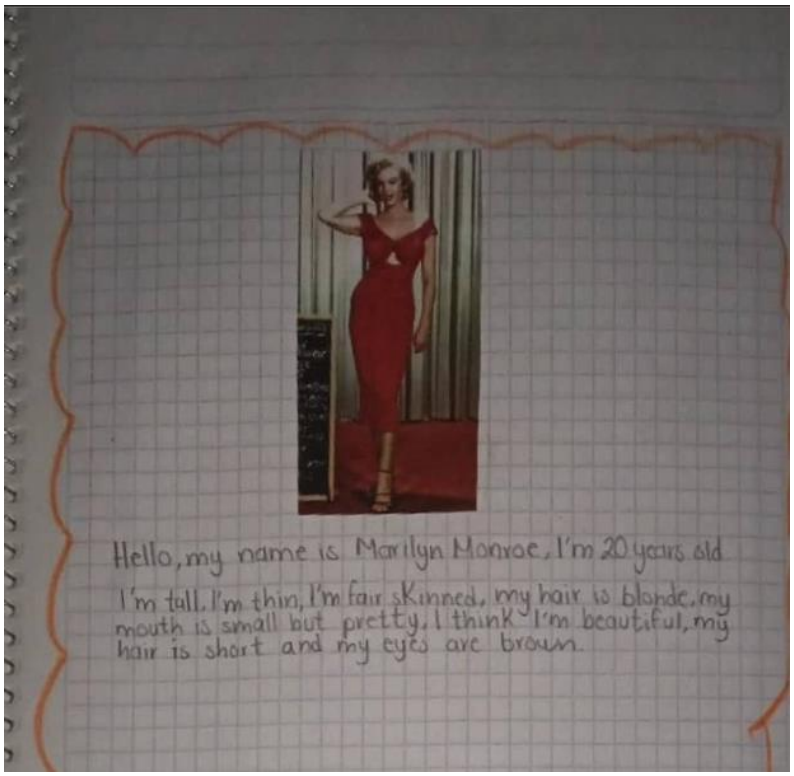


Figure 9 Short description to grade writing and speaking skills

Figure 10 A folding surprise showing some culture characteristics

Figure 11 Another folding surprise showing some culture characteristics

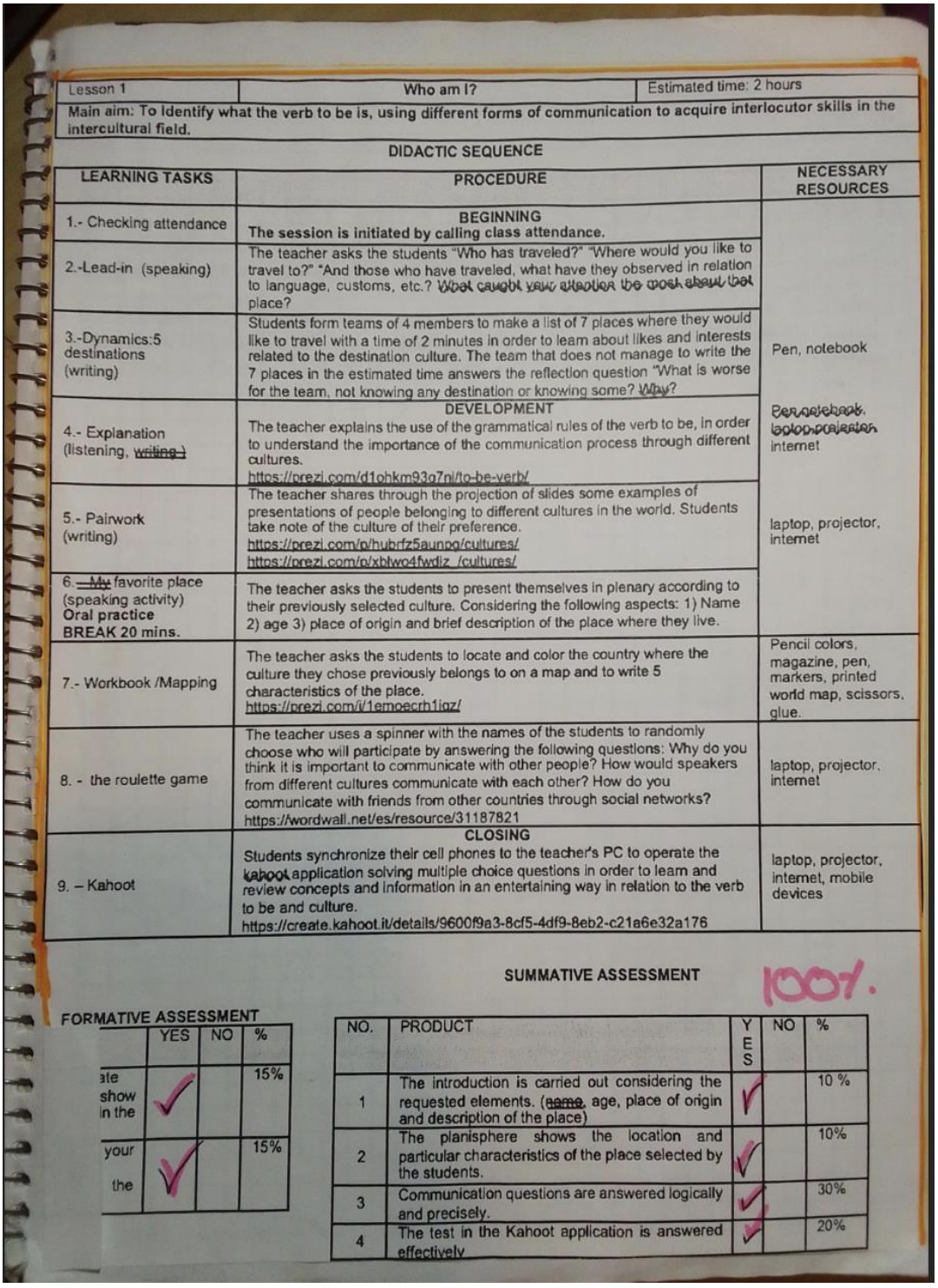
Finally, in lesson four, it is suggested to use what has been learned in previous lessons to make more complex and elaborate comparisons between cultures through a role-play which will allow students to place them in a more real context through dialogues, acting, and characterization. and personification of characters from different countries. In the final part of the lesson, we will all meet in plenary to give feedback, raise awareness and assess the importance of communication in the face of an intercultural event that they could face in real life within their place of origin or even if they travel somewhere. of the world in the future.

Figure 12 A picture with the representation of an Indian dressing clothes

Figure 13 A picture with the representation of an Egyptian dressing clothes

Figure 14 A picture with the representation of a German dressing clothes

2.05 Show evidences of your designed tool to assess your students.



Lesson 1	Who am I?	Estimated time: 2 hours

Main aim: To identify what the verb to be is, using different forms of communication to acquire interlocutor skills in the intercultural field.

DIDACTIC SEQUENCE

LEARNING TASKS	PROCEDURE	NECESSARY RESOURCES
1.- Checking attendance	**BEGINNING** **The session is initiated by calling class attendance.**	
2.-Lead-in (speaking)	The teacher asks the students "Who has traveled?" "Where would you like to travel to?" "And those who have traveled, what have they observed in relation to language, customs, etc.? ~~What caught your attention the most about that~~ place?	
3.-Dynamics:5 destinations (writing)	Students form teams of 4 members to make a list of 7 places where they would like to travel with a time of 2 minutes in order to learn about likes and interests related to the destination culture. The team that does not manage to write the 7 places in the estimated time answers the reflection question "What is worse for the team, not knowing any destination or knowing some? ~~Why~~?	Pen, notebook
4.- Explanation (listening, ~~writing~~)	**DEVELOPMENT** The teacher explains the use of the grammatical rules of the verb to be, in order to understand the importance of the communication process through different cultures. https://prezi.com/d1ohkm93g7ni/to-be-verb/	~~Pen,notebook, laptop,projector,~~ internet
5.- Pairwork (writing)	The teacher shares through the projection of slides some examples of presentations of people belonging to different cultures in the world. Students take note of the culture of their preference. https://prezi.com/p/hubrfz5aunpg/cultures/ https://prezi.com/p/xblwo4fwdiz_/cultures/	laptop, projector, internet
6. ~~My~~ favorite place (speaking activity) **Oral practice** **BREAK 20 mins.**	The teacher asks the students to present themselves in plenary according to their previously selected culture. Considering the following aspects: 1) Name 2) age 3) place of origin and brief description of the place where they live.	
7.- Workbook /Mapping	The teacher asks the students to locate and color the country where the culture they chose previously belongs to on a map and to write 5 characteristics of the place. https://prezi.com/i/1emoecrh1iqz/	Pencil colors, magazine, pen, markers, printed world map, scissors, glue.
8. - the roulette game	The teacher uses a spinner with the names of the students to randomly choose who will participate by answering the following questions: Why do you think it is important to communicate with other people? How would speakers from different cultures communicate with each other? How do you communicate with friends from other countries through social networks? https://wordwall.net/es/resource/31187821	laptop, projector, internet
9. – Kahoot	**CLOSING** Students synchronize their cell phones to the teacher's PC to operate the ~~kahoot~~ application solving multiple choice questions in order to learn and review concepts and information in an entertaining way in relation to the verb to be and culture. https://create.kahoot.it/details/9600f9a3-8cf5-4df9-8eb2-c21a6e32a176	laptop, projector, internet, mobile devices

FORMATIVE ASSESSMENT

	YES	NO	%
ate show in the	✓		15%
your the	✓		15%

SUMMATIVE ASSESSMENT 100%.

NO.	PRODUCT	YES	NO	%
1	The introduction is carried out considering the requested elements. (~~name~~, age, place of origin and description of the place)	✓		10 %
2	The planisphere shows the location and particular characteristics of the place selected by the students.	✓		10%
3	Communication questions are answered logically and precisely.	✓		30%
4	The test in the Kahoot application is answered effectively	✓		20%

Figure 15 An example of assessing tool for lesson one

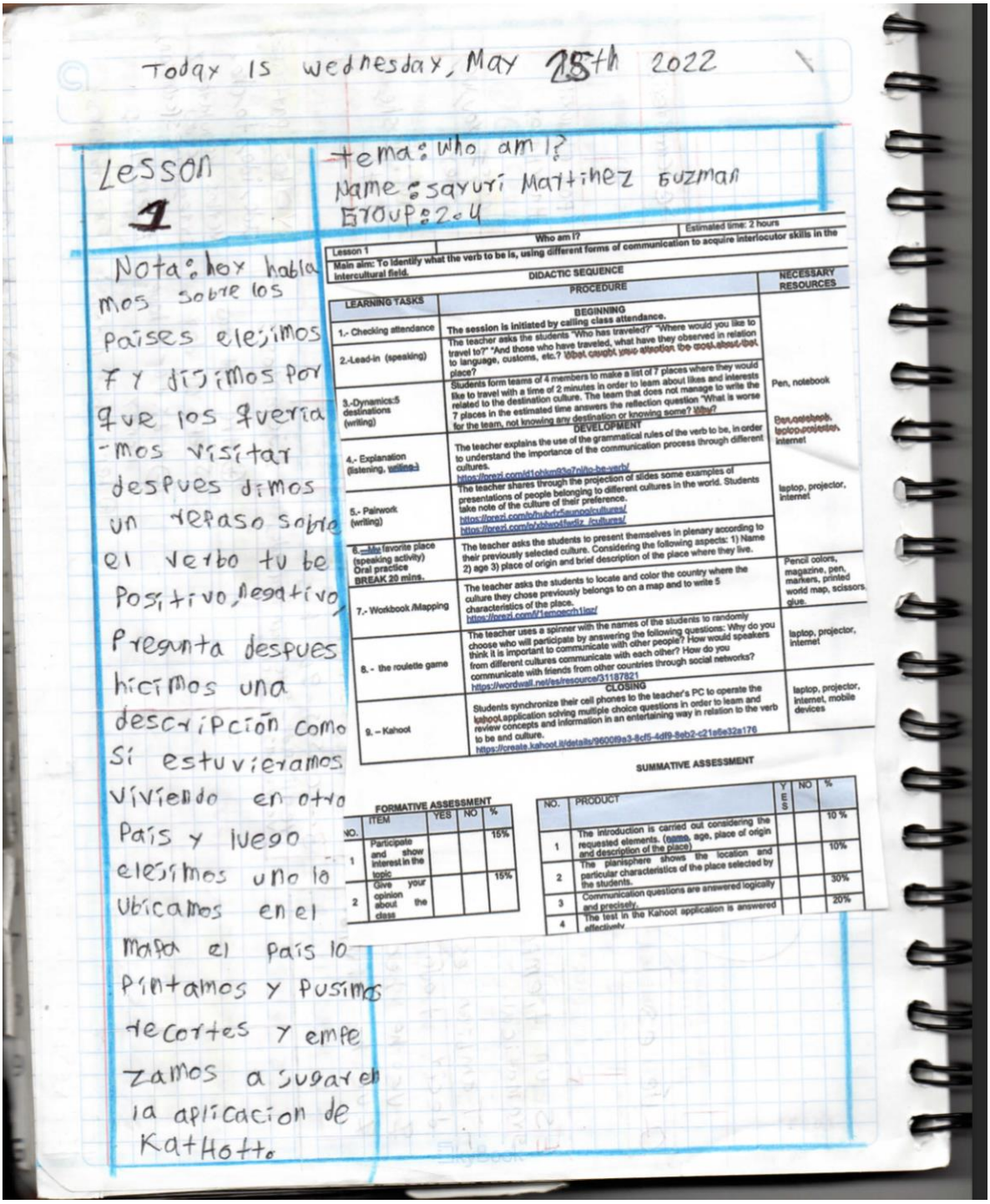
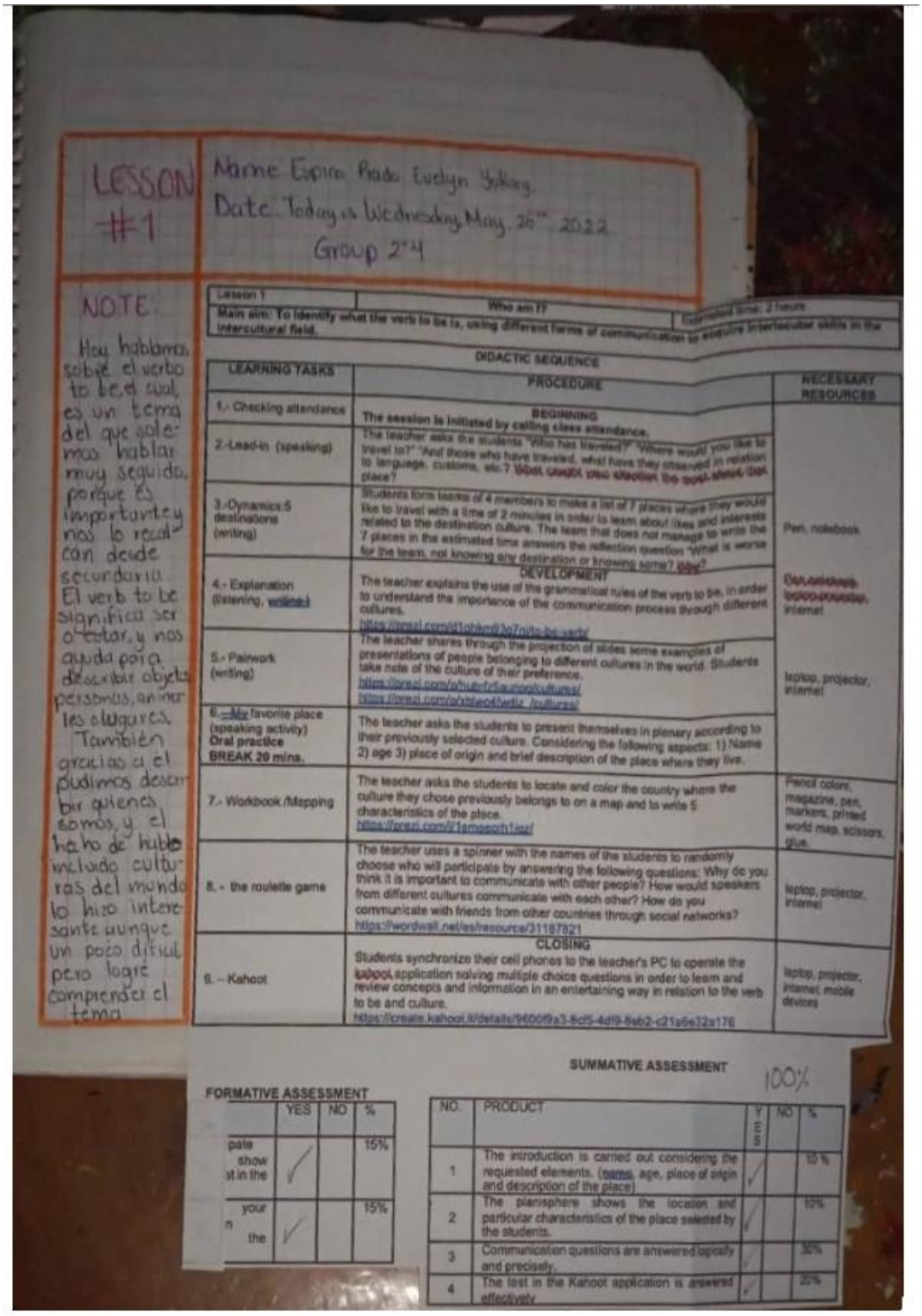


Figure 16 An example of assessing tool for lesson one and note taking regarding the class



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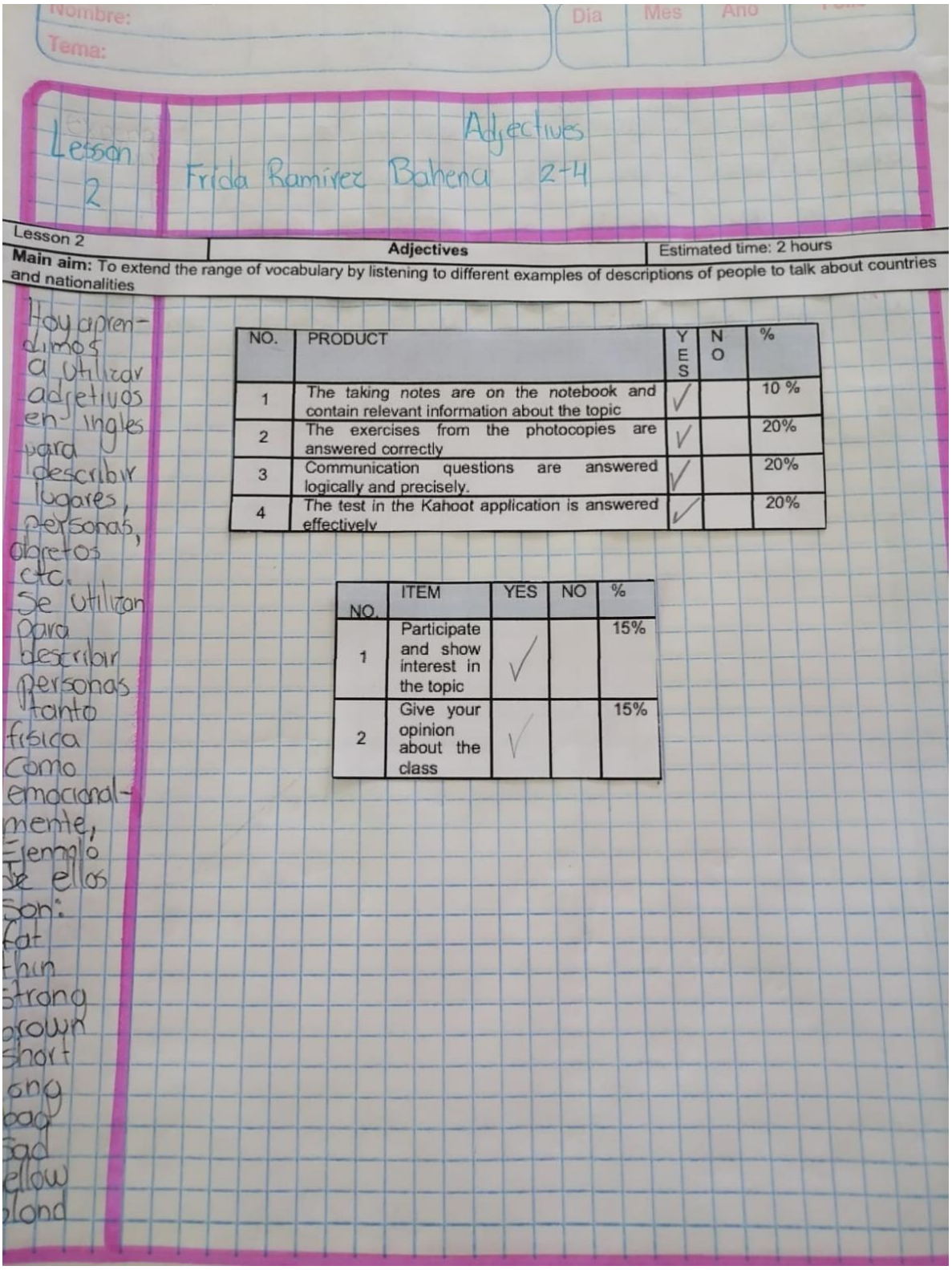


Nombre:
Tema:
Día Mes Año

Lesson 2

Adjectives
Frida Ramirez Bahena 2-4

Lesson 2	Adjectives	Estimated time: 2 hours

Main aim: To extend the range of vocabulary by listening to different examples of descriptions of people to talk about countries and nationalities

Hoy aprendimos a utilizar adjetivos en ingles para describir lugares, personas, objetos etc. Se utilizan para describir personas tanto fisica como emocionalmente, Ejemplo de ellos son:
fat
thin
strong
brown
short
long
bad
sad
yellow
blond

NO.	PRODUCT	YES	NO	%
1	The taking notes are on the notebook and contain relevant information about the topic	✓		10 %
2	The exercises from the photocopies are answered correctly	✓		20%
3	Communication questions are answered logically and precisely.	✓		20%
4	The test in the Kahoot application is answered effectively	✓		20%

NO.	ITEM	YES	NO	%
1	Participate and show interest in the topic	✓		15%
2	Give your opinion about the class	✓		15%

Figure 18 Another example of assessing tool for lesson one and note taking regarding the class

The results obtained in the practice of these 4 lessons were very interesting because the students managed to understand different topics such as countries and nationalities, the verb to be, adjectives and comparatives in an effective way. Once taking into account its grammatical rules, use, and pronunciation to understand the importance of communication between people from different places. The students reacted positively and willingly to work in class.

The sequence and dynamics of the activities from lessons one to four, allowed us to continue our thematic axis, which is culture and interculturality, as well as mainstream content.

As mentioned in previous assignments, this lesson plan is designed around the characteristics and needs of the students, based on approaches to language teaching. One of the most representative is the Presentation, Practice, and Production (PPP) approach. Grammatical structures and functions are the most important aspect of the language.

Lessons move from the presentation stage to the practice stage and production stage.

The teacher inputs language (provides examples and gives information about it).

The students are guided by the teacher and do not make decisions about what or how to learn.

Typical activities are situational presentations and drills at the controlled practice stage, role plays, and information gap activities at the production stage.

I tried to follow some suggestions from lesson 9, I found quite interesting the part on Assessing Adolescent EFL Learners.

This Lesson focused on aspects to consider when evaluating adolescent learners at the high school level including the use of new technology for improving assessment in the learning process of EFL adolescent learners.

The learning outcome expected of this project is for my students to reach level A2 of the Common European Framework for Reference upon finishing middle school. Mexican high school students are able to understand sentences and frequently used expressions to provide basic personal and family information, as well as matters such as shopping, local geography, and employment among others. They also communicated ideas about culture and interculturality, and are able to ask for simple and direct exchanges of information on familiar and routinary situations. In addition, they describe in

simple terms aspects of their personal background, and situations in areas of immediate need in both speaking and writing skills. The listening and speaking skills are still difficult to develop on them.

The informal assessment was a good tool or instrument for assessing classwork as part of the feedback given to my students. Formal assessment on the other hand was helpful to assess the process that has already been planned and prepared for me. All the exercises and specific procedures helped to enhance students' skills and knowledge. Techniques like mapping, drawing, answering, building, crafting, imitating, dressing or wearing different clothes, matching, and playing online games were very helpful and useful to determine the students' achievements.

A lesson plan should be clear and easy to read for teachers and students during the lesson and remember that lessons should always be created regarding the students' needs.

Technology has been an excellent and helpful tool for teachers during these pandemic times, it has allowed them d to keep the students in touch and continue studying. Including technology in face-to-face classes help teachers to explain better a topic. Unfortunately, the context of my school does not allow them to use it freely.

Social media, apps, and games have become powerful assessing instruments at schools. Students can quickly show teachers and classmates what they have been learning. These informal uses of digital media have played an important role in boosting students' learning process.

2.01 As required on assignment 2B, concentrate on performing and recording the activities.

Link for the video (20 mins)

https://drive.google.com/file/d/1ZK5Jz1Yr7VLtmwaArHduhWckBVJ30GdU/view?usp=drivesdk

video reflection
https://drive.google.com/file/d/1-2cTlBYZCMfCLUrcs0w_rizo4xOxlezF/view?usp=sharing

Colloquium presentation powerpoint
https://drive.google.com/file/d/1ye1rGsCZpv4EWHadlPkrZwVr-2rd1ZCF/view?usp=sharing
Colloquium presentation video.
https://drive.google.com/file/d/1qyNSc1xWgc9mwlAVjNay4ZCvYdgaMZiy/view?usp=sharing

Chapter 3: Experience Report

The results mentioned above were positive in relation to the expected learning based on the skills and learning styles that the students have. The development of communication skills throughout each session were latent and effective.

On the other hand, there were some problems to have 100% efficiency in each class. For example, the context of the students is very rooted in their mother tongue and customs, this did not allow the students to understand that there are other customs that they did not imagine.

Interference errors between their mother tongue and a second language were active all the time, this is due to the lack of vocabulary in both languages and because there is a big problem of false friends and cognates that confuse the true meaning of words.

Another important aspect to consider is that students are not prepared to receive and be exposed to a second language for long periods. Unfortunately, our methodology requires that each class last 3 hours and 30 minutes. It is shown that the effective attention time is 20 minutes. Subsequently, the verification of comprehension through exercises that reinforce the information.

All these problems have been discussed in teaching assemblies, changes and/or improvements in our methodology have been proposed but have not yet been approved.

In addition to this, the characteristics of the students in the school are extremely heterogeneous. That is, the pace and forms of learning are variable for each of the students, in addition to the fact that most of them present various pathologies and socio-emotional situations arising from educational deficiencies from home as well as some physical and mental disabilities.

The possible solutions to these problems have been discussed among the professors of the institution, proposals such as separating the groups by levels of understanding have been suggested, but it has not been possible because it would be considered an exclusion problem.

The life expectations of the students of High School 171 are limited and directed towards labor insertion, the need to eat, wear shoes and dress is paramount before the professional one. Unfortunately, parents do not motivate or require their children to continue studying or improve academically. Teachers are the ones who must take on that role and support, motivate and encourage students.

Chapter 4: Conclusions

4.01 Conceptual

Based on my previous teaching philosophy and experience in contrast with the new one, it is remarkable that during the specialty a lot of input has been enriching this personal philosophy adding points of view that had not been thought or even considered as the theoretical basis and the intercultural competence. There was a mere idea of the justification for the procedures in the books but the idea became clearer through the development of the specialty of how every perspective and the diversity of theories that support the books. It could be realized that books are different among them for the diverse approaches that follow these books. In my particular case, I do not use books because students cannot afford them, so we need to select an appropriate material according to their context and possibilities. A professional teacher has not to be only capable to identify different approaches as well as to be capable to find materials that complete and adapt to the students' background but also to look up for the intercultural competence for the use of English as a second language so that the learner can realize the importance of being intercultural competent.

Lev S. Vygotsky (1986) once said, "By giving our students practice in talking with others, we give them frameworks to think for themselves." This thinking applies perfectly to these situations as the teacher and students have to follow the programs as they are laid out. But thanks to our methodology, we have the freedom to change it. During the 4 lessons it was possible to recognize that without the books we have many limitations because they are very helpful in following up on the topics covered in class. The teacher has the responsibility to go beyond the limitations to provide more than a simple lesson, to choose the correct and appropriate materials as well as to provide the students with the tools that will be suitable for their personal needs.

For these reasons, it is considered that a personal philosophy has enduring elements, but it also has elements that are always changing according to the circumstances that surround the various teaching scenarios. In this project, the static elements and those that changed in the personal philosophy were developed, developing a class with original materials that replaces those that come in the official books.

Regarding methodology implemented to plan my classes I think it is good to pay attention to the students' necessities and background. The methodology I use is very flexible and we can include or

put out everything we want to. Actually, rubrics are not needed for grading because the observation guide and task list charts must be designed similar to a small rubric or contain small pieces of a rubric, so the assessment becomes easier when grading a lesson. There are some extra cases where a student can failure, this happens when the student does not attend to classes and do not present a valid justification and the updated activities. Otherwise getting good grades is very easy.

4.02 Observation

During the observation time, the most important activity for teachers to do is to take roles, the students' interaction patterns and the language teaching classroom. What we say, how we say it and what we do make our teacher roles clear to learners. When planning lessons, it is useful to first identify the roles we are going to take on during the lesson and then to think about what we are going to say and do to convey that role clearly to the learners. It takes practice and experience to know which teacher roles are appropriate with which classes and for which activities. Less experienced teachers may feel comfortable using a limited number of roles at first and then gradually extending their range. Some problems with classroom discipline, classroom management and facilitating learning are a result of teachers not adopting appropriate teacher roles.

Teachers very often forget the role of communication when we teach a language. So, rules and ways to communicate will be both important. Observing and collecting information about learner performance, behaviour, contribution and effort and progress; keeping a written record of learners' work are our labor.

4.01.02 Analysis

In relation to the analysis, I can say that a good advantage of all the time spent during the specialization was I improved some weak areas, this specialization has overcome my expectations about analyzing myself, weak skills have been developed in order to get better every day.
The auto analysis or micro teaching is a good way to detect our opportunities too. Sometimes we are good enough in something and we can take advantage of that.

Now I consider that my philosophy and my identity have changed. Actually, I have put into practice some suggestions that are made in the readings; I have taken into account those questions that are presented in the "moment of reflection" section in each unit. I have noticed that my vocabulary of

words has increased, the fluency with which I express myself in front of a group has improved, and even the way of explaining and teaching a topic is now deeper.

4.01.03 Report

Results were positive if we take into account the students' effort. I mean, Krashen's theory was reflected on the process of learning during these lessons. Students started from what they already knew and the teacher pushed them and motivated them to the next comprehension level. The effort made students went up into the proximal development and at the same time, Kolb's theory appeared when students got the +1 through stages. Students participated in class depending on their experiences, the participation involved motivation and interest, then students used their logic to build their grammar rules and finally they compared and corrected what they knew with the correct structures. Accuracy was reached successfully for some students.

Thanks to the specialization I could be able to improve my classes, my teaching, my philosophy, my roles and my style of planning and assessing.

CHAPTER 5: Appendixes and APA style references.

5.01 Appendixes

5.01.01 Appendix 1. Listening practice (adjectives)

5.01.02 Appendix 2. Reading practice (adjectives)

Hi! I'm Mark and these are my friends. We are very different but we are the best friends. Pay attention to the details I give you and complete the comparative and superlative sentences. Use the adjectives in the box and follow the example.

adjectives

athletic
bad
fat
funny
good
nice
old
short
tall
thin
young

	Brian	Ethan	Roy	Mark	Evan
1.	Age: 14 years	Age: 13 years	Age: 15 years	Age: 14 years	Age: 16 years
2.	Height: 1,50m	Height: 1,50m	Height: 1,60m	Height: 1,35m	Height: 1,75m
3.	Weight: 55kg	Weight: 65kg	Weight: 65kg	Weight: 45kg	Weight: 70kg
4.	Funny:	Funny:	Funny:	Funny:	Funny:
5.	Maths:	Maths:	Maths:	Maths:	Maths:
6.	Athletic:	Athletic:	Athletic:	Athletic:	Athletic:
7.	Nice:	Nice:	Nice:	Nice:	Nice:

1. Roy is ___younger___ than Evan but he's ___older___ than Ethan. I am ___as old / young___ as Brian. Evan is the ___oldest___ of the group and Ethan is the ___youngest___.

2. I am _____ of the group. All my friends are _____ than me. Brian is as _____ as Ethan but they are _____ than Evan. Evan is the _____.

3. Evan is not very fat but he's the _____ of us. Roy is _____ Ethan and they are _____ than Brian. I'm _____ than Brian. I'm _____!

4. We enjoy being together and we are always telling jokes. Ethan is _____ of the group. He is _____ than me. Evan and Roy are _____ Brian.

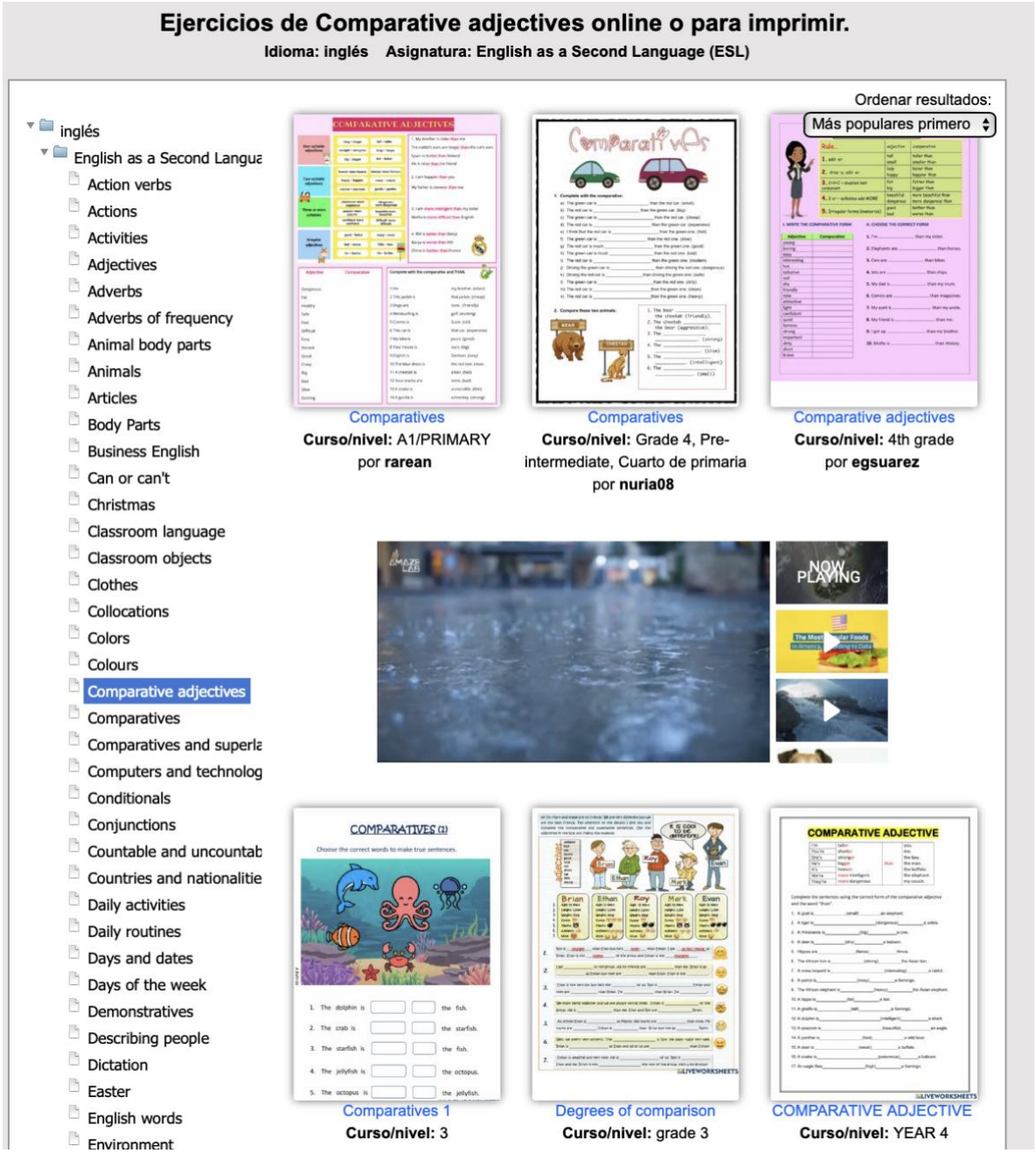
5. At school Evan is _____ at Maths. His marks are _____ than mine. My marks are _____! Ethan is _____ than Brian but not as _____ Roy's.

6. Well, we aren't very athletic. The _____ is Roy. He plays rugby very well. Brian is _____ as Evan and all of us are _____ than Ethan!

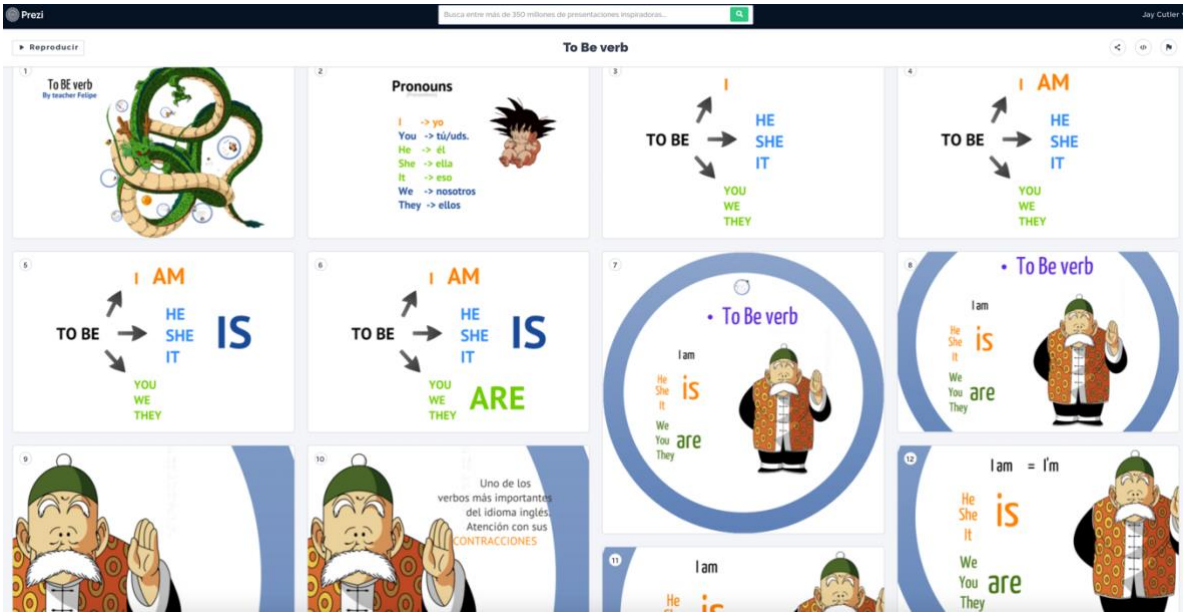
7. Ethan is amazing and very nice. He is _____ of us. Roy is _____ Evan and me. Brian is not _____ the rest of the group. He's a bit grumpy!

LIVEWORKSHEETS

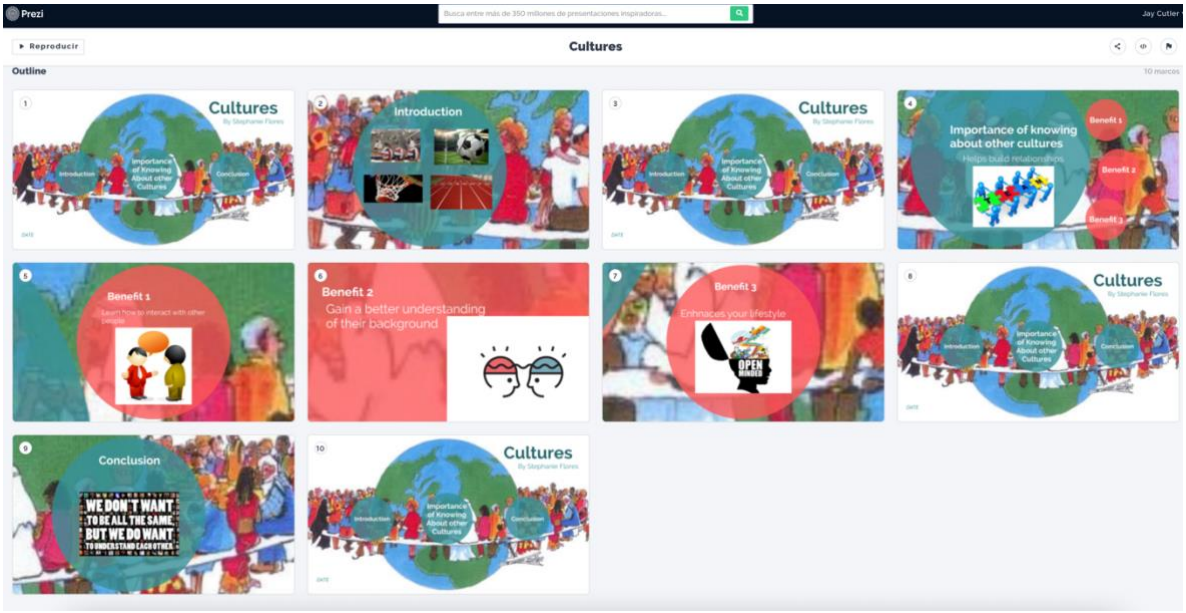
5.01.03 Appendix 3. Grammar practice (comparatives)



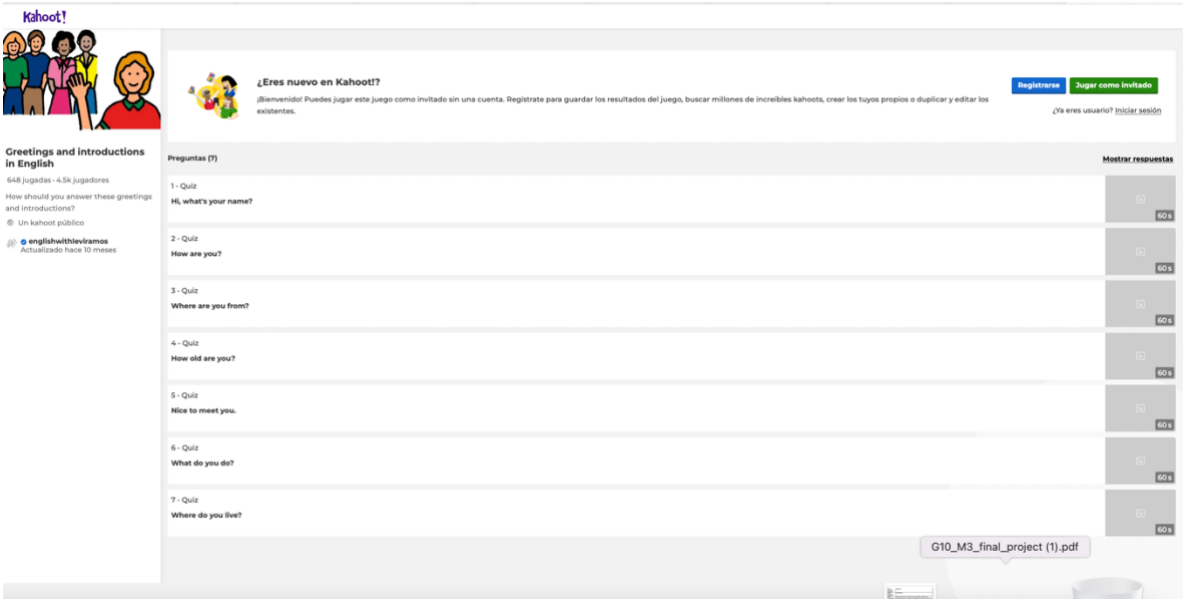
5.01.04 Appendix 4. Presentation of verb to be in Prezi platform



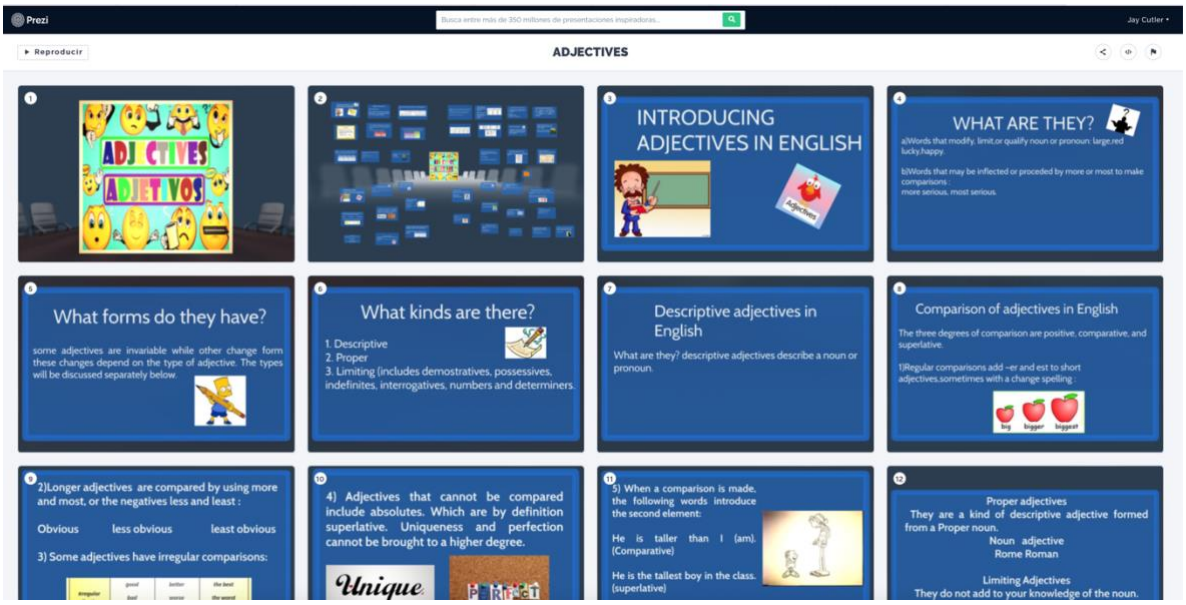
5.01.05 Appendix 5. Presentation about Cultures in Prezi platform



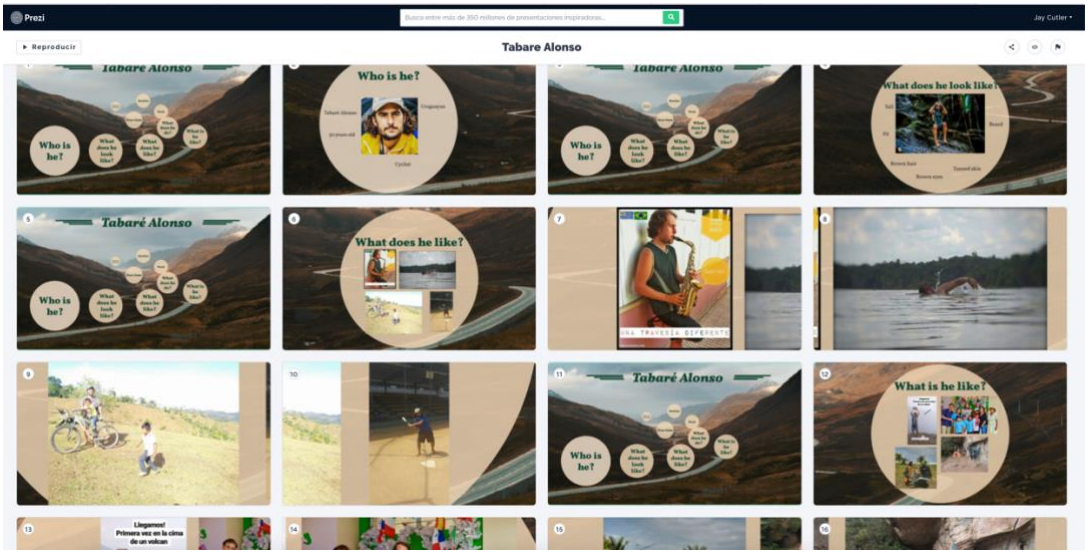
5.01.06 Appendix 6. Questions to introduce yourself in Kahoot platform



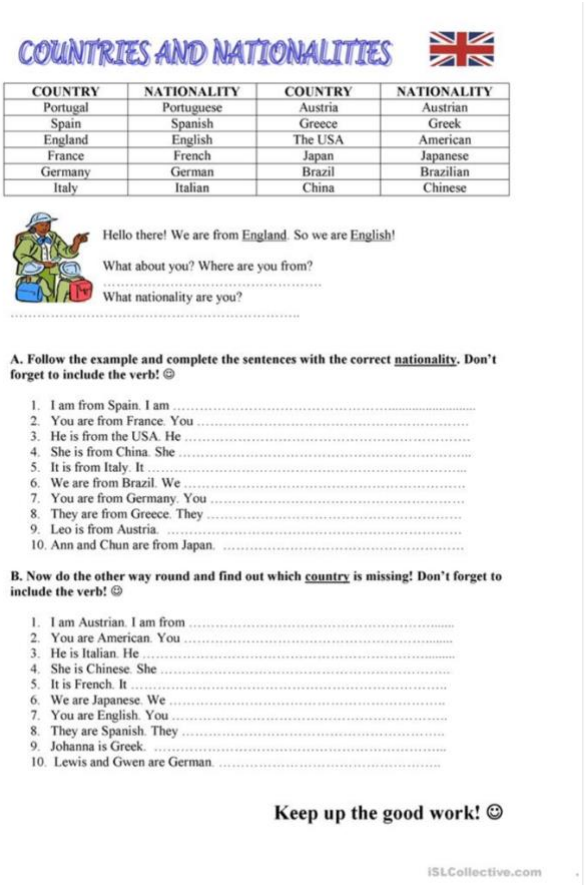
5.01.07 Appendix 7. Adjectives presentation in Prezi platform



5.01.08 Appendix 8. Differences between (How is he? / What is he like? / What does he look like?) to describe someone.



5.01.09 Appendix 9. Countries as nationalities oral practice.



COUNTRIES AND NATIONALITIES

COUNTRY	NATIONALITY	COUNTRY	NATIONALITY
Portugal	Portuguese	Austria	Austrian
Spain	Spanish	Greece	Greek
England	English	The USA	American
France	French	Japan	Japanese
Germany	German	Brazil	Brazilian
Italy	Italian	China	Chinese

Hello there! We are from England. So we are English!

What about you? Where are you from?

.....

What nationality are you?

.....

A. Follow the example and complete the sentences with the correct nationality. Don't forget to include the verb! ☺

1. I am from Spain. I am .....
2. You are from France. You .....
3. He is from the USA. He .....
4. She is from China. She .....
5. It is from Italy. It .....
6. We are from Brazil. We .....
7. You are from Germany. You .....
8. They are from Greece. They .....
9. Leo is from Austria. .....
10. Ann and Chun are from Japan. .....

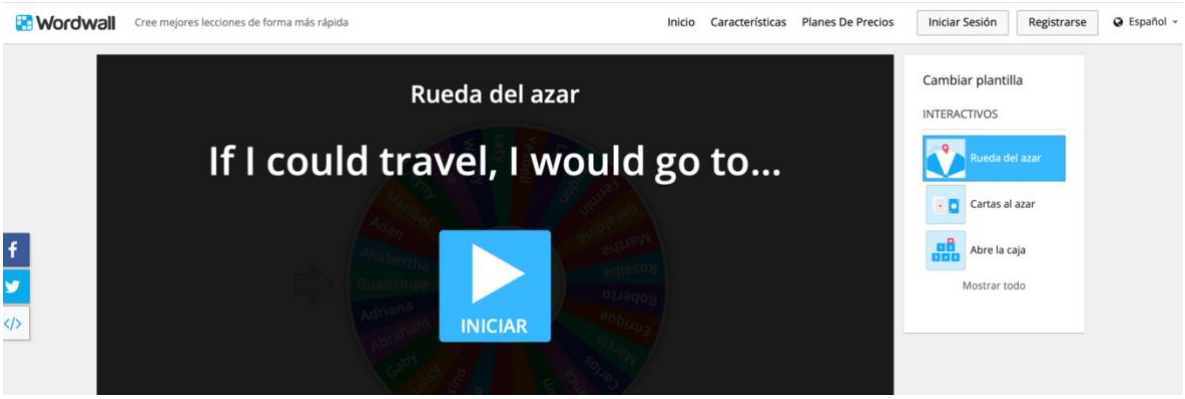
B. Now do the other way round and find out which country is missing! Don't forget to include the verb! ☺

1. I am Austrian. I am from .....
2. You are American. You .....
3. He is Italian. He .....
4. She is Chinese. She .....
5. It is French. It .....
6. We are Japanese. We .....
7. You are English. You .....
8. They are Spanish. They .....
9. Johanna is Greek. .....
10. Lewis and Gwen are German. .....

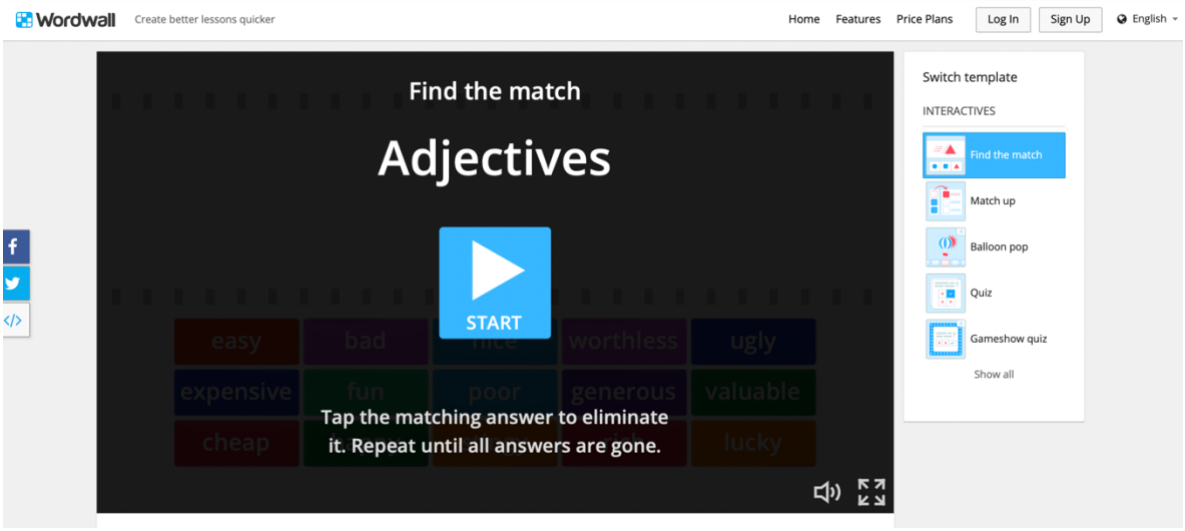
Keep up the good work! ☺

ISLCollective.com

5.01.10 Appendix 10. A didactic strategy to let students participate in class in Wordwall platform.



5.01.11 Appendix 11. Assessing tool to measure the students' comprehension about adjectives in Wordwall platform.



5.01.12 Appendix 12. Listening practice about comparatives in soundgrammar.com

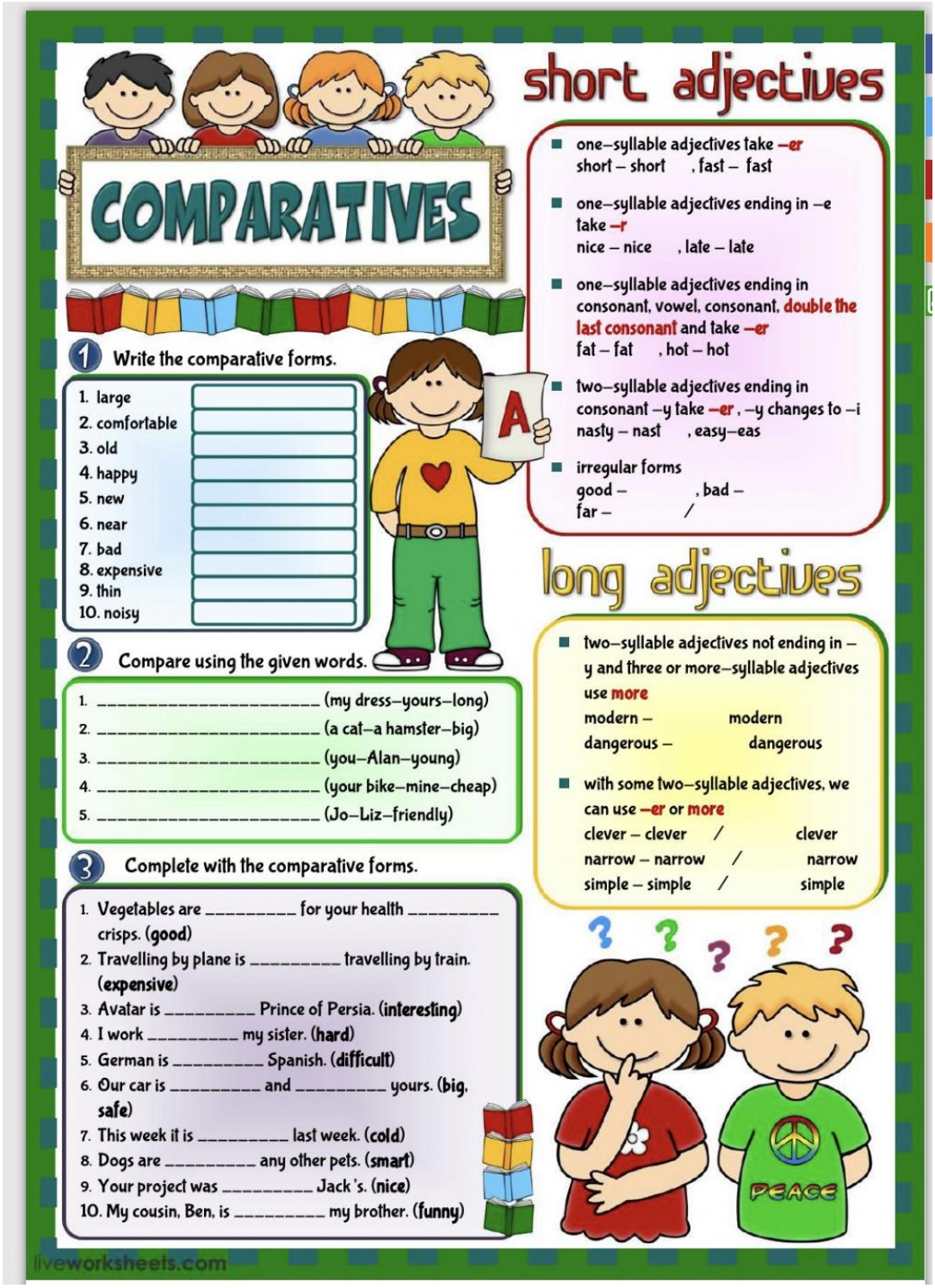
Grammar 3-09 | High Beginner 3

Comparatives

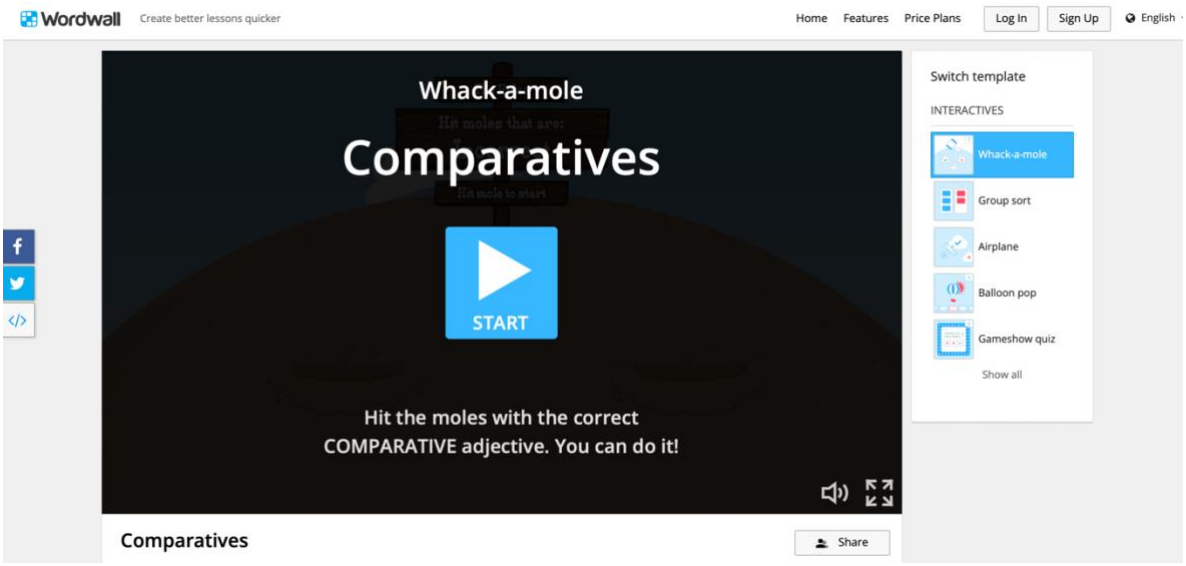
Listen to Katie compare two things using the comparative form of adjectives.

soundgrammar.com

5.01.13 Appendix 13. Assessing tool to measure the students' comprehension about grammar rules in order to learn comparatives



5.01.14 Appendix 14. Assessing tool to measure the students' comprehension about comparatives through a funny game in Wordwall platform.



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