



UNIVERSIDAD PEDAGÓGICA NACIONAL

**UNIDAD AJUSCO
PROPUESTA DE INTERVENCIÓN EDUCATIVA
Teaching Globalization in lower levels on
Elementary School**

TRABAJO RECEPCIONAL

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

**PRESENTA:
DALIA RIVERA PACHECO
ASESOR: ELIN EMILSSON INGVARSDOTTIR**

México, DF. a Junio del 2022

Tabla de contenido

INTRODUCTION.....	3
CHAPTER 1 PHILOSOPHY AND THEORY.....	6
1.01 Teaching identity and philosophy.....	6
1.02 THEORY UNDERLYING MY TEACHING PRACTICE	8
1.02.01 SECOND LANGUAGE ACQUISITION.....	8
1.02.02 ENGLISH LANGUAGE TEACHING.....	11
CHAPTER 2 METHODOLOGY AND PRACTICE.....	15
2.01 A PRACTICAL AND USEFUL LESSON PLAN	15
2.02 DESIGNING OF NECESSARY TOOLS TO ASSESS THE PROGRESS OF STUDENTS	20
2.02.01 Rubric for listening assessment.....	20
2.02.02 Rubric for speaking assessment	21
2.02.03 Rubric for reading assessment	22
2.02.03 Rubric for writing assessment.....	23
2.02.04 RATIONALE BEHIND	24
2.03 ATTACHED EVIDENCE	27
2.04 EVIDENCE OF THE DESIGN TOOL TO ASSESS THE STUDENTS	29
2.04.01 Listening.....	29
2.04.01 Reading.....	30
2.04.01 Speaking	31
2.04.01 Writing.....	32
2.05 PERFORMING AND RECORDING OF THE ACTIVITIES	32
CHAPTER 3 EXPERIENCE REPORT	33
3.01 Report of lessons.....	33
3.01.01 Session 1	33
3.01.02 Session 2	34
3.01.03 Session 3	34
3.01.04 Session 4	34
3.01.05 Session 5	34
3.02 Critical analysis.....	35
CHAPTER 4 CONCLUSIONS	36
BIBLIOGRAPHY.....	39
APPENDIXES	41

INTRODUCTION

“Education is the most powerful weapon you can use to change the world”- Nelson Mandela. This quote is foundation of my teaching philosophy. The students of today are the leaders of tomorrow, we must consider this. We are educating the society of the future and it is our responsibility to make our best effort.

Bringing an open mind, a positive attitude, and high expectations to the classroom each day is an aim. It is owed it to the students, as well as the community, to bring consistency, diligence, and warmth into the teachers’ job in the hope of inspire and encourage such traits in the children as well.

Children are unique and have something special that they can bring to their own education. There is a great importance in assisting students to express themselves and accept themselves for who they are, as well embrace the differences of others. They must have a stimulating educational environment where they can grow physically, mentally, emotionally, and socially. An atmosphere where students can meet their full potential must be generated.

Teaching is a process of learning from students, colleagues, parents, and the community. This is a lifelong process where new strategies, new ideas, and new philosophies are learned. Over time, educational philosophy may change, and that is not a problem. That just means growth and learning of new things.

It is believed that it is essential to develop the four skills (reading, writing, listening and speaking) every day. The integration of listening and speaking with reading and writing will make learners good listeners, speakers, readers, and writers to be able to communicate effectively. The mastery of these skills is a gradual process, which should be developed everyday.

This project is the outcome of the “Especialización en Enseñanza y Aprendizaje de inglés como Lengua Extranjera”. It was composed of three modules, conformed of different strategies, what teaching involves, diverse theories about teaching a second language, applying what was learn, etc.

Module one was the basis of all learned in the following modules of the Specialty, where a reflection about English teaching was made. The different theories were examined and the stages of second language acquisition, making a deep reflection about teacher's teaching and how the different theories were involved.

Module two was the development of the four critical language skills, listening, speaking, reading, and writing, that are communication skills that help to convey ideas with clarity and precision, and how to use new technologies to develop original materials to apply into class program.

Finally, module three was the use of the elements aforementioned to develop lesson, adding interculturalism. Interculturalism involves moving beyond mere passive acceptance of a multicultural fact of multiple cultures effectively existing in a society and additionally promotes dialogue and interaction between cultures. (Cerqueira Pascoal, Sara; Tallone, Laura; Furtado, Marco, 2018).

It was taken into consideration the learned aspects of the three modules to create a project, based on a lesson plan where students expand the four skills and their interculturality by developing activities according to the topic that was "Globalization". It was selected from school's program and extended in order to achieve the objective that was: Recognize how we are all connected and the use of the concept in a good way.

The following project was created for students of third grade of elementary school, but it was applied to students in particular classes. Their cultural background is alike because they study in the same private school, but their linguistic background wasn't. It can be noticed how online classes affected their school development.

The general topic was Globalization that it is defined as globalization can be defined as an extensive network of economic, cultural, social, and political interconnections and processes which goes beyond national boundaries (Yeates, 2001).

The plan tried to let students know that we are all connected without mattering how apart we are of other cultures we need each other in order to exist and recognizing that people have different values depending on their cultural background so students can develop themselves more successfully and respectfully.

The evaluation criteria were based on worksheets and active participation, their process was placed on a rubric where the expected development was categorized in attitude, knowledge, and ability. The activities were didactic with use of technology with video projection, slides, songs, etc.

CHAPTER 1 PHILOSOPHY AND THEORY

1.01 Teaching identity and philosophy

After going over different theories and approaches involved in Language Acquisition, it is clear that the distinct methodologies have been the bases to develop new learning. Teaching philosophy and approaches are the combination of the different theories creating personal procedures. Teachers create their own philosophies according to their background and experiences; they were influenced by their past teachers and took their methods into their teaching application.

In past, teaching was centered on the teacher, now student-centered learning is applied that broadly encompasses methods of teaching that shift the focus of instruction from the teacher to the student. Teacher's identity has to be related to their students' context and necessities.

There is not a theory that covers all students' needs but, all of the theories should be examined to develop strategies that can be useful depending on characteristics of the students. The theories examine different teaching strategies but also students' necessities. There is not a perfect teacher neither, so that is teacher's responsibility to continuing studying and applying new aims.

The results of the application of the distinct theories are different this is because of students' context, so teachers have had to identify the different learners to elaborate a program according to their needs. The teachers' job has become a researcher that experiments for solutions to solve the problem in different situations with different learners.

There are some elements that can be established as a routine in a classroom, that depend on students' needs. This is crucial so that students feel more comfortable in a class, so the class is engaging, and they already know what to do or answer in some activities.

The students' profile that I usually work with are students of private elementary schools; right now, I teach in my own space not in a formal school job but the students' profiles are alike. So, I am aware of their capabilities and social context.

Input is the language which the learner is exposed to. It is commonly acknowledged that for second language acquisition to take place there must be two prerequisites: L2 input available to the learners and a set of internal mechanism to account for how L2 data are processed (Ellis, 1985).

Students' input is incorporated since the moment that instructions are given in English, understanding an instruction can be easier by doing an example of the activity they will work on. An activity that I really like to do with them is reading stories because they use their imagination to create images of the story in their mind. I must make sure that the words used in the stories are understandable for them.

Another activity when input is applied is when students learn new vocabulary, words are listened and repeated, then some pictures are checked, so the meaning is known, some days after they learn the vocabulary, they are asked to draw some of the words, to remember.

Intake is a subset of input which has been internalized by learners after processing. (Ying, 1995). Another definition of intake can be: "the linguistic data actually processed from the input and held in working memory for further processing" (VanPatten, 2002).

Interaction refers to exchanges in which there is some indication that an utterance has not been entirely understood and participants need to interrupt the flow of the conversation for both parties to understand what the conversation is about (Gass & Selinker, 2001)

Interaction is used every day, according to it when exchanging opinions, answers, etc. Teachers should trigger students with questions about the new topic to learn, that I know they can answer. That is how students can start to negotiate and give opinions.

Output is the language a learner produces. Swain, the most influential figure for Output Hypothesis, has argued that comprehensible output also plays a part in L2 acquisition. She pointed out early in 1985 that only when learners are "obliged" to produce comprehensible output otherwise comprehensible input alone is insufficient to L2 learning process.

Output is used when the students apply what they have learn, some activities can be: fill in the gaps, matching, completing texts, etc. Now, my students are bigger, and they can answer most of the exercises by themselves. I give a little help now to check the answer.

Now, talking about motivation of students I think that most of them get motivated by instrumental motivation or “Carrot and stick hypothesis” that see external incentives and influences as determinants of learners’ motivational strength (Ellis, 1994).

Students get very motivated when they hear that they will get a reward, they make the effort to be the first one to finish the exercises. Something very curious about this is, that sometime students that say that don’t understand English are the first ones to finish, just to get the “price”. Instrumental motivation can be very helpful in class.

I think when student’s intake the learning the most successful part of teaching is because now, they understand and can apply what they have learned. They are eager to participate.

“Schema theory is a branch of cognitive science concerned with how the brain structures knowledge. A schema is an organized unit of knowledge for a subject or event. It is based on past experience and is accessed to guide current understanding or action” (Pankin, 2013). Schema theory is based on previous knowledge, it is good plan activities taking into reference what students already know.

My teaching has improved thanks to the different approaches that I have learned. Now I know which theory is the one that I work on, and I think this is important to have a better handling of the class, and consequently, a more profitable class.

1.02 THEORY UNDERLYING MY TEACHING PRACTICE

1.02.01 SECOND LANGUAGE ACQUISITION

1.02.01.01 SCHOOLS OF THOUGHT

SLA it is the name of the theories of the process by which students acquire a second language. It is the systematic study of how people learn a language other than their mother tongue.

Behaviorism is the theory where stimulus is given to the student in order to obtain a desired response, until it becomes a habit through repeated reinforcement. When teaching to children behaviorism is a valuable theory because it impacts how students react and behave in the classroom and suggests that teachers can directly influence how their students behave.

The starting of learning a L2 must be held by the hand of structuralism, because it set the basis of the words' knowledge, should be developed step by step. In order to apply the theory generative linguistics, first structuralism theory should be developed to have a starting point. As well as sociocultural theory is applied every day in relationships between students and teachers.

SECOND LANGUAGE ACQUISITION	
BEHAVIOURISM	Bases learning on the interaction between a stimulus and a response. A stimulus can be any type of input that causes the learner to change his/her activity or behavior, for example thoughts, emotions, and sensory activity. A response is what the learner does as a result of a given stimulus.
STRUCTURALISM	Language was conceptualized as complex structures. Each part of the language structure could be analyzed with reference to the larger structure. Structuralism was concerned with describing several aspects of the language including the phonology, syntax, and morphology. Phonology refers to the set of sounds. Syntax refers to the grammar of a language. Morphology is the study of word formation in a language, or in other words, it studies the smaller units of meaning/function which are called morphemes.
GENERATIVE LINGUISTICS	Language could not be explained as simple responses to stimuli. Moreover, providing descriptions of languages failed to provide complex descriptions of the grammar systems of a language. Generative linguists focused on the principles – or universal constraints –governing the underlying processes of language performance. Generative linguists attempted to explain the underlying rules of the NSs' complex grammar.
SOCIOCULTURAL THEORY	Languages are learned as a result of interactions between social and cognitive factors.

1.02.01.02 KRASHEN'S HYPOTHESES

1. Acquisition-Learning

Acquisition-Learning is the most important of the five hypotheses in Krashen's theory and the most widely known and influential among linguists and language teachers. There are two systems of language performance:

- Acquisition: is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires interaction in the target language.
- Learning: is the product of formal instruction and it comprises a conscious process which results in conscious knowledge 'about' the language.

2. The Monitor hypothesis

Explains the relationship between acquisition and learning and defines the influence of the latter on the former. It is the practical result of the learned grammar. The 'monitor' acts in a planning, editing and correcting function when three specific conditions are met:

- The second language learner has sufficient time at their disposal,
- They focus on form or think about correctness, and
- They know the rule.

3. Natural Order hypothesis

Is based on research findings which suggested that the acquisition of grammatical structures follows a 'natural order' which is predictable. For a given language, some grammatical structures tend to be acquired early while others late.

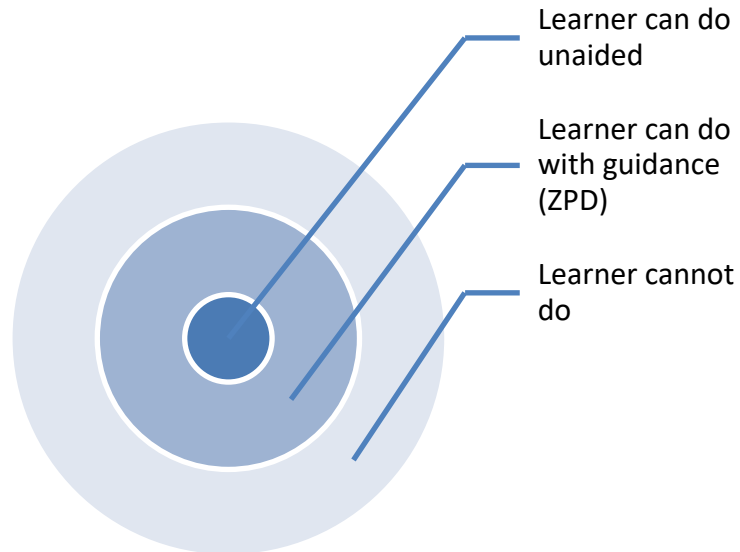
4. Input hypothesis

Is only concerned with 'acquisition', not 'learning'. According to this hypothesis, the learner improves and progresses when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence. ("i" + 1).

5. Affective Filter hypothesis

Embodies Krashen's view that several 'affective variables' play a facilitative, but non-causal, role in second language acquisition. These variables include motivation, self-confidence, anxiety, and personality traits

1.02.01.03 ZONE OF PROXIMAL DEVELOPMENT



The zone of proximal development (ZPD or Zoped) is defined as the difference between a child's "actual developmental level as determined by independent problem solving" and the child's "potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978).

This theory refers to the learner's ability to complete tasks with success, with someone more capable assisting them. We, the teachers, are those persons who are more capable, so we must be ready and plan our classes.

1.02.02 ENGLISH LANGUAGE TEACHING

Learning a second language has derived in a variety of methodologies, according to Brown (1994), a methodology can be understood as "the study of pedagogical practices in general (including theoretical underpinnings and related research). Whatever considerations are involved in "how to teach" are methodological".

Approaches are defined as the "theoretical positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings". In here it will be explained the classic methodologies and approaches in Second Language Acquisition.

1.02.02.01 Approaches to ELT

Grammar Translation Method: The method demands to comprehend the abstract grammar structures from English to Spanish. This method consists or using L1 to analyze, comprehend, and produce L4 structures in the same way that formal writing is produced. The teacher is just an authority that shows the correct use of the language, and the model to be followed since the teacher is considered the expert in L2 and L1 (Harmer, 2001).

Direct Method: In this method, it is intended to merge the learner into an L2 environment as a native speaker is naturally. Students start to learn L2 as a child from basic concepts to abstract conceptions, from simple words to formal writing. L1 is forbidden to be spoken and all the communication must be in L2 simulating the learner is into the L2-spoken country, so the learner has to elaborate linguistic strategies without grammar explanations since it is considered that grammar rules are learned in the process naturally (Harmer, 2001).

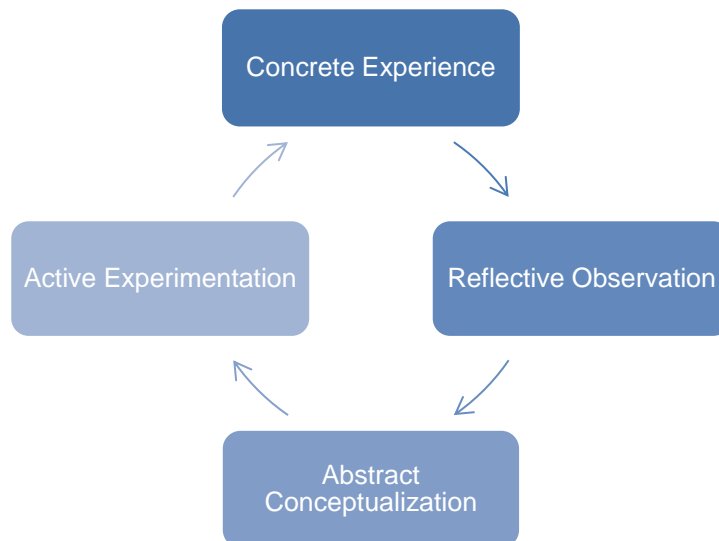
Audiolingual Method: In this method, the learner must memorize phrases focusing on pronunciation fluency performance, pre-established answers, grammarless learning. Language is considered a habit and the learner has to repeat many times a phrase until it can be performed as a native speaker (Harmer, 2001).

Communicative Language Teaching: Combines the use of grammar functional practice, behaviorist learning, pragmatic aspects, fluency, and accuracy, focus on real-world situations, autonomy and strategy involvement, and the teacher becomes a guide that facilities learning by games, role-plays, and problem-solving tasks. (Harmer, 2001).

1.02.02.02 Kolb's Experiential Learning Model

Learning process where knowledge results from the combination of grasping and transforming an experience. Kolb suggested that learning requires the acquisition of abstract concepts that can then be applied flexibly in a wide range of situations. Therefore, knowledge is created through the transformation of experience.

Kolb created the Experiential Learning Cycle in 1974. The four-stage model views learning as an integrated process. All four stages are mutually supportive because Kolb believes that effective learning is a cyclic process that involves experiencing, reflecting, thinking, and acting.

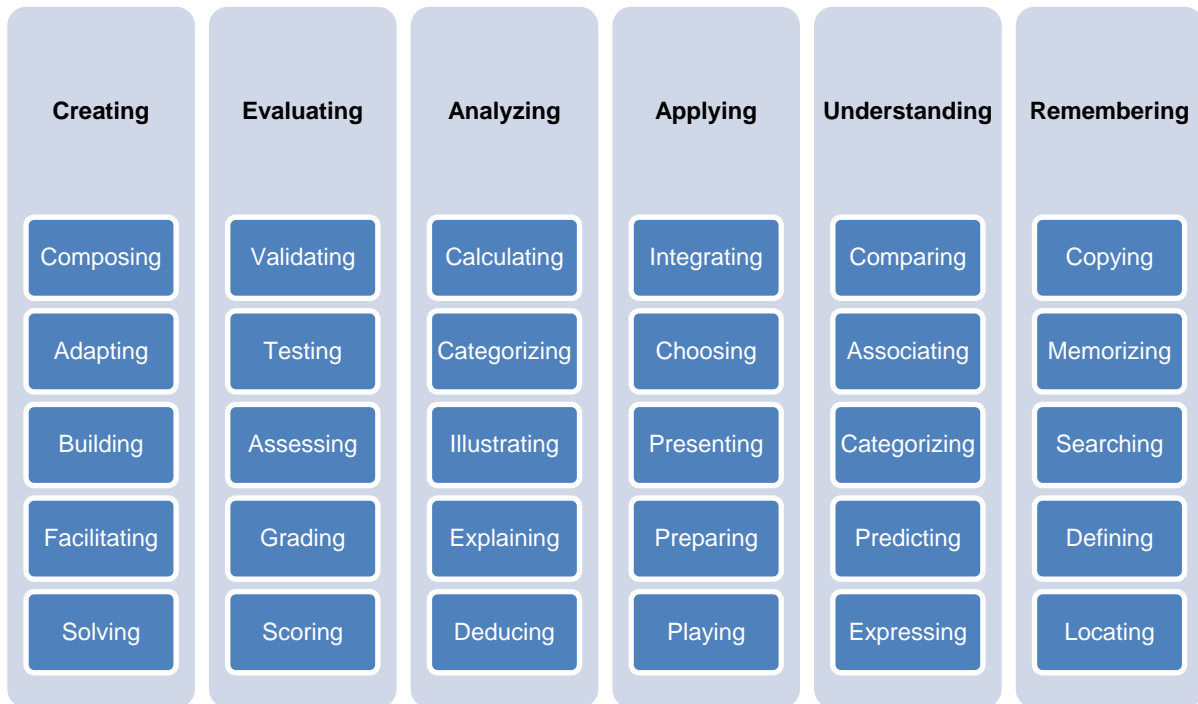


1. Concrete Experience: where the process begins. At this stage, learners encounter an experience. This could be either a completely new experience or a reimagined experience that has already happened.
2. Reflective Observation: Concrete experiences are followed by reflective observation. As such, after engaging in an experience, learners should step back to reflect on the task or activity. This stage in the learning cycle allows the learner to ask questions and discuss the experience with others.
3. Abstract Conceptualization: Reflective observation leads to abstract conceptualization. In this stage, learners form new ideas or alter their current understanding based on the reflections that arose from the previous stage.

4. Active Experimentation: The last stage of the cycle involves active experimentation. At this stage, learners apply their new ideas to the world around them. This allows them to see if there are any changes in the next occurrence of the experience.

1.02.02.03 Bloom's Taxonomy

A contribution to CLT is the Bloom's Taxonomy that consisted of six major categories: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. The categories after Knowledge were presented as "skills and abilities," with the understanding that knowledge was the necessary precondition for putting these skills and abilities into practice.



The use of the Bloom's taxonomy can be helpful at the moment of establishing learning goals, so teachers and students understand the purpose, also helps when organizing objectives to clarify them. When having organized objects help teachers to deliver appropriate instruction, design valid assessments tasks and to ensure that instruction and assessment are aligned with the objectives.

CHAPTER 2 METHODOLOGY AND PRACTICE

2.01 A PRACTICAL AND USEFUL LESSON PLAN

The following plan was applied to students of 3rd and 4th grade, the main objective was “recognize how we are all connected and the of the concepts in a good way” developing the four communicative skills (reading, writing, speaking, and listening). The topic was globalization that is understand as the mixture of money, people, culture among different countries.

Identification cell.	
Author	Dalia Rivera
Educational stage	3 rd and 4 th grade of Elementary school.
Title of lesson plan	“Globalization”
Learning objective	Recognize how we are all connected and the use of the concept in a good way.
Communicative skill considered	Reading, writing, speaking and listening.
Hours	5
Number of sessions	5

SESSION	TIME	STUDENTS WILL BE ABLE TO	TYPE	STRATEGIES AND ACTIVITIES
	10 min.	Reflect on times they experienced globalization	Pre-Activity	Ask students: <ul style="list-style-type: none"> • Have you ever talked with someone from other country? • What did you talk about? • Do you think is easy to talk with people from different countries? Why?

1	35 min.	Recognize that music comes from many different countries.	Activity	<p>What is your playlist?</p> <ul style="list-style-type: none"> • Have you ever listened to a song in a different language? What did it sound like? • Teacher will play different songs from different countries and the students will try to guess from which country it is. • At the end of guessing the song, the teacher will write on the board the name of each song and from which country they are from. <p>Songs:</p> <p>https://open.spotify.com/track/4dhGHF3e4s0LmGaNcGhRF?si=845dd84b8aeb4504</p> <p>https://open.spotify.com/track/0INaMqjJJe1BZpnWuCxDzt?si=1464efce3b354efe</p> <p>https://open.spotify.com/track/5UI3AX7h95zagXPXR1JhbS?si=9edf71ebeb5b4b8e</p> <p>https://open.spotify.com/track/1uzkWklaWaxzHJgJ4Fy5rO?si=752eb8247eb84afe</p> <p>https://open.spotify.com/track/7FGhwWgdgiQpcDahQJ81vX?si=2ed5e03c58bd44b8</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • The teacher will present the vocabulary of “Globalization”. Teacher will read the vocabulary word and the students repeat. Then one student will read the definition. (Appendix 1)
	15 min.	Relate vocabulary words with definitions.	Post-Activity	World trade game

				<ul style="list-style-type: none"> The teacher will ask for one category, example: foods. The students will raise their hand to answer with one food from another country (they cannot repeat them)
2	10 min.	Identify how food comes from many different countries.	Pre-Activity	Video <ul style="list-style-type: none"> Teacher will play a video where different breakfast of different countries are shown. Discuss which one would you like to try? https://www.youtube.com/watch?v=ry1E1uzPSU0
	35 min.	Define globalization.	Activity	What is globalization? <ul style="list-style-type: none"> Students will read and listen a text that talks about globalization (Appendix 2). For this activity, one student will read until the period, then will continue the student behind him/her and repeat. Answer the questions of the worksheet in pairs.(Appendix 3)
	15 min.	Identify that we have things that are made in other countries.	Post-Activity	Ask students to look over their backpack and try to find items that were made in a different country from where we live. What are they? Where were they made?
3	10 min.	Identify the differences.	Pre-Activity	Video <ul style="list-style-type: none"> Watch a video that shows different markets and foods of many

				countries. (This video I have it downloaded on my laptop)
	40 min.	Comprehend and identify the main ideas and details of a text. Explain the opportunities of globalization	Activity	<p>Trade you!</p> <ul style="list-style-type: none"> The teacher will read the story “Trade you!” (Appendix 4), the students will listen so they can answer some questions. The teacher will write some questions on the board, so the students answer them individually. (Appendix 5) <p>Globalization opportunities</p> <ul style="list-style-type: none"> The teacher will present some statements, the students will discuss if they are globalization opportunities or not and why. (Appendix 6) Then students will give more examples of globalization opportunities.
	10 min.	Reflection time.	Post-Activity	The students will discuss the following question: Does globalization allow to help one another? Why? Give some examples
4	10 min.	Reflect.	Pre-Activity	Ask students: What are the challenges of globalization? How can cultures lose their individuality?
	35 min.	Comprehend and identify the main ideas of a text.	Activity	<p>The challenges of Globalization</p> <ul style="list-style-type: none"> The teacher will present a text and the students will listen to the track reading the text. (Appendix 7) The students will choose one of the following challenges:

		Consider one challenge of globalization and think of solutions to this challenge		<ul style="list-style-type: none"> ○ Globalization can hurt the environment. ○ Globalization can make cultures lose their individuality. ○ Globalization causes people to lose their jobs. ● After choosing one, the students will draw and write three ideas about how you or others could work to solve this challenge.
	15 min.	Reflect.	Post-Activity	Share some of the ideas they had.
5	10 min.	Reflect.	Pre-Activity	Make a quick review of what we have learned of globalization.
	35 min.	Recall the concepts learned.	Activity	Assessment <ul style="list-style-type: none"> ● The teacher will give a worksheet to each one of the students where they must answer some questions about globalization. (Appendix 8)
	15 min.	Relax	Post-Activity	Time to relax Play hangman on the board using some words of the session.

2.02 DESIGNING OF NECESSARY TOOLS TO ASSESS THE PROGRESS OF STUDENTS

2.02.01 Rubric for listening assessment

Rubric for listening assessing				
Category	Excellent/Very good	Good/Average	Fair/Poor	Very Poor
Points	4	3	2	1
Does the students demonstrate general comprehension of the Listening?	The student can show a general comprehension of the vocabulary, answering correctly.	Students shows a general comprehension of vocabulary and content, most questions answer correctly.	Student did not comprehend some vocabulary and content.	Student did not comprehend sufficient vocabulary.
Does the student is capable to understand details?	Student gathers all information with details when answering.	The student includes much precise information and details.	Students present a partial capability to listen, precise information is seldom included	Student is unable to provide precise details.
Does the student prove the accuracy of the replies?	Student provides information exact and related to the material	Student generally answers precisely, with few mistakes.	Student provides only few information.	Student's answers are regularly incorrect or unconnected.

2.02.02 Rubric for speaking assessment

Rubric for speaking assessing				
Category	Excellent/Very good	Good/Average	Fair/Poor	Very Poor
Points	4	3	2	1
Is the student's pronunciation clear enough to be understood?	The student's pronunciation is clear.	Student's pronunciation is clear but with some mistakes	Student's pronunciation generates a lot of mistakes.	Student's pronunciation is practically unintelligible.
Do student speak with fluency?	Student can communicate without difficulty.	Student can communicate with some difficulty.	The student takes longer to communicate with difficulty.	The student cannot communicate.
Is the student able to comprehend?	Student comprehends all questions and answers correctly.	Students comprehend most of questions and answers.	The student present little comprehension of the questions.	The student is no able to comprehend questions.

2.02.03 Rubric for reading assessment.

Rubric for reading assessing				
Category	Excellent/Very good	Good/Average	Fair/Poor	Very Poor
Points	4	3	2	1
Pronunciation of words	All words are pronounced correctly.	Most words are pronounced correctly.	Some words are pronounced correctly.	The student struggles to pronounce the words.
Fluency of reading	Reading is easy and fluent.	Words are grouped together logically.	Reads word for word.	Struggles to read.
Use of punctuation	Punctuation is used correctly and efficiently.	Punctuation is observed but tends to stop at the end of a line.	Punctuation marks are replaced with a breath.	Punctuation marks are ignored.

2.02.03 Rubric for writing assessment.

Rubric for writing assessing				
Category	Excellent/Very good	Good/Average	Fair/Poor	Very Poor
Points	4	3	2	1
Correct vocabulary writing	Effective usage of word selected.	Variety of word selected.	Some usage of diverse word selected.	Imprecise word selected, which confuses.
Grammar structure	Correct punctuation and no grammatical errors.	Little spelling, punctuation, and grammatical errors.	Some errors remain.	Grammatical errors, and spelling, making reading problematic.
Relevant ideas	Writing assertive and focused.	Writing-related, slight or no details.	Writing is focused, certain details.	Writing is too limited in connecting knowledge.

2.02.04 RATIONALE BEHIND

2.02.04.01 Fundamentals of reading.

2.02.04.01.01 Bottom-up and top bottom

Bottom-up processing is the piecing together of smaller elements of language. These elements include the graphemes (the letters), the grapheme-phonetic (letter-to-sound) relationships, the phonemes, the syllabic structures, the morphemes (prefixes, roots, suffixes), the words, and the sentences. Top-down decoding consists essentially of moving from overall general meaning down to examining the written code. Top-down reading models suggest that processing of a text begins in the mind of the reader, who starts the task with some assumptions about the meaning of a text.

The purpose of this model is that learners read according to the process of how the linguistic elements are understood by the cognitive system combining sensory and thinking aspects of reading.

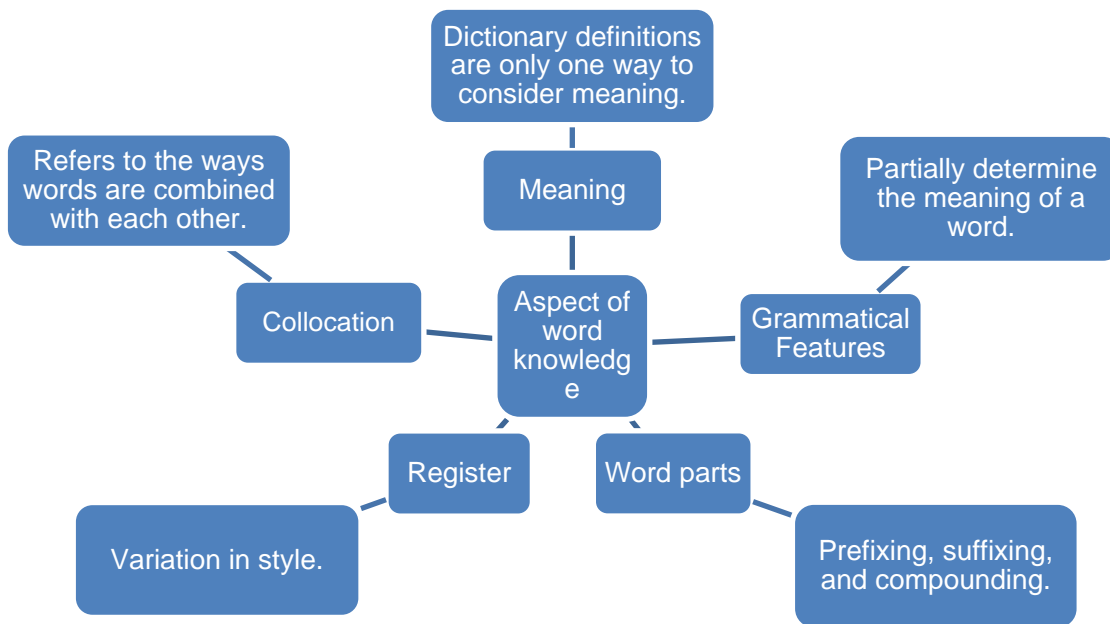
2.02.04.01.02 Schema theory

This theory establishes that knowledge is structured in categories or schemata. This means that these schemata keep the information (An, 2013).

- Content schema refers to personal experience such as cultural knowledge. It works on the top-down mode with the knowledge of the concepts.
- Formal schema refers to the discourse forms' knowledge. It uses bottom-up immersion in the organization and top-down to use meaning.
- Linguistic schema refers to the use of linguistics aspects utilizing bottom-up mode to analyze texts in detail.

2.02.04.01.03 Aspects of word knowledge

Students infer the meaning of words by the vocabulary words surround them, the kind of word and the context of the situation. To use the context is necessary for the environment where the word is used, also it is important to use body expression when learning new words.



2.02.04.02 Fundamentals of writing.

Ken Hyland (EEAILE, 2011) defines writing as "the process whereas a person selects, develops, arranges, and expresses ideas in units of discourse" proposing six approaches to teach writing:

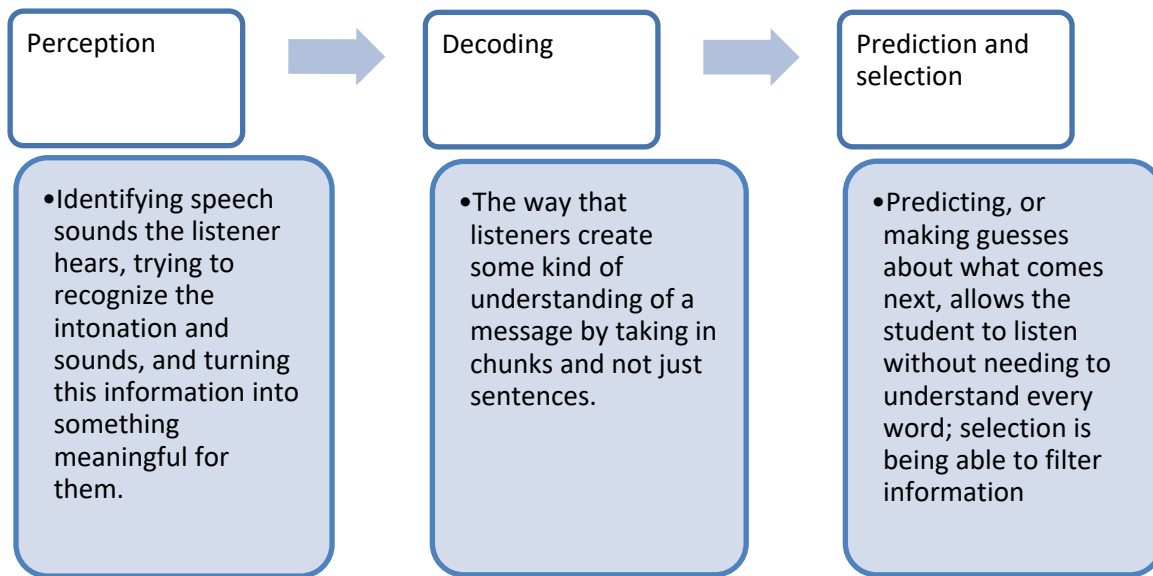
1. Language structures that refer to the arrangement.
2. Discursive structures, that consists of the genre.
3. Creative expression, where the student makes a self-discovery.
4. Writing processes, that consists of the awareness.
5. The content referred to social issues.
6. Genre and contexts of writing, that refers to recognizing the propose.

In the discourse that considers writing as a manifestation of creativity, the author's expression, content and, above all, style are valued (Hyland, 2002). Students learn to write from practicing, and they are more engage when it is about interesting topics. The teacher should be a facilitator who creates attractive materials to develop.

2.02.04.03 Fundamentals of listening.

2.02.04.03.01 Listening process

The listener goes through certain processes in constructing a message out of information that he or she hears in the target language. As set forth by McErlain (1999), this includes:



Reading comprehension require a series of cognitive processes without which the student could not give meaning. Nowadays we recognize that hearing is an active process and that the people who are good at listening are as active as the person who sends the message (Mendelsohn, 1995).

The strategy of giving selected information to relate it to other ideas helped in understanding easier. To comprehend the process of listening strategies it is central to link them to the cognitive and metacognitive strategies (Schwartz, 1995), cognitive strategies have been defined as specific listening tasks that directly operate in the text.

2.03 ATTACHED EVIDENCE



Starting lessons plan, landing students into globalization theme by asking questions like: Have you ever heard this word? Have you ever talked with someone from other country?



Reading vocabulary words and their meaning, so have the knowledge to develop the following activities.



Reading an authentic text as a group, while their reading is assessed.



Students are answering questions after reading an authentic text.



2.04 EVIDENCE OF THE DESIGN TOOL TO ASSESS THE STUDENTS

2.04.01 Listening

Karla G. Pacheco

Rubric for listening assessing				
Category	Excellent/Very good	Good/Average	Fair/Poor	Very Poor
Points	4	3	2	1
Does the students demonstrate general comprehension of the Listening?	The student can show a general comprehension of the vocabulary, answering correctly.	Students shows a general comprehension of vocabulary and content, most questions answer correctly.	Student did not comprehend some vocabulary and content.	Student did not comprehend sufficient vocabulary.
Does the student is capable to understand details?	Student gathers all information with details when answering.	The student includes much precise information and details.	Students present a partial capability to listen, precise information is seldom included	Student is unable to provide precise details.
Does the student prove the accuracy of the replies?	Student provides information exact and related to the material	Student generally answers precisely, with few mistakes.	Student provides only few information.	Student's answers are regularly incorrect or unconnecte

Maria Armenta

Rubric for listening assessing				
Category	Excellent/Very good	Good/Average	Fair/Poor	Very Poor
Points	4	3	2	1
Does the students demonstrate general comprehension of the Listening?	The student can show a general comprehension of the vocabulary, answering correctly.	Students shows a general comprehension of vocabulary and content, most questions answer correctly.	Student did not comprehend some vocabulary and content.	Student did not comprehend sufficient vocabulary.
Does the student is capable to understand details?	Student gathers all information with details when answering.	The student includes much precise information and details.	Students present a partial capability to listen, precise information is seldom included	Student is unable to provide precise details.
Does the student prove the accuracy of the replies?	Student provides information exact and related to the material	Student generally answers precisely, with few mistakes.	Student provides only few information.	Student's answers are regularly incorrect or unconnecte

Appendix 4 and 7

2.04.01 Reading

Karla G. Pacheco

Rubric for reading assessing				
Category	Excellent/Very good	Good/Average	Fair/Poor	Very Poor
Points	4	3	2	1
Pronunciation of words	All words are pronounced correctly.	Most words are pronounced correctly.	Some words are pronounced correctly.	The student struggles to pronounce the words.
Fluency of reading	Reading is easy and fluent.	Words are grouped together logically.	Reads word for word.	Struggles to read.
Use of punctuation	Punctuation is used correctly and efficiently.	Punctuation is observed but tends to stop at the end of a line.	Punctuation marks are replaced with a breath.	Punctuation marks are ignored.

Maria Armenta

Rubric for reading assessing				
Category	Excellent/Very good	Good/Average	Fair/Poor	Very Poor
Points	4	3	2	1
Pronunciation of words	All words are pronounced correctly.	Most words are pronounced correctly.	Some words are pronounced correctly.	The student struggles to pronounce the words.
Fluency of reading	Reading is easy and fluent.	Words are grouped together logically.	Reads word for word.	Struggles to read.
Use of punctuation	Punctuation is used correctly and efficiently.	Punctuation is observed but tends to stop at the end of a line.	Punctuation marks are replaced with a breath.	Punctuation marks are ignored.

Appendix 1, 2 and 6

2.04.01 Speaking

Carla G. Pacheco

Rubric for speaking assessing				
Category	Excellent/Very good	Good/Average	Fair/Poor	Very Poor
Points	4	3	2	1
Is the student's pronunciation clear enough to be understood?	The student's pronunciation is clear.	Student's pronunciation is clear but with some mistakes	Student's pronunciation generates a lot of mistakes.	Student's pronunciation is practically unintelligible.
Do student speak with fluency?	Student can communicate without difficulty.	Student can communicate with some difficulty.	The student takes longer to communicate with difficulty.	The student cannot communicate.
Is the student able to comprehend?	Student comprehends all questions and answers correctly.	Students comprehend most of questions and answers.	The student present little comprehension of the questions.	The student is no able to comprehend questions.

Maria Armenta

Rubric for speaking assessing				
Category	Excellent/Very good	Good/Average	Fair/Poor	Very Poor
Points	4	3	2	1
Is the student's pronunciation clear enough to be understood?	The student's pronunciation is clear.	Student's pronunciation is clear but with some mistakes	Student's pronunciation generates a lot of mistakes.	Student's pronunciation is practically unintelligible.
Do student speak with fluency?	Student can communicate without difficulty.	Student can communicate with some difficulty.	The student takes longer to communicate with difficulty.	The student cannot communicate.
Is the student able to comprehend?	Student comprehends all questions and answers correctly.	Students comprehend most of questions and answers.	The student present little comprehension of the questions.	The student is no able to comprehend questions.

Their daily participation.

2.04.01 Writing

Karla G. Pacheco

Rubric for writing assessing				
Category	Excellent/Very good	Good/Average	Fair/Poor	Very Poor
Points	4	3	2	1
Correct vocabulary writing	Effective usage of word selected.	Variety of word selected.	Some usage of diverse word selected.	Imprecise word selected, which confuses.
Grammar structure	Correct punctuation and no grammatical errors.	Little spelling, punctuation, and grammatical errors.	Some errors remain.	Grammatical errors, and spelling, making reading problematic.
Relevant ideas	Writing assertive and focused.	Writing-related, slight or no details.	Writing is focused, certain details.	Writing is too limited in connecting knowledge.

Maria Armenti

Rubric for writing assessing				
Category	Excellent/Very good	Good/Average	Fair/Poor	Very Poor
Points	4	3	2	1
Correct vocabulary writing	Effective usage of word selected.	Variety of word selected.	Some usage of diverse word selected.	Imprecise word selected, which confuses.
Grammar structure	Correct punctuation and no grammatical errors.	Little spelling, punctuation, and grammatical errors.	Some errors remain.	Grammatical errors, and spelling, making reading problematic.
Relevant ideas	Writing assertive and focused.	Writing-related, slight or no details.	Writing is focused, certain details.	Writing is too limited in connecting knowledge.

Appendix 3 and 8

2.05 PERFORMING AND RECORDING OF THE ACTIVITIES

Video available on:

<https://drive.google.com/file/d/1ShTsn2QFhmu7HarE8POc5gAQN2CcYxFg/view?usp=sharing>

g

CHAPTER 3 EXPERIENCE REPORT

3.01 Report of lessons

The application was taken in a group of 3 students of elementary school, from 7 to 9 years old. The group is heterogeneous because the members of it have different levels, because one has been studying English for a longer time and two of them were affected by online class due to the pandemic.

In the application of the class, the different skills were mixed into the activities, they are all connected. The sequence and activities were stated in the Lesson Plan, asking social interaction between students and teacher.

3.01.01 Session 1

This session started landing students with the new topic: globalization, some questions were asked so students start developing their knowledge about it. Following by that, students listened to songs from different countries, they tried to guess the language spoken on them and compared the songs, deciding which ones they like and which ones not.

When the attention was gained a presentation of the new vocabulary words was showed, students had to read each word and meaning, developing their reading and speaking skills. To finish the session and to relax students, a game named World Trade Game was played.

The sessions would be more enriching if they were applied in a bigger group, but the objective was achieved, students are now aware that we are all connected and we must coexist peacefully, without affecting each other

3.01.02 Session 2

The following session started by watching a video of different breakfast around the world, the students engaged to it quite fast, arguing which ones they would like to try and which ones are similar to the food in our country. After that, students read and listen to an authentic text followed by a worksheet to answer about it.

3.01.03 Session 3

It started with watching a video about different markets around the world, students compare the markets with the ones in our country. Then they listened to the teacher reading an authentic text where globalization was taken into account to answer some questions as a group.

Then some statements were showed to students, they had to decide if they were globalization opportunities or not. A globalization opportunity is when people around the world work together for example, trading goods, acceptance, traveling, etc. After checking the ones given by the teacher, students gave some more globalization opportunities.

3.01.04 Session 4

Now, the topic was about the difficulties and negative parts of globalization, such as: hurt the environment, can make cultures to lose their individuality and causes people to lose their jobs. They had to draw one and write three ideas of how can they help to solve the challenges.

3.01.05 Session 5

In this session each student received one worksheet where it was assessed all learned in the sessions, first they had to match terms with their definitions, then choose true or false and

finishing completing a graphic organizer. To finish and relax students played hangman using the learned words.

3.02 Critical analysis

The five lessons were applied in a comfortable environment where students felt comfortable and relaxed. All the activities were developed and there could be define the students' profile. Students at lower elementary schools that are above the average according to their speaking, reading and listening skills. In the other hand, the writing skill should be focused and worked. The lesson plan was originally designed for a class of 3rd grade of a private elementary school but it had to be applied to another context. The students were also from lower elementary school of a private school, so it was not necessary to adapt the original lesson plan, just some adjustments.

One of the factors that could interfere with the lesson plan development was students' attitude and behavior. Since it is a very small class students and they have between 8 and 10 years were more concentrated in playing with each other. However, it was considerate the use of the technology to attract them. Another factor was the fact that students speak Spanish, so it was difficult to get them to communicate in English also, the practice outside of classroom is not easy to reach.

The results were beneficial for students, because more than anything they practice their English skills outside of their regular context (school classroom) and they coexisted with other students from their classroom.

The elaborated rubrics were instruments used for the general assessment of students' progress showing areas where students can improve their skills, it can be complemented with some rubrics to give feedback to the teacher.

It can be possible to focus more on the use of new tools and strategies of technology for the following planning. Also, more activities where students interact which each other can be useful in the developing of their language skills.

CHAPTER 4 CONCLUSIONS

English is the most widely spoken language in the world, there are many such regional and social dialects that outcome of diverse in intonation, pronunciation, vocabulary, etc. communication wouldn't be possible for not being the same language.

Language is fully bound with the human being, and it is immersed in every aspect of our lives, it has been studied for very long time from different perspectives, they all agree in how important is to communicate clearly, by speaking, reading, writing.

The human being is a social being for instance we need language to fulfill our need to communicate, we require language to continue learning, in both formal and informal ways; we must be conscious that we need to strengthen our language, it is vital.

The learning of a second language allows the development of new ways of thinking and acquisition of knowledge. It opens our mind to new cultures, traditions, ideas, etc.

All factors (intonation, pronunciation, etc.) should be taken into account if we want students to communicate in English at the moment of planning a class. Teachers should develop their ability and should be at the fore front of with all that refers to teaching, with more reason English.

It is important to consider every element involved in education: place, participants, purposes, goals, tone, manner, rules, etc. So, the classes are organized and the goal can be achieved easily.

Methodologies give more elements to use methods for particular situations, moreover the ones considered on the book. They shouldn't be avoided though, but a class can be more successful when it is wider.

Teachers shouldn't be limited only to book's activities, they are guide so they can complement their classes by using the theories. Theories provide cues to evaluate following steps, it is easy to follow the steps so teachers can evaluate students, books, context and, even, themselves.

Analyzing the lesson plan applied, they were concepts related to the activities, it is an improvement of the teaching practice because the activities were based on theories and written into a plan instead of non-planned classes with improvisation.

A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. Before plan a lesson, the learning objectives for the class meeting should be identified. It should be foresee how the class will develop, the obstacles, elements that will be used, time organization, problems when organizing activities, how to achieve goals. Teacher always keep in mind the general objective to achieve is that students acquire the greatest possible domain of the spoken language.

To prepare the rubric, it is important to define competences to achieve and establish evaluation criteria. The results of analysis, indicators and rubrics constitutes the material for development of evaluation of the subjects from the purposes.

Evaluation must be thought as the result of a test, evaluation is a necessary process because is the opportunity of improvement. Evaluation must determinate students' achievements in many competences, integrating and reflecting their knowledge, strengths and weaknesses of students.

Rubrics are important because they clarify for students the qualities their work should have. This point is often expressed in terms of students understanding the learning target and criteria for success. It allows integral education of the knowledge for the development of the competences.

Globalization attempts to break with the history of a dominant culture and other subordinate ones, and to reinforce traditionally excluded identities in order to build, in daily life, a coexistence of respect and legitimacy among all groups in society.

Globalization has the role, not only in education, of rebuilding societies, systems and educational process, social process, relationships, attitudes, values, practices, knowledge based on respect and equality, recognition of differences and democratic coexistence.

The purpose of language learning is to improve the speakers' four skills of listening, speaking, reading and writing, with the base of large vocabulary and good grammar, but this is not the final purpose. The final purpose is to let speakers be able to use the language.

The development of each one of the four skills has been treated individually by virtue of greater clarity of exposure, it is proved that the practice of each one of the skills reinforces to all the others and none of them should be isolated from the rest.

In consequence, it is necessary that the students practice the four skills in English classes frequently as a creative and meaningful way, paying the most attention to the possible real communication. For that it should be planned the amount of time given to each one of the skills.

Finally, this work was possible for all things learned during the course of the specialty, it would be possible without observations and feedback from peers and tutors. There are a lot of aspects to be improved, not only in English skills but also in the use of dynamic activities and technology.

BIBLIOGRAPHY

An, S. (2013, January). Schema Theory in Reading. *Theory and Practice in Language Studies*, 3(1), 130-134.

Brown, D. (1994). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Prentice Hall.

EEAILE. (2011). Module 1 Language, Language Acquisition and Teaching. Retrieved 2022, from *Especialización en la Enseñanza y Aprendizaje de Inglés como Lengua Extranjera*: <http://eeaille.cealupn.net/>

EEAILE. (2011). Module 2 Language. Retrieved 2022, from *Especialización en la Enseñanza y Aprendizaje de Inglés como Lengua Extranjera*: <http://eeaille.cealupn.net/>

EEAILE. (2011). Module 3 Intercultural Communication, Assessment and Integration. Retrieved 2022, from *Especialización en la Enseñanza y Aprendizaje de Inglés como Lengua Extranjera*: <http://eeaille.cealupn.net/>

Ellis, Rod. (1985). *Understanding Second Language Acquisition*. OUP Oxford.

Ellis, Rod. (1994). *The Study of Second Language Acquisition*. New York: Oxford University Press.

Gass, S. M. & Selinker, L. (2001). *Second Language Acquisition: An Introductory Course* 2nd edition, Lawrence Erlbaum Associates, Inc. New Jersey.

Mendelsohn, D. (1995). *A Guide for the Teaching of a Second Language*. San Diego, California: Dominie Press.

McErlain, T. (1999). *The Nature of Listening: The need for listening in English for Academic Purposes*. Retrieved on April 14, 2010.

Shwartz, A.M. (1995). La Enseñanza de Estrategias de Aprendizaje: La Comprensión Auditiva con Textos de Vídeo. Asele, 393-398. <https://cvc.cervantes.es/ensenanza/biblioteca_ele/asele/pdf/06/06_0392.pdf>

Schütz, Ricardo E. "Stephen Krashen's Theory of Second Language Acquisition." English Made in Brazil <<https://www.sk.com.br/sk-krash.html>>.

Swain, M. (1995). Three Functions Of Output In Second Language Learning. In G, Cook & B, Seidlhofer(Eds.) Principles & Practice In Applied linguistics. Oxford University Press.

Uzma Atif Jafri. (December 2017). Content Schema, an indispensable part of L2 reading comprehension. International Journal of English Language Teaching, 5, 1-12.

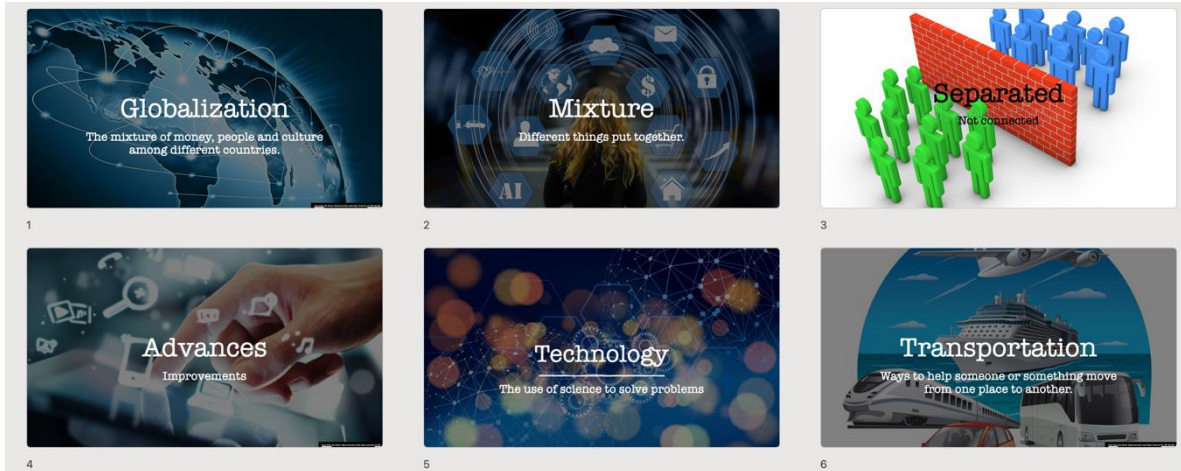
VanPatten. B. (2002). Processing instruction: An update. Language Learning, 54(2), 755-803. doi: 10.1111/1467-9922.00203

Yeates, Nicola. (2001). Globalization and Social Policy. Belfast: SAGE Publications.

Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes Cambridge, Mass.: Harvard University Press.

APPENDIXES

Appendix 1



What is Globalization?

The world is a really big place! It used to be hard to talk to people in other countries. All of your belongings were made in your city or country. No longer! Your shoes could be made in China. Your cell phone could be made in South Korea. Your toys could be from the US. This is all due to globalization.

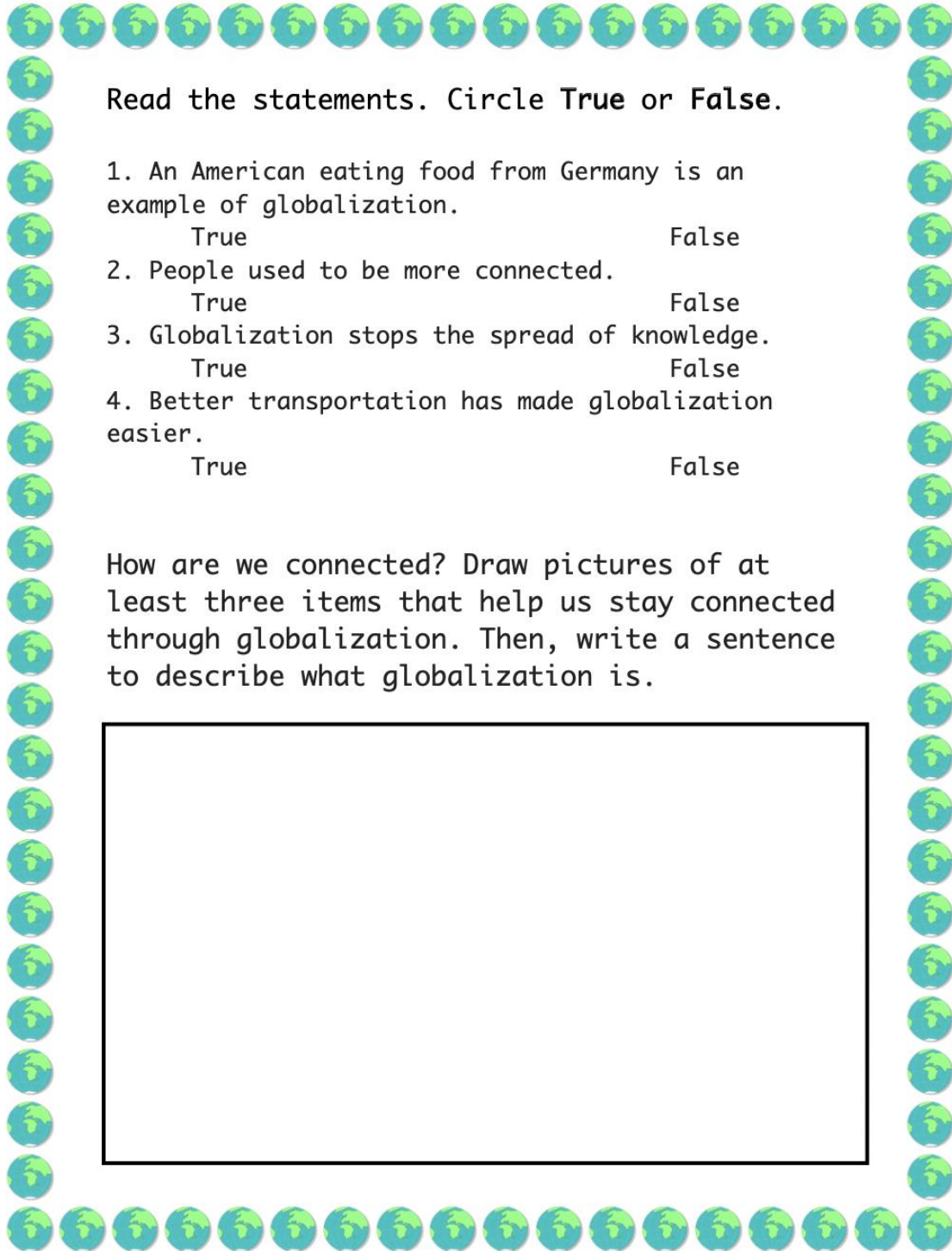


Globalization comes from the word "globe." It is the mixture of money, people, and culture among different countries. It means people are more connected to one another than ever before. In the past, people in different countries were separated. It was hard to talk to others that were far away. It could take weeks or months to send a letter. Advances in technology have made it easier to connect.

Countries can quickly trade goods and information. The following tools and technology help people be connected:



- You can talk to people all around the world with a phone.
- You can read about anything on the Internet. It lets anyone spread ideas and knowledge.
- You can use transportation to travel. You can fly in an airplane across the world.



Read the statements. Circle True or False.

1. An American eating food from Germany is an example of globalization.
True False
2. People used to be more connected.
True False
3. Globalization stops the spread of knowledge.
True False
4. Better transportation has made globalization easier.
True False

How are we connected? Draw pictures of at least three items that help us stay connected through globalization. Then, write a sentence to describe what globalization is.

Trade You!

Aiko and Olivia were best of friends. They did everything together. At recess, they jumped rope. They told each other secrets. They passed funny notes during science class. But their favorite time was lunch!

The girls sat down for lunch together. Olivia brought a peanut butter sandwich. Aiko brought sushi and rice. It was what people ate in her home country, Japan. Olivia looked at Aiko's sushi. "That is so gross!" she blurted out.

Aiko's face became angry. "Your lunch is gross! It stinks!" yelled Aiko. One thing led to another. Soon, food flew across the room. The girls got in trouble. They had to clean the cafeteria. Both girls felt sorry for what they had done.



The next day, each girl brought her own lunch again. Aiko handed Olivia half of her sushi. "Try it," she said. Olivia took a bite. "Mmm..this is delicious!" she said. "Try mine," Olivia said, as she handed

Aiko half of her sandwich. "I have a great idea!" Aiko

shouted. Three weeks later, Aiko and Olivia welcomed guests into the gym. It was the first cultural food festival. Many cultures were shared-and so was some delicious food!

Appendix 5


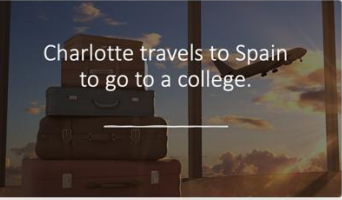



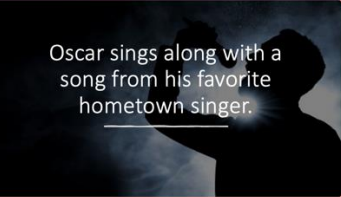
Answer the following questions.

1. What did Aiko and Olivia learn after they tried one another's food?
 - a) Trading food at lunch is never a good idea.
 - b) Accepting others' culture can help you find new things you like.

2. What food did Aiko bring?

3. How was the food festival an example of globalization?

Appendix 6

 <p>Globalization Opportunities</p>	 <p>Charlotte travels to Spain to go to a college.</p>	 <p>Naureen cooks a traditional meal from Pakistan that her mother taught her to cook.</p>
 <p>Mark wants to work on his soccer skills. He finds tips online, written by a famous Brazilian soccer player. The player's ideas help him improve.</p>	 <p>A doctor in China tells a doctor in Argentina about a great new way to help people</p>	 <p>Oscar sings along with a song from his favorite hometown singer.</p>

CHALLENGES OF GLOBALIZATION

Cultures can lose their individuality. Cultures can blend and lose what makes them unique. They can lose what makes them special.



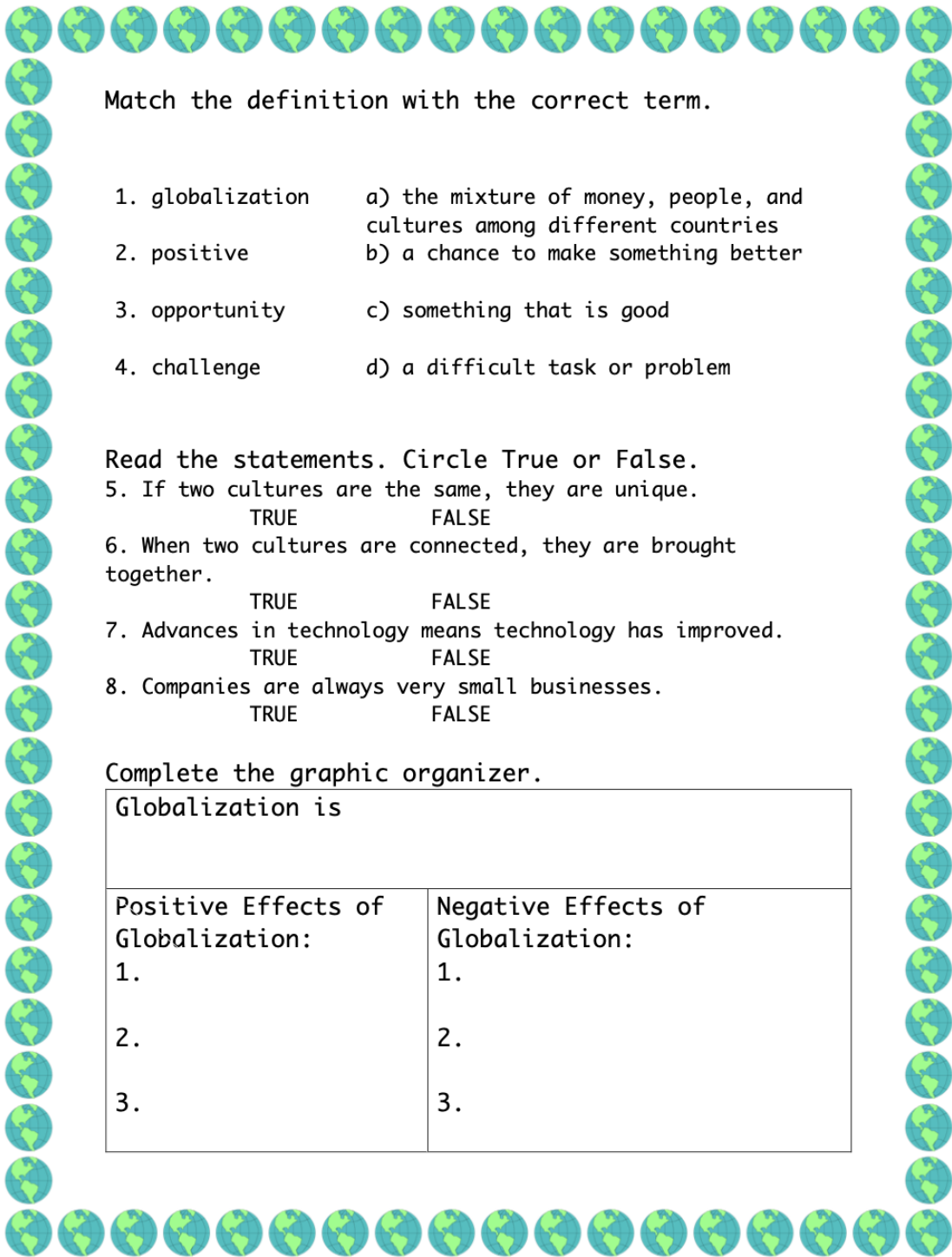
People can lose their jobs. Companies move their shops to other countries. They move to places where they can pay workers less.

It leads to more environmental problems. Companies build shops in other countries. They move to places where there are no laws to protect the environment. This can cause deforestation. These countries then have to cut down more trees, so they can sell wood to richer countries. It can also cause pollution.



It can cause sickness to spread. Since people are connecting more, sickness can spread easier.

Appendix 8



Match the definition with the correct term.

1. globalization	a) the mixture of money, people, and cultures among different countries
2. positive	b) a chance to make something better
3. opportunity	c) something that is good
4. challenge	d) a difficult task or problem

Read the statements. Circle True or False.

5. If two cultures are the same, they are unique.
TRUE FALSE

6. When two cultures are connected, they are brought together.
TRUE FALSE

7. Advances in technology means technology has improved.
TRUE FALSE

8. Companies are always very small businesses.
TRUE FALSE

Complete the graphic organizer.

Globalization is	
Positive Effects of Globalization: 1. 2. 3.	Negative Effects of Globalization: 1. 2. 3.